

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

18K211

School Name:

JOHN WILSON INTERMEDIATE SCHOOL 211

Principal:

CAROLYN JAMES

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 18K211
School Type: Middle School Grades Served: 6 - 8
School Address: 1001 East 100th Street, Brooklyn, New York 11236
Phone Number: 718-251-4411 Fax: 718-241-2503
School Contact Person: Carolyn James Email Address: Cjames3@schools.nyc.gov
Principal: Carolyn James
UFT Chapter Leader: Gordon Marshall
Parents' Association President: Karen Palmer & Pauline Scott
SLT Chairperson: Nellie Lubin
Student Representative(s): _____

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 East 95th Street, Brooklyn, NY 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: 718-566-6008 Fax: 718-649-7074

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carolyn James	*Principal or Designee	
Gordon Marshall	*UFT Chapter Leader or Designee	
Karen Palmer & Pauline Scott	*PA/PTA President or Designated Co-President	
Stephanie Telesford	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nellie Lubin	Member/ Teacher	
June Koutros	Member/ Teacher	
Dorothea Crawford	Member/ Assistant Principal	
Deborah Alexis	Member/ Parent	
Hilgard Laird	Member/ Parent	
Veronica Campbell	Member/ Parent	
Simone Smith	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

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

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

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the state ELA exam. In 2012-13, the data indicated 18.6% of the peer range while in 2013-14, the data indicates 52.1%. Additionally, there was an increase in the overall median adjusted growth percentile for the state Math exam. In 2012-13, the data indicated 9.3% of the peer range while in 2013-14, the data indicates 38.8%.

However, there was a decrease in the number of students reaching proficiency on the ELA exam when compared to the peer range. In 2012-13, the data indicates 72.4% of students reaching proficiency when compared to the peer range while in 2013-14, the data indicates 52.1% of the range. Additional decreases can be seen for the state math exam. In 2012-13, the data indicates 54.0% of students reaching proficiency when compared to the peer range while in 2013-14, the data indicates 44.3% of the range.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the data from the New York State ELA examination, we have the following:

Level 1 – 232 students

Level 2 – 238 students

37% of my students are level 1s in ELA and 37% of my students are level 2s. 74% of my student population is level 1s and level 2s in ELA. 179 students are lowest third in ELA. My intended outcome is to improve student outcomes in ELA.

We have adopted Scholastic Code X to align the curriculum to the Common Core Learning Standard (CCLS) and the instructional shifts. We utilize pacing calendars and unit plans. We differentiate instruction for all learners. The students are grouped according to data, skills and their assessments. Teachers utilize outside resources to supplement the curriculum to ensure that we provide instruction according to their needs. For example, the teachers utilize Greek and Latin Roots, Flocabulary and Grammar in their opening activity. Also, teachers use Successmaker to track and monitor student progress. Successmaker is used to differentiate instruction. We use Successmaker during Academic Intervention Service time (AIS), Lunch N Learns and we pull out students during teacher menu periods. The teachers plan during common planning time by subject area during the course of the week to demonstrate coherence across the classroom and grades. The teachers meet by subject area and interdisciplinary teams on Mondays for professional learning to discuss student's work, reflect upon best practices to monitor, look for gaps in instruction and to adjust their instruction. The instructional shifts are embedded in the Instructional Focus and in the curriculum.

All teachers have a copy of the Instructional Focus. Teachers use the Webb's Depth of Knowledge to create text dependent questions which promotes and fosters rich discussion. Teachers differentiate instruction and tasks to meet the needs of their students. Citing textual evidence from multiple writing sources using grade appropriate text and higher is part of the instructional focus. It is aligned to the instructional shifts and to the Charlotte Danielson Framework. The students are using multiple writing sources which allow them to gain a deeper understanding about the topic. Rich discussions are taken place across the classrooms. Students can then pull information from multiple sources to support their arguments.

All teachers have a copy of the Charlotte Danielson Framework for Teaching Rubric. Teachers are receiving professional learning on the Charlotte Framework for Teaching on Mondays. Teachers view videos and are moving toward deprivatizing their classroom. Teachers visit other teachers to observe best practices to implement in their classroom. Currently, we are using a Peer Inter-visitation Form in order to monitor this process. Sixty percent of a teacher's practice is based upon the Charlotte Danielson Framework for Teaching Rubric. The instructional focus is aligned to instructional shifts and the Danielson Framework.

Students are provided with multiple entry points in the lesson (mini lesson, work period and share/

closing) to demonstrate understanding of the lesson’s objective. During the work period, student tasks are differentiated based on the needs of the students. The instruction is scaffolded. Students are asked to Claim It, Cite It and Clarify It. During common planning time which takes place during the week by subject area and professional learning which takes place on Mondays, teachers analyze student’s work to monitor students’ academic progress, make adjustments to instruction, look for gaps in student learning to revise, unit plans, lesson plans and instruction to promote high level of academic achievement and participation. Teachers provide feedback and share best practices during their professional learning.

Students are engaged in Close Reading to dig deeper, grapple with and delve into the text. The idea of close reading is for the student to slow down while they are reading in order for them to understand complex text and be able to cite textual evidence. Teachers use videos, graphic organizers, visual aids, audio equipment, and small group instruction to assist students with disabilities, English language learners (ELLs), lowest third, and the rest of our diverse learners. Some teachers use sentence starters. The students are provided with the Webb’s Depth of Knowledge chart to formulate higher order questions.

We will address the following based on our School Wide Assessments, Degrees of Reading Power (DRP), Formative and Summative Assessments:

- Vocabulary
- Encoding and Decoding
- Fluency
- Text Dependent Questions
- Citing Textual Evidence
- Reading comprehension

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To support our school’s Instructional Focus, by June 2015, 75% of students will show growth in citing textual evidence using multiple writing sources as measured by aligned writing rubrics determined by a fall, winter and spring CCLS aligned writing task.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

Scholastic Codex , Successmaker, and outside resources such as Engage New York, Ready, Rally	Lowest Third	September 2014 – June 2015	PIC and Lead Teachers – Nathalie Delince, and Glenda VanHorne and Administrators
Small Group Instruction, Lunch N Learn, Direct Instruction, Phonics, Scaffolding, Chunking, Modeling, Push In/ Pull Out, Reciprocal teaching, Word Generation, visual aids, graphic organizers,	Lowest Third, Students with Disabilities, ELLs/ Overage, STH	September 2014- June2015	PIC, Lead Teacher – Keiya Smith and Randi Goldman (ELL Instructor and Administrators
Parent Workshops and Seminars, Award Ceremonies, Parent meeting on Tuesdays, Student Performances, Parent Coordinator Outreach	All Parents	September 2014-June 2015	SLT, PA, Guidance Counselors, Parent Coordinator and Administration
Lead Teachers and Professional Learning Team conducting Peer Inter-visitiation and providing PD	Family, Staff and students	September 2014-June 2015	Administration, support staff, PIC, DTs, MSQI Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Core teachers will receive continued professional learning during congruency and Mondays Professional Learning on looking at student’s work to improve teaching practices and student outcomes.
- All core teachers will teach 26 periods and utilize menus to collaborate with teachers and conduct small group instruction.
- Differentiated and specific professional learning twice a week.
- Lead teachers, PICs and DTs push in to assist subject area teachers with a specific skill and Charlotte Danielson Framework for Teaching Rubric.
- With the use of Title 1 funding, Academic Intervention Services are available before, after school and on Saturdays.
- Teachers will conduct a Close Reading 2 times a week.
- ELA, Social Studies and Science teachers will implement Socratic Seminar 2 times a month.
- We will use resources from MSQI: Word Generation, MSQI Toolkit, Just Words, WIST.
- MSQI Coach and MSQI Representative will provide Professional Learning to staff.
- Parent Workshops on Common Core State Standards.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Staff Salaries, Per diem, Per Session Professional Learning Team, and School Leadership Team

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers will use an array of assessment tools to determine strengths and needs and teachers will chart student progress. Teachers use the data to make adjustment in their instruction. Also, they use the data to pull students out during their menus and plan for AIS Fridays.

We will use the following to demonstrate progress toward meeting our goal: School Wide Monthly Assessments, DRP, Teacher Assessment Notebook, Formative and Summative Assessments, Unit Plan Assessments, Conferencing, and Portfolio Assessments.

We will evaluate mid-point progress in January 2015. We will make adjustments to unit plans and instruction.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the data from the New York State math examination we have the following:

Level 1 – 279 students

Level 2 – 201 students

44% of my students are level 1s and 32% are level 2s in math. 76% of my student population is made up of level 1s and level 2s in math. Out of 626 students in the school, 184 students are lowest third in math. My intended outcome is to improve student outcomes in math.

We have chosen to adopt Connected Mathematical Project 3 (CMP3) but with the always changing needs of our unique population we are supplementing CMP3 with GO Math, Carneige and Engage New York to meet the needs of the students. CMP3 is aligned to the Common Core State Standards (CCSS). CMP3 is rigorous and it incorporates the mathematical practices and the instructional focus. CMP3 promotes multiple entry points for all students. Teachers differentiate instruction for all learners such as English language learners (ELLs), students with disabilities (SWDs), lowest third, on level, below level and advanced learners. CMP3 provides students with strong conceptual understanding of grade-level concepts. Student discourse is an essential component of the curriculum and each unit explores multiple standards and big ideas. CMP3 has job embedded assessments to monitor and track student progress. The GO Math curriculum provides students with strong foundational background knowledge for grade-level concepts. GO Math provides the students with opportunities to practice basic skills and to apply different strategies to strengthen fluency. Further, CMP3 and provides the teachers with a wide variety of resources to meet the students’ needs and abilities. We use Engage New York to bridge the gap between CMP3 and GO Math. Engage NY modules are used for additional application and conceptual knowledge. Further, Engage NY resources allow for enrichment and reinforcement of the standards throughout the year.

CMP3 curriculum provides teachers with end of unit tasks and assessments that allow all students to apply what they have learned to real world comprehensive assignments. Each task uses a 4 point rubric to evaluate students’ work and understanding. Students are given the criteria and procedures to ensure that they understand the expectations of the task. Unit tasks are aligned to the Common Core Learning Standard (CCLS) of the unit and incorporate mathematical practices that increase the ability of the students to succeed in future units. Throughout each unit lower performing students are provided with accessibility sheets that further support their success and completion of the unit tasks. This supportive structure allows lower level students to access the major work of the unit in a clear and coherent manner. At the end of each task, students are encouraged to reflect on their progress. This allows both teachers and students to enter the next unit better prepared. The goal of each common core aligned task is to assess and monitor student progress while improving performance on CCLS aligned unit assessments.

We will focus on the following needs of our students:

- Vocabulary
- Foundational knowledge
- Computational skills
- Conceptual knowledge

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of our students performing in the lowest third will show growth on Mathematical Practice 1 (MP1) making sense of problems and persevere in solving them by making conjectures as measured by aligned math task rubrics determined by a fall, winter, and spring CCLS aligned math task.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Connected Mathematics Project 3 (CMP3), Engage New York, Carnegie, Go Math, and other sources such as Big Ideas Math, Progress NY, Ready, and Rally	Lowest third	September 2014-June 2015	Lead Teachers, Teachers and Administrators
Small Group Instruction, Lunch N Learns, Direct Instruction, Frayer model, Scaffolding, Modeling, Push In/ Pull Out, visual aids, graphic organizers, manipulatives	SWDs, ELLs, Lowest Third	September 2014-June 2015	Lead Teachers, Teachers and Administrators
Parent Workshops, Award Ceremonies, Parent meetings on Tuesdays, Student Performances, Parent Coordinator Outreach	All Parents	September 2014-June 2015	Lead Teachers, Teachers, Parent Coordinator and Administrators
Lead Teachers and Professional Learning Team conducting Peer Inter-visitations and providing professional learning	Students and Parents	September 2014-June 2015	Guidance Counselors, Deans, Teachers, Parent Coordinator and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Core teachers will receive continued professional learning during Mondays Professional Learning on classroom management.
- Differentiated and specific professional learning twice a week.
- Lead teachers and teachers receive professional learning focusing on looking at student’s work.
- With the use of Title 1 funding, Academic Intervention Services are available before, after school and on Saturdays.
- Teachers will conduct a Close Reading 2 times a week.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Staff Salaries, Per diem, Per Session Professional Learning Team, and School Leadership Team

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- Teachers will use an array of assessment tools to determine strengths and needs and teachers will chart student progress.

We will use the following to demonstrate progress toward our goal: School Wide Monthly Assessments, Teacher Assessment Notebook, formative and summative assessments, unit plan assessments, conferencing, portfolio assessments.

We will discuss the mid-point progress in January 2015. We will discuss refining teaching practices and student progress.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the final performance unit tasks and classroom assessments, we found that students were unsuccessful in completing formative and summative assessments throughout the implementation of the unit.

The Teacher Teams meet 2 to 3 times a week and they are engaged in professional learning vertically and horizontally. During the professional learning, the teachers adjust unit plans to improve student outcomes for all diverse learners. In the unit plans, they discuss strategies and techniques to improve student outcomes for advanced level, on level, below level, lowest third, SWDs, ELLs, SIFE and etc. All teachers are responsible for meeting the needs of the students.

The Teacher Teams analyze each other’s student’s work to refine and make adjustments to their unit plans and instruction. The Teacher Teams share best practices across disciplines. Teachers are no longer an island. They are all stakeholders in the academic achievement of their students. They realize that they are all in this together.

The Teacher Teams utilize protocols such as the Final Word, Save the Last Word, SLICE and etc. to look at student’s work to improve unit plans, lesson plans, assessment, curriculum and instruction. The unit plans are adjusted daily based on whether or not the students met the objective. Teachers will revisit the units and lesson. The pacing of the unit plan gets adjusted based on the assessments to improve student outcomes and teacher practice. Teachers are learning to teach in multiple ways based on the unit plans.

After analyzing student work, item analysis and classroom data Teacher Teams meet to prepare a lesson study on an area of need. Based on the lesson study from the unit, teachers will determine what strategies work and what needs continued support within the unit.

Teachers are currently making adjustments to their units by discussing and conferencing with their students during the work period. Teachers determine whether or not strategies/standards need to be re-taught. Teachers re-word questions using Webb’s DOK to scaffold, teach the topic or the skill in a new way. Teachers also remove/adjust the final task because of time constraints, individual needs of the student or because the student does not have access to the resources. Teachers also make adjustments to the vocabulary portion of the unit by introducing new techniques for students to learn and retain vocabulary.

Bases on the lessons from the unit plan, teachers are focusing on the following needs:

- Vocabulary strategies
- Reading Comprehension strategies

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teacher teams will work collaboratively to adjust 80% of unit plans to demonstrate vertical and grade alignment with Universal Design for Learning supports for SWDs, lowest thirds, ELLs within the 4 subject areas (social studies, science, ELA, & Math) as measured by growth on aligned Common Core social studies, science, English Language Arts, and math unit assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Professional Learning (Mondays), weekly common planning, vertical and horizontal professional learning	All Teachers	September 2014-June 2015	PICs, Lead Teachers, DT, Model Teachers and Administrators Professional Learning Team
Text-dependent questions, graphic organizers, differentiation of instruction, one to conferencing, small group instruction, visual aids, modeling	All Teachers	September 2014-June 2015	PICs, Lead Teachers, DT, Model Teachers and Administrators Professional Learning Team
Progress Report, Parent Workshops, award ceremonies, Parent Coordinator outreach, weekly parent meetings	Parents	September 2014-June 2015	Administrators, Parent Coordinator and other support staff
Progress Report, Parent Workshops, award ceremonies, Parent Coordinator outreach, weekly parent meetings, professional learning and teacher team meetings	Parents, students and staff	September 2014-June 2015	Administrators, Parent Coordinator and other support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Core teachers will receive continued professional learning during congruency and Mondays Professional Learning on looking at student’s work to improve teaching practices and student outcomes.

- All core teachers will teach 26 periods and utilize menus to collaborate with teachers and conduct small group instruction.
- Differentiated and specific professional learning twice a week.
- Lead teachers, PICs and DTs push in to assist subject area teachers with a specific skill and Charlotte Danielson Framework for Teaching Rubric.
- Teachers will conduct a Close Reading 2 times a week.
- ELA, Social Studies and Science teachers will implement Socratic Seminar 2 times a month.
- MSQI Coach and MSQI Representative will provide Professional Learning to staff

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Staff Salaries, Per diem, Per Session Professional Learning Team, and School Leadership Team

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

Weekly and monthly assessment consisting of multiple choice, short response and/ or extended response will be assigned to students. Teachers will analyze the data to ensure adjust unit plans daily. In February, teachers will review the data gathered from the assessment s to monitor progress.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the MOTP, 70% of the teachers are effective in 3b: Questioning and Discussion Techniques in the Danielson Framework.

The Teacher Teams meet 2 to 3 times a week to discuss the implementation of Charlotte Danielson Framework, CCLS and the instructional shifts by subject area. They have Agendas. The Teacher lessons are aligned to the Common Core Learning Standards. The Teacher Teams discuss “Peer Inter-visitations” and share best practices. The Teams ensure that the instructional shifts are embedded in the curriculum and in teaching. The Teacher Teams provide professional learning on Charlotte Danielson Framework for Teaching.

The Teacher Teams analyze the data (assessments) and provide professional learning on “Analyzing Student’s Work to Drive Instruction”. The Teacher Teams analyze student’s work vertically and horizontally.

The Teacher Teams analyze each other’s student’s work to refine and make adjustments to their instruction and share best practices across disciplines and deprivatizing. Teachers are no longer an island. They are all stakeholders in the academic achievement of their students. They realize that they are all in this together.

We are part of a TIF Grant. We have two lead teachers, one peer instructional coach and 1 demonstration teacher to assist teachers in their craft. The Lead Teachers, Peer Instructional Coach and Demonstration Teachers push into their colleagues’ classroom to offer them relevant, timely and actionable feedback about their practice and on the Danielson Framework. They model and critique lessons on the Danielson Framework. On Mondays, the professional learning team provides differentiated learning on the Charlotte Danielson Framework focusing on 3b: Questioning and Discussion Techniques to promote a deeper understanding by engaging one another in inquiry. Further, the Teacher Teams are receiving professional learning on the Socratic Seminar to improve 3b: Questioning and Discussion Techniques and 3c: Engaging Students in Learning in the Danielson Framework.

We have Professional Learning Team that encompasses all subject areas and diverse learners. This team shares best practices and lead his or her subject area groups. This demonstrates that they are an integral part of the school and that their strategies and expertise are needed to move the school forward. This makes the teachers feel empowered and this demonstrates distributive leadership and deprivatization.

The Network provides Professional Learning to lead teachers and the lead teachers facilitate what they have learned during common planning time and on Mondays.

We have a MSQI Coach that assists teachers on Mondays (Professional Learning) and during Common Planning time during the week.

Based on the MOTP, we will focus on the following:

- Questioning and Discussion Techniques
- Text Dependent Questions
- Analyzing student’s work to drive instruction
- Analyzing assessments to improve teacher practice and student outcomes
- Deprivatizing teacher practice
- Differentiate Professional Learning to improve teacher practice

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 50% increase in the number of teachers who will play leadership roles in supporting and improving teacher practice and student learning as measured by 75% of the teachers being effective in 3b: Questioning and Discussion Techniques in the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Danielson Framework, Questioning and Discussion Techniques, Text Dependent Questions, Reciprocal Teaching, Japanese Study, Webb’s DOK	All teachers	September 2014-June 2015	Professional Learning Team, Lead Teachers, PIC, DT and Administrators
Graphic Organizers, Text Dependent Questions, Webb’s DOK	All teachers	September 2014-June 2015	Professional Learning Team, Lead Teachers, PIC, DT and Administrators
Parent Workshops, Parent Coordinator Outreach, Parent Classes	All parents	September 2014-June 2015	Professional Learning Team, Lead Teachers, PIC, DT, Parent Coordinators,

			Guidance Counselors, PA and Administrators
Teacher Parent Workshops	Teachers and Parents	September 2014-June 2015	Professional Learning Team, Lead Teachers, PIC, DT, Parent Coordinators, Guidance Counselors, PA and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Core teachers will receive continued professional learning during congruency and Mondays Professional Learning on looking at student’s work to improve teaching practices and student outcomes.
- All core teachers will teach 26 periods and utilize menus to collaborate with teachers and conduct small group instruction.
- Differentiated and specific professional learning twice a week.
- Lead teachers, PICs and DTs push in to assist subject area teachers with a specific skill and Charlotte Danielson Framework for Teaching Rubric.
- Teachers will conduct a Close Reading 2 times a week.
- ELA, Social Studies and Science teachers will implement Socratic Seminar 2 times a month.
- MSQI Coach and MSQI Representative will provide Professional Learning to staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Staff Salaries, Per diem, Per Session Professional Learning Team, and School Leadership Team

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

Teachers’ progress will be monitored through Advance and informal classroom observations. TIF Teacher Leader , Peer Instructional Coach and Demonstration teacher will observe teacher practice and provide immediate timely feedback.

MSQI Coach will provide feedback during her classroom visitation with the teachers.

We will evaluate the progress in January 2015.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In the year 2013-2014, less than 2 % of the parent population attended PA Meetings or AP Workshops.

The Parent Association has monthly meetings as well as a website and a newsletter. There are monthly School Leadership Team Meetings.

We send out monthly Progress Reports as well as report cards, quarterly. Teachers communicate with parents on Tuesdays to discuss the curriculum and the progress of their students. The Assistant Principals provide monthly workshops to discuss curriculum, instruction, Assessments, etc. The Parent Coordinator, deans and guidance counselors meet with parents to discuss college and career opportunities. The parent coordinator regularly e-mails parents about the happenings in the school. Parents also e-mail the Parent Coordinator with any concerns they might have and the Parent Coordinator directs those concerns to the principal. We have an open door policy where parents are free to discuss any issues and meet with staff, at the parent’s convenience. We also have an early morning Assistant Principal which enables parents to contact the school before official school hours begin. We have a staff and parent handbook which outlines expectations for staff, parents, students and teachers.

We have monthly assemblies to discuss College and Career Readiness, as well as other topics, such as safety, bullying, etc. We have guest speakers from various agencies helping to implement the assemblies’ theme.

We are preparing Student Government Elections. We send out monthly calendars outlining important dates and events which are to take place. We have an Electronic Billboard with reminders of upcoming events, meetings, etc. We send out notices regarding school issues. Vision and immunization requirements are shared with families. Students participate in the Fitnessgram, assessment of physical abilities, the results of which are available to parents on ARIS. We have award ceremonies for Student of the Month, Most Improved and for Perfect Attendance. We have a Senior Committee as well as a Trip Coordinator. We have boys and girls basketball and track teams, steppers and a cheerleading squad.

We have fundraisers for Breast Cancer, Step Team and Basketball Teams. Students, parents and staff participated in the cancer walk and raised \$1,003.00, with their goal being \$1000.00. We have monthly campaigns which address the socio-emotional needs of the community. We have a coat drive, Box Tops for Education drive as well as food baskets for families at Thanksgiving and Secret Santa for students in our school who are in need.

We will address the following to increase parental involvement:

- Parent Volunteers
- Parent Engagement

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in parent involvement in the school evidenced by agendas and sign in sheets from monthly PA meetings and monthly AP Workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Monthly AP Workshops on CCSS, assessment, curriculum, instruction, etc., Parent Coordinator and Guidance Counselor Workshops on College and Career Readiness, Teacher Outreach on Tuesdays, Parent Coordinator Outreach, School Leadership Team Guidance Counselor outreach	All Parents	September 2014-June 2015	Lead Teachers, Administrators, Professional Learning Team Guidance Counselor, Parent Coordinator
Title 1 Workshops to support SWDS, ELLS and other subgroups, Translators, Handbooks in various languages	Parents	September 2014-June 2015	Lead Teachers, Administrators, Professional Learning Team Guidance Counselor, Parent Coordinator
Calendars, notices, parent newsletter, SLT committee, School Website, Staff , Parent and Student Handbook, Tuesday Parent Contact Day, Robocall, Open Door Policy, Report Cards, Monthly Progress Reports, Open School, Workshops on curriculum and instruction Guest Speakers re Safety	Parents	September 2014-June 2015	Lead Teachers, Administrators, Professional Learning Team Guidance Counselor, Parent Coordinator
Immediate Response to parent and community issues, Assemblies , Workshops, Open Door Policy, Bereavement Group, Dances Basketball and Track Teams, Step Team, Monthly fund raisers involving socio-emotional themes – Breast Cancer Walk, Coat Drive and Secret Santa	Parents, students and staff	September 2014-June 2015	Lead Teachers, Administrators, Professional Learning Team Guidance Counselor, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Dances and basketball tournaments are held before and after school hours so that there need not be any schedule adjustments for these activities.
- Assemblies, Workshops, Bereavement Group, and fundraising is all done during school hours during staff lunch hours or menu periods

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Staff Salaries, Per diem, Per Session Professional Learning Team, and School Leadership Team

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

Monthly sign-in sheets from PA meetings and AP Workshops will be used to evaluate mid-point progress. We will evaluate the progress in February 2015

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Lowest Third, level 1s and level 2s	<ul style="list-style-type: none"> • Wilson Reading Program assists special education students in decoding and encoding. • Winter Institute is a test prep course that prepares the 6th-8th grade students for the ELA. • Small group instruction is provided in balanced literacy workshop <ul style="list-style-type: none"> • One-to-one instruction is provided for students during conferencing in the Scholastic Code X. • Lead teachers and Peer Instructional Coach push in to classrooms working with smaller groups of students identified by teachers, data, guidance and support staff as being in need. This reduces the ratio of teachers to students. • A SETSS teacher pushes into classes with students with I.E.P's 	<ul style="list-style-type: none"> • Wilson is done in small groups. • The Winter Institute delivery of service is small group instruction. • Scholastic Code X Workshop services are provided in small groups. • One to one instruction is provided during Balanced Literacy. • Push In Services delivered in small groups • Special Needs Tutorial is delivered in small groups. • 90 block with flexible grouping. Students are in differentiated groups. • Lunch N Learns are delivered in small groups. 	<ul style="list-style-type: none"> • Wilson is provided during and after school. • The Winter Institute is provided during the February break for three days. • Scholastic Code X Balanced Literacy Model is provided during the work period. • One to one instruction is provided during the school day and after school. • Push in Services are provided during the school day. • Special Needs Tutorial is provided after school. • 90 block flexible grouping is provided during school. • Lunch N Learns are provided during the school day.

		<p>to work closely with those students and reduce the ratio of teacher to student.</p> <ul style="list-style-type: none"> • Special Needs Tutorial is provided by special education teachers to assist special education students with literacy. • A block of 90 minutes is provided during the school day to increase student's time on task and to allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, teacher conferences and teacher observation and portfolios. • Lunch N Learns are provided for students during the school day to prepare the students for the ELA exam. This assists in reducing the ratio of teacher to student for more tailored instruction 		
Mathematics	Lowest third, level 1 and level 2 students	<ul style="list-style-type: none"> • Winter Institute is a test prep course that prepares the 6th-8th grade students for the Math. • Small group instruction is provided in balanced math workshop 	<ul style="list-style-type: none"> • The Winter Institute delivery of service is small group instruction. • CMP3 services are provided in small groups. • One to one instruction is provided during 	<ul style="list-style-type: none"> • The Winter Institute is provided during the February break for three days. • CMP3 Balanced Math Model is provided during the work period. • One to one

		<ul style="list-style-type: none"> • One-to-one instruction is provided for students during conferencing in the Scholastic Code X. • Lead teachers push in to classrooms working with smaller groups of students identified by teachers, data, guidance and support staff as being in need. This reduces the ratio of teachers to students. • Special Needs Tutorial is provided by special education teachers to assist special education students with literacy. • A block of 90 minutes is provided during the school day to increase student's time on task and to allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, teacher conferences and teacher observation and portfolios. • Lunch N Learns are provided for students during the school day to prepare the students for the Mathexam. This assists in reducing the ratio of teacher to student for more tailored instruction 	<p>Balanced Math.</p> <ul style="list-style-type: none"> • Push In Services delivered in small groups • Special Needs Tutorial is delivered in small groups. • 90 block with flexible grouping. Students are in differentiated groups. • Lunch N Learns are delivered in small groups. 	<p>instruction is provided during the school day and after school.</p> <ul style="list-style-type: none"> • Push in Services are provided during the school day. • Special Needs Tutorial is provided after school. • 90 block flexible grouping is provided during school. <p>Lunch N Learns are provided during the school day.</p>
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<p>Science</p>	<p>Lowest third, level 1 and level 2 students</p>	<ul style="list-style-type: none"> • Extended block of science instruction will allow for more time on task and flexible grouping for differentiated instruction in the science content with a focus on content literacy strategies and supports for identified students in need. • Computer teacher pushes into classrooms to help special education students use the software, Inspiration, to organize science Exit Projects. • During school Exit Project tutorial for grade 8 students. 	<ul style="list-style-type: none"> • Extended block is delivered in small groups. • Computer teacher push into small groups. • Exit Project tutorial delivered in small groups. 	<ul style="list-style-type: none"> • Extended block is provided during the school day. • Computer Teacher push is delivered during the school day. • Exit Project Tutorial is provided during the school day and after school.
<p>Social Studies</p>	<p>Lowest third, level 1 and level 2 students</p>	<ul style="list-style-type: none"> • Exit Project Program assists students in completing their exit projects after school. • Lunch N Learns Small Group Instruction 	<ul style="list-style-type: none"> • Extended block is provided during the school day. • Computer Teacher push is delivered during the school day. • Exit Project Tutorial is provided during the school day and after school. 	<ul style="list-style-type: none"> • Exit Project Program is provided during and after school. • Lunch N Learn and Small Group are provided during school and after school.
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Lowest third, level 1 and level 2 students</p>	<ul style="list-style-type: none"> • One to one conferences are provided for students during the day to discuss social skills, positive self-image and promoting self-esteem. These services are provided by the Guidance Counselor, School 	<ul style="list-style-type: none"> • One to one conferences are delivered individual. • Small group conferences 	<ul style="list-style-type: none"> • One to one conferences are delivered individual. • Small group conferences

		<p>Psychologist and Social Worker.</p> <ul style="list-style-type: none"> • Small group conferences are provided for the students during the school day to discuss behavior management techniques and strategies. • The Girls Club is provided for girls to discuss issues relevant to today's adolescent this occurs during and after school. • SAPIS -Evaluate and assess students to evaluate them for further services during the school day. One to one conferences with students to evaluate them for services during the school day. • Teachers observe, evaluate and assess students to make recommendations to doctors and parents, SBST Team during conferencing. 	<p>are delivered in small groups.</p> <ul style="list-style-type: none"> • The Girls Club is delivered in small groups. <p>SAPIS Group is delivered in small groups and one to one.</p>	<p>are delivered in small groups.</p> <ul style="list-style-type: none"> • The Girls Club is delivered in small groups. • SAPIS Group is delivered in small groups and one to one. • SAPIS Group is provided during the school day.
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

The Professional Development Team, Lead Teachers, Peer Instructional Coaches, Teacher Ambassador, MSQI Coach and UFT Center will provide Professional Learning to teachers.

The Administrative staff will provide support by providing feedback from the 4 to 6 Charlotte Danielson Framework for Teaching Rubric.

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

2b. 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).

The Professional Development Team, Lead Teachers, Peer Instructional Coaches, Teacher Ambassador, MSQI Coach and UFT Center will provide Professional Learning to teachers.

The Administrative staff will provide support by providing feedback from the 4 to 6 Charlotte Danielson Framework for Teaching Rubric.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

The teachers in conjunction with the Lead Teachers and Peer Instructional Coaches during teacher planning create the formative and monthly assessments. These teachers during common planning time discuss student's work to make adjustments in their instruction. Further, they monitor and look for gaps in student's work to improve student outcomes.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$495,144	X	8, 9, 12, 13, 15, 16, 18, 19, 23-29
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	9, 10, 12, 13, 15, 16, 19,23-29
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$348,7515	X	8, 9, 12, 13, 15, 16, 18, 19, 23-29

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. John Wilson Intermediate School 211, 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 the school and the families. The 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 the school community. John Wilson Intermediate School 211 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 the school community;

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

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

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

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

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

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

School-Parent Compact (SPC) Template

John Wilson Intermediate School 211, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by

prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>John Wilson I.S.211</u>	DBN: <u>18K211</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds will be used for 2 distinct small group after-school programs, both of which will utilize computer technology. Previously, performance of our ELLs on the NYS Science and NYS Social Studies Exams was below their performance on the NYS ELA and NYS Math Exams. The NYS Social Studies exam is no longer administered. This past year, our ELLs performance on the NYS Science Exam was at or above, the rest of the school population. Many took the exam in their native language. Most ELLs do not have the foundation in American history needed for Grades 7 and 8 Social Studies. In general, one of the most misunderstood assignments students must complete is that of a research paper. Most don't know where or how to begin. We hope to maintain the NYS Science Exam scores, and scaffold knowledge needed to complete NYS Middle School Social Studies and Science curriculum, by working with the students on their Science and Social Studies research/Exit projects.

This past year, the biggest complaint from teachers about their students' research papers, was that they were taken from the web verbatim, in other words, plagiarized. Since students in all grades must complete some type of research project, we will teach ALL of our ELLs how to collect information from a variety of sources in order to choose a topic that interests them. They will learn how to do a web search, gather information from the web and make folders, and record entries using Microsoft, Mac Word and Pages. They will learn strategies for using technology to collect and discover facts and details about topics of interest. Search engines that are geared to middle school students and ELLs (i.e., Babblefish.com and Google Translator.com translate Word documents into other languages) will be introduced. Students will learn the advantages of bookmarking sites, as well as how to cut and paste URL's. "Microsoft Word", "Mac Word" and "Pages" will be used to teach them word-processing skills. The contents and formats of bibliographies will be stressed. In addition, students will learn how to make a Power Point presentation, which is a requirement of their Science and Social Studies research projects. Differentiated instruction, using "Sheltered English," will allow newcomers to learn how to recognize letters of the alphabet, then words, and enable them to read and comprehend sentences, paragraphs and stories, sooner than ELLs who are learning English without computer technology. Students will be allowed to use the "Speech Recognition" mode for commands and dictation. Using computers enhances the use of instructional scaffolding. In addition to the Mac Books previously purchased, we will buy 2 Mac Book Pro Laptops for sole use by the ELLs in the Title III After School Program. Miriam Acosta-Sing states in "Laptop Use and Impact in the Context of Changing Home and School Access" that the benefits of student computing reach far into a child's future as students can collaborate more and improve their writing, as well as their presentation skills, when technology is present. The students' newly acquired computer and research skills will help make their projects more meaningful and manageable.

High quality differentiated instruction is the key to meet the needs of the English Language Learners.

Part B: Direct Instruction Supplemental Program Information

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

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

Students in Grades 6 and 7 will meet for 26 sessions on Mondays from 4:00 P.M.-6:00 P.M. All classes will be taught by the NYS certified ESL teacher. A trained technology teacher will co-teach for 5/ 1-hour sessions of parent/student technology workshops. A QTEL trained, licensed NYS certified Science teacher will co-teach 4/ 1hour sessions of very small group work to research and write final science projects with students. A licensed NYS Social Studies teacher will co-teach 4/ 1 hour sessions of very small group work to research and write various Social Studies research projects.

Students in Grade 8 will meet for 26 sessions on Wednesdays from 2:45 P.M.-5:45 P.M. All classes will be taught by the NYS certified ESL teacher. A technology teacher will co-teach for 5/ 1hour sessions when we have our parent/student technology workshops. After learning the how-to’s of basic researching, we will pay particular attention to the rubrics for the written, oral, graphic and Power Point components of the Grade 8 Science and Social Studies Exit Projects. A QTEL trained and licensed NYS certified Grade 8 Science teacher will co-teach 4/ 1-hour sessions of very small group work to assist students in completing all components of Grade 8 Science Exit Projects. A NYS certified Social Studies teacher will co-teach for 4/ 1-hour sessions to assist very small groups of students complete their Social Studies Exit Projects.

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

Science Co-Teaching will take place on Mondays from 4:30 P.M.-5:30 P.M.

Monday, November 24th, 2014

Monday, December 8th, 2014

Monday, January 26th, 2014

Monday, March 16th, 2015

Social Studies Co-Teaching will take place on Mondays from 4:30 P.M.-5:30 P.M.

Monday, December 15th, 2014

Monday, February 9th, 2015

Monday, March 9th, 2015

Monday, March 30th, 2015

*** ALTHOUGH WE ARE A CONCEPTIONALLY CONSOLIDATED SCHOOL, WE ARE INCLUDING THE CATEGORIES THE MONIES ARE TO BE SCHEDULED IN:

SALARY: \$6950

PARENTS: \$1017.50 (salary for teachers giving workshops)

Part B: Direct Instruction Supplemental Program Information

PD: \$1012.50 (salary for teachers giving/taking PD)

SUPPLIES: \$2220 (2 Mac Book Pros)

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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: The licensed ESL teacher will hold 3/1hour and 30 minute sessions of PD for the 3 teachers working in the after school program. Teachers will be paid the training rate.

The licensed ESL teacher will provide Professional Development for the Science, Technology, and Social Studies teachers. She will concentrate on using ESL methodology when teaching the skills needed to do meaningful and productive research. Formats for writing and researching projects using PC's and Mac's on the web will also be focused on. The ESL teacher will discuss how these can most effectively be taught using ESL methodologies, especially all aspects of instructional scaffolding. There will be 3 sessions of PD for 1hour 30 minutes each. They will take place in the ESL classroom, Room 202. The tentative schedule is as follows:

-Wednesday, November 19th, 2014 3 P.M.-4:30 P.M.

-Tuesday, January 27th, 2015 4 P.M.-5:30 P.M.

-Tuesday, February 3rd, 2015 4 P.M.-5:30 P.M.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of all ELLs will be informed of the Title III after school program with written notification in both English and their native language.

Parents will be invited to 5 small group parent/child technology classes . Each parent will sit next to their child for introductory classes in word processing, searching the web, and writing research reports. The majority of our students and parents speak Haitian Creole/French/English. Most of our parents emigrated to the U.S.A. prior to bringing our students' here. Thus, most of the parents are fluent in English. Parental RSVP's regarding attendance at the technology sessions, will drive the professionals in

Part D: Parental Engagement Activities

attendance. We will utilize the services of a Haitian Creole/French speaking teacher, the ESL teacher will translate for the Spanish speaking parents, and our Arabic speaking paraprofessional, will translate for our Arabic speaking parents.

The knowledge parents gain will empower them to help and guide their children in completing standards based research. It is our hope that this program will inspire our parents to pursue other avenues of learning as to how they can incorporate technology, as an educational tool, into their lives. This technology training will prepare both students and their parents for higher education and the working world. They will learn to function in a world where computers dominate. All parent workshops will be 1 hour in length and will take place in the ESL classroom Room 202. Both the ESL and Technology teachers will be present, so that we can maximize the parent’s experience.

- Monday, December 1st, 2014: Introduction to “Word Processing”/ Using the Speech Recognition Tools and translation sites to facilitate ELLs
- Monday, January 12th, 2015: How parents can help their children do meaningful research using the internet and other resources
- Monday, February 2nd, 2015: How to use lesser known/student friendly websites
- Monday, February 23rd, 2015: How to use word processing to adhere to the format and rubrics for Science and Social Studies Research and Exit Projects, including Power Point presentations
- Monday, April 20th, 2015: Celebration and presentation of final written, oral and Power Point research project

Part E: Budget

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

Allocation Amount: \$ _____

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

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 18	Borough Brooklyn	School Number 211
School Name John Wilson		

A. 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 Carolyn James	Assistant Principal Dorothea Crawford
Coach Natalie Delince	Coach type here
ESL Teacher Randi Goldman	Guidance Counselor Catherine Letren
Teacher/Subject Area Jose Rios/ Math	Parent Mr. Abdullah
Teacher/Subject Area Arrox Desronvil/ Special Ed	Parent Coordinator Guy Williams
Related Service Provider Natasha Manoo/ Speech	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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	701	Total number of ELLs	31	ELLs as share of total student population (%)	4.42%
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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 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	19	1	1	8	1	5	4	0	3	31
Total	19	1	1	8	1	5	4	0	3	31
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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
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							4	1						5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	2	3					6
Haitian							5	9	3					17
French								1	2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	10	13	8	0	0	0	0	31

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10				10
7	5	1			6
8	5	1			6
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									0
4									0
6	11	2							13
7	7	1							8
8	7	1							8
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									0
8	2		6						8
NYSAA Bilingual (SWD)									0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

What made this year's data pattern across NYSESLAT modalities different and extremely unusual, are the significantly high number of students that tested out, or scored at the Proficient level. Aida Walqui (2000) states that instructional programs with high levels of rigor and support result in higher academic achievement of ELL's. Our unique Cultural Arts Academy structure enhances our ability to work together as a cohesive unit. We will certainly continue to raise the bar and propel our students to meet high levels of success. Since NYS did not issue the combined modality scores, we looked at the individual modalities. Many of our present Grade 6

students scored lowest in the Listening part on the NYSESLAT. We will concentrate on making the spoken word more comprehensible. This will be done using read alouds, having students follow extensive oral directions, note taking while listening to oral lessons, and re-presenting story scenarios others tell them. Students in Grades 7 and 8 scored lower on the Reading and Writing modalities. We will concentrate on making the written word more comprehensible. This will be done by using leveled and age appropriate reading material, one-on-one reading with the teacher, the use of phonics, and bilingual glossaries.

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](#))

Paste response to question here:

We do not have these modality scores this year, because NYS did not release them. The Spring, 2013 NYSESLAT results are not available on the RNMR at this time. The overall Proficiency results indicate that most ELL's need to concentrate more on their writing skills. Writing is the last skill people attain when learning any language. We will emphasize writing skills and editing skills. Students have to learn how to re-read what they write and make certain it makes sense, as well as correct the grammar and punctuation, and use varied vocabulary, as well as using a Thesaurus. The NYSESLAT test result patterns will affect our instructional decisions in the following manner. Using language to learn language is what the NYS ESL Learning Standards are based on. We will accomplish this by using all four language skills—reading, writing, listening and speaking. Teachers will use a rich repertoire of scaffolds to support students' understanding of the main academic content. Reading plays a crucial role in second language acquisition, as does using language in meaningful and authentic situations. ELL's need to learn language for everyday living, but they also need to learn the language needed for academic success. Students will expand comprehension as they engage in language-rich experiences in both personal interactions and through text. The teaching of language will be made explicit in the ESL and content area classrooms, by the ESL teacher, Randi Goldman, and all content area teachers. It will NOT be the core of the ESL curriculum. We will teach explicit language through the use of mini-lessons and the workshop model. Students will be able to “create” meaningful language that typifies ESL instruction. We will use a balanced literacy approach. Programming will be facilitated in large blocks of time for reading and writing instruction in small groups. Classroom libraries are rich in text of different genres and varying degrees of difficulty, appealing to the newcomer through the advanced student. We use the AMAO, and have determined our students met the AYP every 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?

Paste response to questions here:

The Assistant Principal, Coach, ELA, Math, Science and ESL teachers in the Cultural Arts Academy analyzed the results and the patterns across proficiencies and grades for all the NYS exams. Very few students chose to take the NYS exams in their native language. When compared to the rest of the school, our Grade 6, 7 and 8 general education ELL's, did the same as their class peers on the ELA, Math and Science exams.

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

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

- 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](#).) N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: The child's second language is English. All of the things listed above are considered. The ESL teacher collaborates with the mainstream teachers regarding students progress, curriculum availability of ESL materials, testing concerns and ESL techniques. The ESL teacher continues to monitor the progress of the language development of those students who have passed the NYSESLAT. The subject area teachers are informed of their students status and if necessary, interventions, materials, and ESL methodologies are discussed and recommended.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here: N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:
- Our school continues to meet its' AYP on the NYSESLAT annually. We follow many of our students after they graduate from I.S. 211. Our students have had A LOT of success in high school and continue on to college.

Part IV: ELL Identification Process

1. Describe the steps followed for the initial identification of ELL's. 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.)

When a new public school enrollee comes to register at our school, they are required to complete a Home Language Identification Survey (HLIS), which is translated into 9 languages. This survey helps us to identify students who may have limited English language proficiency. The original survey is kept in the student's cumulative file and a copy is kept on file in a secure file cabinet in the room of the ELL specialist. When a family comes to register a student, the Pupil Personnel secretary immediately calls the certified, trained ESL pedagogue, Randi Goldman, to assist in the registration process. Ms. Goldman has been an ESL teacher for more than 25 years and is knowledgeable about the entire registration procedure. If the family of a new admit is not English speaking, they oftentimes come to register with a family member or friend who speaks their native language and English, and can serve as a translator. If not, we are blessed with a multi-lingual staff of teachers and paraprofessionals, who assists the certified ESL teacher and secretary during registration. Members of our staff speak the major (covered) languages of our ELL's: Spanish, Haitian Creole, French, Chinese and Arabic. Parents receive registration forms in their native language and English. The certified ESL teacher, Pupil Personnel Secretary and a translator (when needed), do an informal oral interview

with the family. The certified ESL teacher, Randi Goldman, completes the HLIS with the parent and then identifies these newly admitted students as being eligible for ESL/bi-lingual services based upon the answers given by their parents/guardians on the revised Home Language Identification Survey (HLIS), and an interview with the student. Within 10 days of admission, students who are identified as having a language other than English spoken in the home, are given a LAB-R (Language Assessment Battery-Revised) by Randi Goldman, the ESL teacher. Those who score below a state designated level of proficiency on this exam are identified as ELL's, and are entitled to ESL services. Those whose scores indicate that they are at the beginner and intermediate levels receive 360 minutes of ESL weekly; those who score at the advanced level receive 180 minutes of ESL weekly. Students whose Home Language is Spanish and score below proficiency on the LAB-R, are administered a Spanish LAB by the ESL teacher, to determine language dominance. Ms. Goldman is fluent in Spanish and has been administering the Spanish LAB since 1987.

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

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.

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

Parents must choose one of the following programs:

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

-Transitional Bilingual Education-initially, all subjects are taught in the child's native language. As students in this program develop their English proficiency, the time allocated to native language arts shifts to English-language learning, until the student is ready to enter an all English program. Presently, I.S. 211 offers only ESL classes. If TBE is the Parental Choice, parents are given a list of nearby schools that have these programs.

-Dual Language-language enriched bilingual education program that integrates students who are native English speakers with native speakers of another language, for all or most of their content area instruction. All students in Dual Language programs develop their second language skills while learning content knowledge in both language

groups. I.S. 211 offers only ESL classes. If DL is the Parental Choice, parents are given a list of nearby schools that have these programs.

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

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 as per CR Part 154. [see tool kit].)

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

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.

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

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

5. Describe the steps taken to administer or sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Parents of continuing ELL's are informed in their native language of their child's continued eligibility for ESL and their child's level of proficiency based on the NYSESLAT from the previous spring. Parents of all ELL's are invited to a Parent Workshop at the beginning of the school year. At this meeting they learn about our school's ESL program, methods of instruction, goals of the program and expectations for their child. Parents of students who are no longer entitled to ESL services because they received a level of Proficient on the NYSESLAT, are informed of their child's status in their native language, too.

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 bill alignment between parent choice and program offerings. Describe specific steps underway.

The ESL teacher has determined that according to the Parental Choice documents on file, the ESL program at I.S. 211 is aligned 100% with the parental requests on the Parent Survey and Selection Form. ALL parents have chosen English as a Second Language as the program of choice for their child. Presently, we do not have plans to change/add programs available to ELL's since we are in TOTAL alignment with Parent Choice. However, we would add Bilingual or Dual Language classes if the parents of 15 or more same language General Education students on 2 contiguous grades, requested it. Parent Workshops are held regularly throughout the school year. In addition to the ESL teacher, the Parent Coordinator and translators are present at the meetings. Guest speakers include supervisors, lead-teachers, behavior modification teachers, teacher specialists, subject area teachers and guidance counselors. Parents are encouraged to have an ongoing dialogue with the school's staff throughout the year. We encourage parents to speak with us in one-on-one meetings, phone conversations and regional meetings. Parents are informed of school events in their native language in a timely manner. Translators are always made available.

The total number of students at I.S. 211 in the Canarsie section of Brooklyn is 701 of whom 31 are ELL's. This is approximately 4.42% of the student population. Our enrollment is down from last year, but the percentage and number of ELL's is up from last year, at this time of the school year. This year we have 7 newcomers, which is most unusual.

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])?

Paste response to question here:

The ESL program at I.S. 211 is both a push-in and pull-out freestanding English language program committed to raising the standards of all English Language Learners. We do not have any self-contained ESL classes. There are a total of 31 ESL students in the school.

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)?

Paste response to questions here:

Regular education students were previously place in one class on each grade in the Cultural Arts Academy. Due to a charter school that opened on our third floor this year, regular education students are still one class on a grade, but in different academies. This facilitates programming for a combination of pull-out and push-in programs. This organization ensures that every ELL receives the mandated number of instructional minutes according to their proficiency level. During pull-out classes, students are grouped according to their proficiency level on the NYSESLAT and LAB-R. SWD are placed in classes based on their IEPs. ELLs are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154. Beginning and intermediate level students received 8/45 minute periods of ESL weekly. Advanced students receive at least 4/45 minute periods of ESL weekly and 8 periods of ELA weekly. All ESL instruction for regular education students is a combination of pull-out and push-in periods. SWDs are served as per their IEPs and receive all their ESL instruction in a pull-out format. We do not have any NLA programs, however, native language support for the content areas are given through the use of bilingual glossaries. Bilingual picture glossaries, and when needed, the assistance of our multi-lingual staff. The ESL teacher, Randi Goldman, provides content area support for ELLs by using bilingual glossaries and bilingual picture glossaries, OPD for the Content Areas, SLOP books, representing content area lessons in small pull-out groups, and pushing in to content area classes.

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.

Paste response to question here:

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

Literature and content based instruction is aligned to New York State Common Core Learning Standards and the Danielson Framework. Students learn English for information and understanding; English for literary response, enjoyment and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and

understanding in the four modalities of listening , speaking, reading, and writing. Explicit ELA is delivered in 90 minute blocks. The Balanced Literacy program utilizes ESL methodologies within the workshop model and incorporates fluency, vocabulary and text comprehension of read alouds, shared reading, guided reading, independent reading and writer's workshop; which all correspond to NYS CCLS in ELA. Students who are advanced/accelerated in ELA are invited to participate in a daily, early morning, enrichment program.

(REMAINDER OF RESPONSE AT QUESTIONS FOR THIS SECTION)

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

Paste response to question here: RESPONSE is at end of questions for this section.

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

Paste response to question here:

The ESL teacher utilizes a balance literacy instructional approach. Students participate in 90 minute blocks which included reading and writing workshops. These reading and writing workshops are comprised of independent reading, a mini-lesson, active engagement which includes accountable talk and independent work period, and a sharing. The Advanced students work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading and writing, listening and speaking through the use of thematic units of study. The ELL interim assessment test and the NYSESLAT assessments are administered to all ELL students. The results of these assessments drive small group instruction in the ESL classroom. The results of these are also used to form guided reading groups. Small group instruction and guided reading groups are used to differentiate instruction for each of the ELL subgroups (SIFE less than three years, four to six years, six plus years, and special needs students.) All instruction is in English in addition, students are paired in a classroom to have support in their native language.

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).

Paste response to questions here: RESPONSES are at end of questions for this section.

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?

Paste response to question here: RESPONSES are at end of questions for this section.

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?

Paste response to question here: RESPONSE at end of questions for this section.

NO. 3 (Continued)

Explicit Math is also delivered in 90 minute blocks utilizing the workshop model. New York State CCLS for Math are emphasized. CMP3 is supplemented by Hot Words, Hot Topics. Differentiated and Balanced Math lessons utilizing ESL methodologies include a Motivation: Explore: Think/Explore/Discuss, a mini-lesson, work period and culminates with a few minutes of Share/Summarize. Manipulatives are used whenever appropriate. Advanced/accelerated Grade 8 students are invited to participate in an A.M. Integrated Algebra Regents Course. This year, 2 of our ELL's are part of this elite group.

Explicit Science includes extended blocks of time to allow for more time on task. ESL methodologies are combined with

differentiated instruction. The curriculum is aligned with the NYS CCLS for Science. Science Explorer (Prentice Hall) is supplemented by manipulatives and other realia, as well as hands-on lab classes. Students in all grades learn how to research and report various science topics, preparing them for their Grade 8 Exit Projects. Our Title III after school program assists the ELL's in all grades in completing research projects.

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

NO. 4 (Continued)

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

NO. 6a (Continued) SIFE are offered a variety of supplementary services in addition to ESL and (2) 50 minute blocks. These include: AIS, Wilson, and an ESL Title III after- school program. When deemed necessary, instructional adaptations are utilized. Interventions include grouping students of mixed proficiencies for activities; grouping students according to homogeneous proficiencies, grouping according to their learning styles, cultural backgrounds and educational experiences, adapting materials to their needs, utilizing computer software, hands-on, teacher-made and other supplementary materials; differentiated and targeted instruction. Also available are counseling, Pupil Personnel Committee, referrals for related services and referrals to community agencies.

NO. 6b Newcomers receive 8/45 minute periods of pull-out ESL instruction weekly. Instruction is aligned with the 5 NYS ESL Learning Standards. The curriculum draws on the cultural and linguistic diversity of the ELL's, and the rich and varied understandings these students bring from their prior experiences. Gibbons (1993) states that it is through the use of talk that learning occurs. "Talk" allows learners to think aloud, and can be used as a means to model effective learning strategies. Talk also helps ELL's to formulate ideas and learn in a context that does not include the more formal demands that written language require. Since there is a very strong correlation between oral language development and literacy development, meaningful communication is encouraged between teacher-student and student-student. Listening, speaking, reading and writing skills are developed through differentiated instruction that utilizes second language methodology. Successful approaches include: Total Physical Response, Natural Approach, Language Experience, Cognitive Academic Language Learning, Scaffolding and QTEL. Teachers are encouraged to pair newcomers with more advanced students who speak their language. Students who "mentor" receive Archon credit. All ELL's are expected to meet the same high standards as the rest of the I.S. 211 population.

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

We continue to use Universal Design for Learning. It aligns the curriculum to Common Core Learning Standards. It especially

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

NO. 6c ELL's receiving services for 4-6 years participate in a balanced literacy approach which includes phonics, fluency, vocabulary and text comprehension. Ongoing assessments include: retelling of stories, use of figurative language, rubrics, standardized Interim Assessments, and conferencing with subject area teachers. Some of the strategies used include: use of prior knowledge, word walls, modeling, graphic organizers, frequent summaries, re-presentation, meaningful "talk", and student choice, thus providing activities using different modalities while using the workshop model. Students learn in an environment that is organized, stimulating, and comfortable in order to maximize their language and literacy development.

NO. 6d Specific needs of individual long-term ELL's are assessed by their subject area teachers, as well as the ESL teacher and other support staff. Results of standardized tests, baseline DRA, Acuity test scores, Alternate Assessment and monthly ELA, Math, Science and Social Studies assessments, are combined with teacher assessments of class work, homework, promotional folders and anecdotes, to determine the specific needs of each student. Based on these findings, the long-term ELL may be placed in a class with the following services; AIS, Wilson Reading or Achieve 3000. In addition, they may be recommended for the Saturday Academy, Extended Day Program (2) 50 minute instruction, and the Title III ESL After-school Program. Most of our Long-Term ELL's are Students With Disabilities. This year we have an unusually high number of long-term ELL's with special needs. They receive differentiated instruction that is spelled out in their IEP's.

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

Teachers of ELL-SWD's utilize age-appropriate materials consistent with their grade level curriculum. ESL strategies are especially beneficial to the ELL-SWD. Total Physical Response is a time proven successful methodology when used with all levels of ELL's. The Natural Approach, Scaffolding, Partnering, etc. are also used. Teachers of ELL-SWD's incorporate the same basic ESL methodologies as their general ed colleagues. Teachers are made aware of the students' background, previous educational experiences and all pertinent family information (i.e: did the child move to the U.S. with family, is he/she living with a parent, if not, then who?) Teachers are nurturing and highly professional. There are teacher made materials that reflect the ELL's level of English ability and their educational capability. Materials reflect the classroom population and other cultures, as well. SWD's in 12:1 classes are expected to follow the same curriculum as general ed students. Lessons are enhanced with Sheltered English books and teacher made materials. Activities utilizing different modalities and graphic organizers, help the students "see" what they are learning. Simple directions, modeling, demonstrations, frequent summaries, realia and re-presentation, make learning more comprehensible for the ELL-SWD. Students in 12:1:1 classes follow a somewhat different curriculum; it is based more on their IEP.

Many of their educational activities are taught in centers. Interactive groups allow students to take on different assignments to complete the assigned tasks. There is lots of flexibility in timing for most activities that these students engage in. Students who take the NYS assessment exams receive extended time as per their IEP. They are entitled to take the exams in English and/or their native language. If the exam is not available in their native language, they are entitled to oral translations. Presently, the IEP's of 2 of our ELL- SWD's indicate the students need an alternate placement paraprofessional; 7 do not indicate a paraprofessional is needed; 7 students are in self-contained classes and 2 students are in Resource Room. This year, 29% of the ELL population is SWD's. This is a lower percentage than usual for our school.

NO. 6e Transitional ELL's parents' (students who have attained the level of Proficient on the NYSESLAT) are notified in their native language. Proficient level students continue to learn through scaffolding, and remain in the "Cultural Arts Academy." They are placed in the same class on each grade as the ELL's so that they can benefit from the services of the ESL teacher during periods of push-in. Students who received a score of Proficient on the NYSESLAT in the past 2 years are entitled to extended time on all NYS exams; bilingual versions of the exams and/or exams translated in to their native language. They are also invited to participate in our Title III program and all special events geared specifically towards the ELL's. They are encouraged to visit the ESL teacher regularly to discuss concerns, problems, progress, etc. Subject area teachers are informed that Proficient level students are second language learners and may have needs that are different than native English learners and more similar to the ELL's in their class.

NO. 4 (Continued) When needed, our Math teachers continue to translate tests and notes in to the children's native language. Utilizing both English and the native language, enables newcomers to learn the mathematical concept and have follow through in a more comprehensive way. Taking tests in both English and their Native Language prepares ELL's for the NYS Math test, as well. Our Grade 8 ELL's are part of the general ed population of an Integrated Team Teaching Class. This year, the native language of the Math/Science teacher for our Grade 6 ELL' is Haitian Creole and French. He uses these languages sparingly, but it is comforting to both students and parents alike to have him as part of our team.

All ELL's are afforded access to all school programs. The ESL teacher informs parents about the programs at our monthly meetings. The Parent Coordinatort informs parents of all school activities on a regular basis. In addition to the targeted intervention programs listed above, ELL's are also invited to participate in Sesame Flyers-an after-school program that provides students with a unique blend of sports, arts and academic instruction-meets Mon.-Thurs. 3:30P.M.-5:30P.M. They are invited to Saturday Preparatory Academy, Title II and all other school programs.

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

Part V: ELL Programming

variety of educational software, including The Rosetta Stone.

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

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

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

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

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

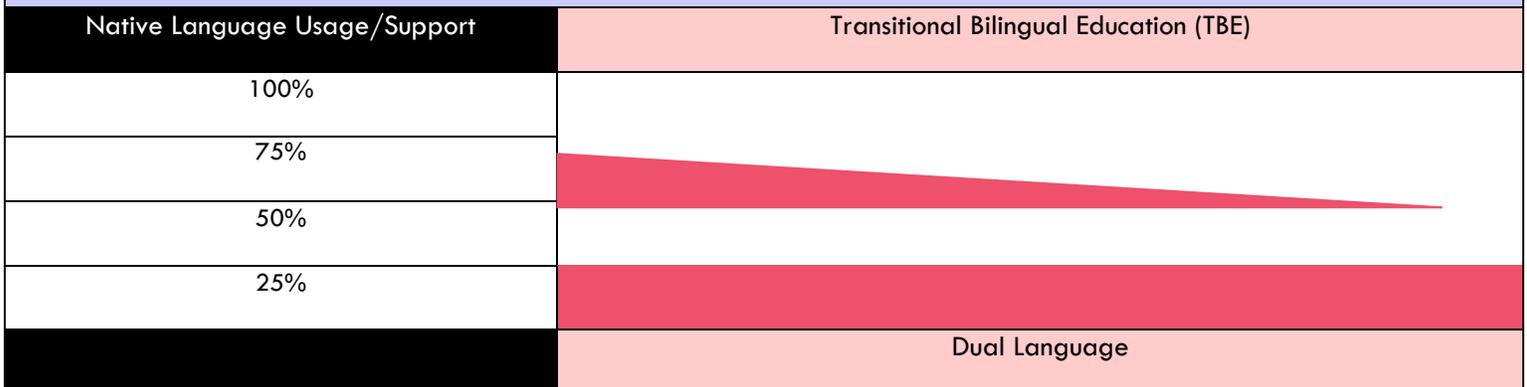
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information—Continued

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:

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

Targeted intervention for ELA includes: AIS, 2/50 minute blocks for extended day, Wilson Reading Program, one-to-one instruction during conferencing, Lunch'n'Learns, pull-out instruction and push-in by lead teachers, resource room teacher and ELL specialist. 90 minute time blocks increase students' time in task, and allow for differentiated instruction and flexible grouping based on student assessments including standardized test data, item skills analysis, in house summative formal and informal assessments, portfolios and teacher conferencing and observation.

Targeted intervention for Math is using CMP3 MATHEMATICS supplemented by Hot Words, Hot Topics. The HWHT Planning Guide provides students with additional support on concepts through practice problem sets and a glossary of mathematical terms, symbols and formulas. Students get additional help during 2/50 minute blocks weekly, Lunch'n'Learns, pull-out instruction, and push-in by lead teachers, resource room teacher, and ELL specialist. The ESL teacher gives all ELL's a bilingual math glossary in their native language and English, to use at school and at home. Math picture glossaries in English only are also made available.

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

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

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: Our current program seems to be working rather well. Although our district does not meet the

AYP for ELL's, our school continues to do so.

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

Paste response to question here: Our teachers are working with very small student groups on their menu. We have also added Achieve 3000.

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

Paste response to question here: Presently, no ELL programs will be discontinued.

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

Paste response to question here:

All ELL's are afforded access to all school programs. The ESL teacher informs parents about the programs at our monthly meetings. The Parent Coordinatoinform parents of all school activities on a regular basis. In addition to the targeted intervention programs listed above, ELL's are also invited to participate in all after school programs, monthly dances and teams.

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

Paste response to question here:

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

Paste response to question here:

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

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

Paste response to question here:

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

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

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.

Paste response to question here:

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

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.

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

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

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

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

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

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

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

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?

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

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

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

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

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

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:

In September, 2010, a student from a feeder school began 6th grade at I.S. 211. A few weeks after he began, we got word that he was evaluated during the summer and was to be placed in a 12/1/1 class with a bilingual alternate placement paraprofessional. He was also a NYSAA student. Early on, we recognized that this student was a SIFE student and his lack of fundamentals were holding him back. We gave him an individualized program and diversified his instruction.

Part VI: LAP Assurances

School Name: In Grade 8, Jency was due

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	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: **18K211**

School Name: **John Wilson**

Cluster: _____

Network: **CFN204**

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

Part A: Needs Assessment Findings

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

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

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

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

Based on the findings from personal interviews and ATS, we have determined that all primary languages spoken by the parents of the students of I.S.211 are covered languages. This means that they are amongst the eight most common primary languages, other than English, that are spoken by persons living in New York City, as identified by the Department of Education. All of the Arabic speaking students are from Yemen and live with an English literate father. Their mom's are not as proficient in speaking English. Our Egyptian, Arabic speaking female paraprofessional translates for them. They have her cell number and call her with any/all concerns. Our Chinese speaking students also live with dads' who are literate in English. On one occasion, we needed to speak with a Chinese speaking mom, and our Chinese speaking paraprofessional translated for her. Five of our French speaking students came to live with parents/family after the earthquake in Haiti. Their

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

As per the new Chancellors Regulations A-663 regarding parental notification requirements for translation and interpretation services, I.S. 211 has signs in the lobby, welcoming parents in the 5 covered languages (Haitian Creole, French, Spanish, Arabic and Chinese) of our parents. So, too, upon entering our school, parents are informed in their native language, that translation and interpretation services are available. Rest room signage will also be in the languages of our parents. Bilingual glossaries for DOE terminology are always available in the main office. In addition, we will inform parents whose primary language is a covered language and who require language assistance services, with notification of the Bill of Parents Rights and Responsibilities, and instructions on how to obtain such services from the Department of Translation and Interpretation Services website. Parents will be notified of the School Safety Plan in their native language and informed on how they can reach a person who speaks their language in case of an emergency. All letters to parents about placement in ESL are in translated versions. When conferences regarding academic programs, transfers and discharges are needed, translations and interpretations are available in house. Parents are always welcome to bring an adult family member and/or adult friend to interpret for them.