

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**18K211**

**School Name:**

**I.S. 211 JOHN WILSON**

**Principal:**

**CAROLYN JAMES**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: John Wilson Intermediate School 211 School Number (DBN): 18K211  
Grades Served: 6 to 8  
School Address: 1001 East 100<sup>th</sup> Street, Brooklyn, NY 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: Allison Cummings Vialva  
SLT Chairperson: Nellie Lubin  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Veronica Campbell  
Student Representative(s): N/A

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 E 95<sup>th</sup> Street, Brooklyn, New York 11236  
Superintendent's Email Address: bwilkin@schools.nyc.gov  
Phone Number: 718-566-6008 Fax: 718-649-7074

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Cheryl Watson-Harris  
Director's Office Address: 415 89th Street, Brooklyn, New York 11219  
Director's Email Address: CWatson21@schools.nyc.gov  
Phone Number: 718-759-4862 Fax: 718-759-4960

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Marshall Gordons	*UFT Chapter Leader or Designee	
Allison Cummings Vialva	*PA/PTA President or Designated Co-President	
Stephanie Telesford	DC 37 Representative (staff), if applicable	
Veronica Campbell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nathalie Delince	Member/ teacher	
Gillian Alleyne	Member/ guidance counselor	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Pauline Scott	Member/ Parent	
Joyce Johnson	Member/ Parent	
Ava Edwards-Shaw	Member/ Parent	
	Member/	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 English Language Learners (ELL), 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 English Language Arts and Math exam. In 2013-2014, the median adjusted growth percentile for the state ELA exam was 61.5 and in 2014-2015, the median adjusted growth percentile for the state ELA exam is 68. In 2013-2014, the median adjusted growth percentile for the state Math exam was 55.0 and in 2014-2015, the median adjusted growth percentile for the state Math exam is 66.

## 18K211 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	632	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	10	# Drama
# Foreign Language	21	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.8%	% Attendance Rate		94.1%
% Free Lunch	71.7%	% Reduced Lunch		7.5%
% Limited English Proficient	4.6%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		89.5%
% Hispanic or Latino	7.1%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	1.4%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.98	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		10.37
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.5%	Mathematics Performance at levels 3 & 4		13.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		99.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		93.3%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Level 1 – 240 students

Level 2 – 199 students

40% of my students are level 1s in ELA and 33% of my students are level 2s. 73% of my student population is level 1s and level 2s in ELA. 179 students are lowest third in ELA. My intended goal is to improve student outcomes in ELA.

We have adopted Scholastic Code X and Teacher's College 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 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. We pull students out for Lunch N Learns during lunch and teacher menu periods to provide Academic Intervention Services (AIS). The teachers plan during common planning time by subject area during the course of the week to demonstrate coherence across the classroom and grades. During this time teachers analyze student work, create, modify, and reflect on unit plans as well as plan Lesson Studies. 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.

The Teacher's College grade level units of study for the 6th, 7th, and 8th grade provide all the teaching points, mini-lessons, conferences, and small group work needed to teach a comprehensive workshop curriculum in opinion/argument, information, and narrative writing. This curriculum will foster high level thinking by allowing the students to synthesize, criticize, and analyze. Further, this curriculum will allow teachers to build on writing independence and fluency while simultaneously developing and refining strategies for writing across all content areas. Teachers will provide students with a variety of exemplar texts that model writing progression across grades 6-8. In order to monitor and track the progress of our students, the teachers will design assessments throughout the unit to help students exceed the Common Core Learning Standards.

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 Danielson Framework for Teaching Rubric 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-visitiation 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. Further, teachers make adjustments to instruction and look for gaps in student learning to revise unit and lesson plans to promote higher 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**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To support our school's Instructional Focus, by June 2016, 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**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Scholastic Codex , Successmaker, and outside resources such as Engage New York, Ready, Rally</p>	<p>Lowest Third</p>	<p>September 2015 - June 2016</p>	<p>Peer Instructional Coach (PIC), Demonstration Teacher (DT), Lead Teachers –and Administrators</p>
<p>Small Group Instruction, Lunch N Learn, Direct Instruction, Phonics, Scaffolding, Chunking, Modeling, Push In/ Pull Out, Reciprocal teaching, Word Generation, visual aids, graphic organizers</p>	<p>Lowest Third, Students with Disabilities, ELLs/ Overage, STH</p>	<p>September 2015 - June 2016</p>	<p>PIC, Lead Teacher, English Language Learner (ELL) Instructor and Administrators</p>
<p>Parent Workshops and Seminars, Award Ceremonies, Parent meeting on Tuesdays, Student Performances, Parent Coordinator Outreach</p>	<p>All Parents</p>	<p>September 2015 - June 2016</p>	<p>School Leadership Team (SLT), Parent Association (PA), Guidance Counselors, Parent Coordinator and Administration</p>
<p>Lead Teachers and Professional Learning Team conducting Peer Inter-visitation and providing PD</p>	<p>Family, Staff and students</p>	<p>September 2015 - June 2016</p>	<p>Administration, support staff, PIC, and DT</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016. We will make adjustments to unit plans and instruction.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Level 1 – 253 students

Level 2 – 191 students

42% of my students are level 1s and 32% are level 2s in math. 74% of my student population is made up of level 1s and level 2s in math. Out of 596 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, Carnegie 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 GO Math provide 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 by using Webb's Depth of Knowledge where students will be engaged in formulating hypotheses, making connections, or challenging previously held views during classroom discussions as measured by aligned math task rubrics determined by a fall, winter, and spring CCLS aligned math task.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
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 2015 - June 2016	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 2015 - June 2016	Lead Teachers, Teachers and Administrators
	All Parents	September 2015 - June 2016	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 2015 - June 2016	Guidance Counselors, Deans, Teachers, Parent Coordinator and Administrators

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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 4b.** 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016. We will discuss refining teaching practices and student progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the Quality Review from 2014-2015, while prioritized professional collaborations provide a forum for teachers and teams to gather and analyze student data, strengthen pedagogy, and make key instructional decisions the intended impact on student learning is not yet realized across the school.

The Teacher Teams meet 2 to 3 times a week and they are engaged in professional learning vertically and horizontally. During the professional learning time, 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 share and analyze student 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's work and classroom data, teacher teams meet to prepare a lesson study based on a needs assessment. Based on the lesson study from the unit, teachers will determine what strategies work and what strategies did not work in order to revise and make adjustments to 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 Depth of Knowledge (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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Professional Learning (Mondays), weekly common planning, vertical and horizontal professional learning	All Teachers	September 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Administrators, Parent Coordinator and other support staff

### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 2016, teachers will review the data gathered from the assessment s to monitor progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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. 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 the Charlotte Danielson Framework for Teaching Rubric.

The teacher teams share and analyze student’s work to refine and make adjustments to their instruction and share best practices across disciplines by 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 a Peer Collaborative Teacher (PCT) and a Demonstration Teacher (DT) to assist teachers in their craft. The Peer Collaborative Teacher and Demonstration Teacher push into their colleagues’ classroom to offer them relevant, timely and actionable feedback about their practice and on the Danielson Framework Rubric. They model and critique lessons on the Danielson Framework. On Mondays, the professional learning team provide 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 and providing 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 a 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. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will be effective in 3b: Questioning and Discussion Techniques in the Danielson Framework as measured by Advance (MOTP), this will be the result of teachers leading professional learning.

## Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Danielson Framework, Questioning and Discussion Techniques, Text Dependent Questions, Reciprocal Teaching, Japanese Study, Webb’s DOK	All teachers	September 2015-June 2016	Professional Learning Team, Lead Teachers, PCT, DT and Administrators
Graphic Organizers, Text Dependent Questions, Webb’s DOK	All teachers	September 2015-June 2016	Professional Learning Team, Lead Teachers, PCT, DT and Administrators
Parent Workshops, Parent Coordinator Outreach, Parent Classes	All parents	September 2015-June 2016	Professional Learning Team, Lead Teachers, PCT, DT, Parent Coordinators, Guidance Counselors, PA and Administrators
Teacher Parent Workshops	Teachers and Parents	September 2015-June 2016	Professional Learning Team, Lead Teachers, PCT, DT, Parent Coordinators, Guidance Counselors, PA and Administrators

## Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and 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, PCTs 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.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teachers' progress will be monitored through Advance and informal classroom observations. TIF Teacher Leader, Peer Collaborative Teacher and Demonstration Teacher will observe teacher practice and provide immediate timely feedback. We will monitor the progress in January 2016.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In the year 2014-2015, less than 5 % of the parent population attended PA Meetings or AP Workshops. Based on the Quality Review 2014-2015, parents have a fundamental understanding of the integration and connection of the Common Core Learning Standards to college and career readiness. Teachers convey high expectations via goal-setting and detailed feedback to students.

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 Principal provides monthly workshops to discuss curriculum, instruction, assessments, and 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 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 Fitness gram and assessment of physical abilities. 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. This year we hope to raise \$2,000. 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

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>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</p>	<p>All Parents</p>	<p>September 2015-June 2016</p>	<p>Lead Teachers, Administrators, Professional Learning Team Guidance Counselor, Parent Coordinator</p>
<p>Tile 1 Workshops to support SWDS, ELLS and other subgroups, Translators, Handbooks in various languages</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Lead Teachers, Administrators, Professional Learning Team Guidance Counselor, Parent Coordinator</p>
<p>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</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Lead Teachers, Administrators, Professional Learning Team</p>

			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 2015-June 2016	Lead Teachers, Administrators, Professional  Learning Team  Guidance Counselor, Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and 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 fund-raising are all conducted during school hours and during staff lunch or menu periods.										
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E	X	21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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 2016
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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"> <li>• Wilson Reading Program assists special education students in decoding and encoding.</li> <li>• Winter Institute is a test prep course that prepares the 6<sup>th</sup>-8<sup>th</sup> grade students for the ELA.</li> <li>• Small group instruction is provided in balanced literacy workshop</li> <li>• One-to-one instruction is provided for students during conferencing in the Scholastic Code X.</li> <li>• 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.</li> <li>• A SETSS teacher pushes into classes</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson is done in small groups.</li> <li>• The Winter Institute delivery of service is small group instruction.</li> <li>• Scholastic Code X Workshop services are provided in small groups.</li> <li>• One to one instruction is provided during Balanced Literacy.</li> <li>• Push In Services delivered in small groups</li> <li>• Special Needs Tutorial is delivered in small groups.</li> <li>• 90 block with flexible grouping. Students are in differentiated groups.</li> <li>• Lunch N Learns are delivered in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson is provided during and after school.</li> <li>• The Winter Institute is provided during the February break for three days.</li> <li>• Scholastic Code X Balanced Literacy Model is provided during the work period.</li> <li>• One to one instruction is provided during the school day and after school.</li> <li>• Push in Services are provided during the school day.</li> <li>• Special Needs Tutorial is provided after school.</li> <li>• 90 block flexible grouping is provided during school.</li> <li>• Lunch N Learns are provided during the school day.</li> </ul>

		<p>with students with I.E.P's to work closely with those students and reduce the ratio of teacher to student.</p> <ul style="list-style-type: none"> <li>• Special Needs Tutorial is provided by special education teachers to assist special education students with literacy.</li> <li>• 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.</li> <li>• 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</li> </ul>		
<p><b>Mathematics</b></p>	<p>Lowest third, level 1 and level 2 students</p>	<ul style="list-style-type: none"> <li>• Winter Institute is a test prep course that prepares the 6<sup>th</sup>-8<sup>th</sup> grade students for the Math.</li> <li>• Small group instruction is provided in balanced math workshop</li> </ul>	<ul style="list-style-type: none"> <li>• The Winter Institute delivery of service is small group instruction.</li> <li>• CMP3 services are provided in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The Winter Institute is provided during the February break for three days.</li> <li>• CMP3 Balanced Math Model is provided during the work period.</li> </ul>

		<ul style="list-style-type: none"> <li>• One-to-one instruction is provided for students during conferencing in the Scholastic Code X.</li> <li>• 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.</li> <li>• Special Needs Tutorial is provided by special education teachers to assist special education students with literacy.</li> <li>• 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.</li> <li>• Lunch N Learns are provided for students during the school day to prepare the students for the Mathexam. This</li> </ul>	<ul style="list-style-type: none"> <li>• One to one instruction is provided during Balanced Math.</li> <li>• Push In Services delivered in small groups</li> <li>• Special Needs Tutorial is delivered in small groups.</li> <li>• 90 block with flexible grouping. Students are in differentiated groups.</li> </ul> <p>Lunch N Learns are delivered in small groups.</p>	<ul style="list-style-type: none"> <li>• One to one instruction is provided during the school day and after school.</li> <li>• Push in Services are provided during the school day.</li> <li>• Special Needs Tutorial is provided after school.</li> <li>• 90 block flexible grouping is provided during school.</li> <li>• Lunch N Learns are provided during the school day.</li> </ul>
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		assists in reducing the ratio of teacher to student for more tailored instruction		
<b>Science</b>	Lowest third, level 1 and level 2 students	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Computer teacher pushes into classrooms to help special education students use the software, Inspiration, to organize science Exit Projects.</li> <li>• During school Exit Project tutorial for grade 8 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended block is delivered in small groups.</li> <li>• Computer teacher push into small groups.</li> <li>• Exit Project tutorial delivered in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Extended block is provided during the school day.</li> <li>• Computer Teacher push is delivered during the school day.</li> <li>• Exit Project Tutorial is provided during the school day and after school.</li> </ul>
<b>Social Studies</b>	Lowest third, level 1 and level 2 students	<ul style="list-style-type: none"> <li>• Exit Project Program assists students in completing their exit projects after school.</li> <li>• Lunch N Learns</li> <li>Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Extended block is provided during the school day.</li> <li>• Computer Teacher push is delivered during the school day.</li> <li>• Exit Project Tutorial is provided during the school day and after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Project Program is provided during and after school.</li> <li>• Lunch N Learn and Small Group are provided during school and after school.</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lowest third, level 1 and level 2 students	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• One to one conferences are delivered individual.</li> <li>• Small group conferences are delivered in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• One to one conferences are delivered individual.</li> <li>• Small group conferences are delivered in small groups.</li> </ul>

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

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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 activities and strategies for high quality professional development for teachers, principals, 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.).

N/A

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	457,141.00	X	5A, 5B, 5C, 5D, 5E & 6
Title II, Part A	Federal	0		

Title III, Part A	Federal	0	X	5A, 5B, 5C, 5E, & 6
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,379,418.00	X	4, 5A, 5B, 5C, 5D, 5E, 6 & 7

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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#### **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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 to 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.

**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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:                     Title III funds will be used for 2 distinct small group after-school programs, both of which will utilize computer technology. Previously, performance of our ELLs on the NYS Science and NYS Social Studies Exams was below their performance on the NYS ELA and NYS Math Exams. 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. 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

**Part B: Direct Instruction Supplemental Program Information**

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 24                    th                    , 2014  
Monday, December 8                    th                    , 2014  
Monday, January 26                    th                    , 2014  
Monday, March 16                    th                    , 2015

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

Monday, December 15                    th                    , 2014  
Monday, February 9                    th                    , 2015  
Monday, March 9                    th                    , 2015  
Monday, March 30                    th                    , 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)  
PD: \$1012.50 (salary for teachers giving/taking PD)  
SUPPLIES: \$2220 (2 Mac Book Pros)

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

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

-Tuesday, February 3                    rd                    , 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 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 1                    st                    , 2014: Introduction to "Word

**Part D: Parental Engagement Activities**

- Processing”/ Using the Speech Recognition Tools and translation sites to facilitate ELLs
- \_\_\_\_\_ Monday, January 12 \_\_\_\_\_ th \_\_\_\_\_, 2015: How parents can help their children do meaningful research using the internet and other resources
  - \_\_\_\_\_ Monday, February 2 \_\_\_\_\_ nd \_\_\_\_\_, 2015: How to use lesser known/student friendly websites
  - \_\_\_\_\_ Monday, February 23 \_\_\_\_\_ rd \_\_\_\_\_, 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 20 \_\_\_\_\_ th \_\_\_\_\_, 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>211</b>
School Name <b>John Wilson</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Carolyn James</b>	Assistant Principal <b>Fidelis Okorafer</b>
Coach <b>Nathalie Delince</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Randi Goldman</b>	School Counselor <b>Catherine Letren</b>
Teacher/Subject Area <b>Haashim Job/Math</b>	Parent <b>Robelson Hector</b>
Teacher/Subject Area <b>Ruth Ledgister/ELA</b>	Parent Coordinator <b>Guy Williams</b>
Related-Service Provider <b>Natasha Manoo</b>	Borough Field Support Center Staff Member <b>Jo Ann Benoit</b>
Superintendent <b>Beverly Wilkins</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	592	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	17	1	1	5	0	2	3		2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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							2	2	2					0
Chinese														0
Russian														0
Bengali								1						0
Urdu														0
Arabic							3		2					0
Haitian							1	4	8					0
French									0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							2	1	6					0
<b>Emerging</b> (Low Intermediate)								1	1					0
<b>Transitioning</b> (High Intermediate)							1		4					0
<b>Expanding</b> (Advanced)							3	5	1					0
<b>Commanding</b> (Proficient)							1	2	3					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1							0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							1	2	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				0
7	6				0
8	2				0
NYSAA				3	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2		2						0
7	5		1						0
8	3		1						0
NYSAA							3		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8			1		8				0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 NYSITELL 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 performance levels (on the NYSITELL and NYSESLAT) and grades?
 

What made 2015 data pattern across NYSESLAT modalities different and extremely unusual, are a smaller number of students who tested out, or scored at the Commanding level. This is the DIRECT result of the totally new NYSESLAT format and the lack of any time to prepare students for this totally overhauled exam. 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 continues to enhance 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. Students continue to score lower on the Writing modality than the other three. Students continue to score highest on the Speaking modality. Many of our students scored lower in the Listening part on the NYSESLAT than on the Reading. This follows the natural progression of how children learn their native language. After analyzing the NYSESLAT modality scores, 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. 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. "Student Choice" of culminating lesson activity will be given whenever feasible, in all subject areas. This will give students the freedom to write about what they know, and enable them to feel comfortable using the written word.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

There are three ways the AMAO of a school are measured:

#1-Percentage of Students Making Progress in English is determined in one of three ways:

- advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years;
- making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or
- scoring at the intermediate level or above on the NYSESLAT for students with one data point.

In total, there were 5 students who scored at or below the 25<sup>th</sup> growth percentile; 1 scored at or below level 1 or 2 on the ELA and 4 scored at level 1 or 2 on Math. 2 of these students were Newcomer SIFE students. We used manipulatives and realia to teach them single digit subtraction and addition, and moved forward from there. Interventions and RTI were initiated, but they moved back to Mali in the beginning of June. Overall, the AMAO AT-RISK levels of our ELL's was far lower than that of their classmates.

#2-Percentage of Students Attaining English Language Proficiency:

-attaining English language proficiency is defined as LEP/ELL students scoring at the commanding level on both the Listening /Speaking (L/S) and Reading /Writing (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

The NYSESLAT for 2015, was a totally new exam that was aligned to the CCLS. We were made aware of the new format less than one week prior to the actual exam. Thus, students did not have the benefit of appropriate test preparation. In addition, there were a number of students who we were certain would test out, but did not. All scored at the EX level and were 2-3 questions away from scoring at the PROFICIENT level. The ELL's risk levels were at or BELOW the risk levels of their classmates.

Making Adequate Yearly Progress (AYP) as required in Section 111 (b) (2) (B) of Title I:

- LEAs/Consortia status on AYP for the LEP/ELL subgroup, on the State assessments in English language arts (ELA) and mathematics is used to determine AMAO #3.
- to make AMAO #3, an LEA or consortium must make AYP in both ELA and mathematics for LEP/ELL students. LEP/ELL subgroup must make AYP at the district level in meeting grade level academic achievement standards in ELA and mathematics.

As a District, NYS continues NOT to meet the AYP for ELL's.

Writing is the last skill people attain when learning a language and continues to be the modality that our ELL's score lowest on. 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 and follow the NYS CCLS. 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.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

TheAssistant Principal, Coach, ELA, Math, Science and ESL teachers analyzed the results and the patterns across proficiencies and grades

for all 2015 NYS exams. None of our students chose to take their NYS exams solely in their native language. They stated that they felt more comfortable taking exams in English because that is the language they learned the subject material in. 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 and Professional Development Teams meet regularly to discuss the results of all the major subject area and ELL Periodic Assessments. The up-to-date information about what each student knows and can do, enables pedagogues to target instruction to the immediate learning needs of each individual student. Thus, the assessments are used to 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/track 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
6. How do you make sure that a student's new language development is considered in instructional decisions?

The child's second language is usually 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. In addition, they have 2/45 minute periods of content area ESL weekly. 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:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The NYSESLAT is used as our annual assessment tool. Our school continues to meet its' AYP on the NYSESLAT annually. We use the data from our assessment tests and NYS exams and compare the ELL's growth with that of their classmates. We follow many of our students after they graduate from I.S. 211. Our former students continue to have tremendous success in high school and continue on to college.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a new public school enrollee/re-entrant to NYS school after 24 month absence, 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/no English language proficiency. It also helps us identify the parents preferred home language. 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 to assist in the registration process. The ELL specialist has been an ENL teacher for more than 25 years and is well versed in the entire registration process. If the family of a new admit/re-entrant 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, paraprofessionals and pupil personnel secretary, 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 completes the HLIS with the parent and student and then identifies these newly admitted/re-entrant students as being eligible for ESL/bi-lingual services based upon the answers given by the parents/guardians on the revised Home Language Identification Survey (HLIS), and the English interview with the student. The HLIS Part 1 must have at least one response and Part 2 at least two responses that indicate the child speaks a language other than English. Within 10 days of admission, students who are identified as having a language other than English spoken in the home, are given the NYSITELL by the ESL teacher. Answer sheets are scanned in to ATS, and those who score below a state designated level of proficiency on this exam are identified as ELL's, and are entitled to ENL services. Those whose HLIS indicate a Home Language of Spanish and are newly identified as ELL's based on NYSITELL results, are administered the Spanish LAB by the ENL teacher, within the same 10 day testing period. The Spanish LAB is used to aid in instructional planning. A SIFE ( students with interrupted formal education) determination must be made within 30 days of enrollment. Identification begins when the parent completes the HLIS indicating prior schooling. If this indicates an interruption or inconsistency in formal schooling and the student tested at the beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL, we proceed with the SIFE identification process by administering the oral interview questionnaire. For those whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Pedagogues are encouraged to share their concerns about new admits not being on grade level within the student's first 2-3 weeks in our school. Concerns are shared with any/all of the the following: administration, guidance counselors , service providers, ENL Teacher, psychologist, social worker and/or family counselor. Within 30 days of admission, students suspected of being SIFE, are administered school made Oral Interview Questionnaire. This is used during the SIFE identification process to determine if an ELL had a gap of 2 or more years in their formal schooling. It is also used to develop a better understanding of a newcomer ELL because it has many questions related to language and literacy. The ELL teacher administers the interview with the assistance of a bilingual staff member. (See languages in #1.) Math skills are oftentimes indicative of a student's prior education and the educational foundation he/she comes with. We utilize the principles of the Universal Design for Learning Checklist to assess SIFE. The questionnaire is asked in the L1 and/or L2. The questions are asked in order of difficulty, going from easy to more difficult, through grade level and advanced. The initial questions are social and general. The assessment moves on to academics and general knowledge and comprehension. The LENS is also designed to measure the home language literacy skills in both literacy and math. Knowing a students' strengths and weaknesses assists the teachers in planning differentiated instruction.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

NYSITELL eligibility for students entering with IEP's (from within the United States) is determined by the LPT ( Language Proficiency Team.) The LPT is made up of: Fidelis Okorafer-Assistant Principal; Randi Goldman-ENL Teacher; Nathalie Delince-Coach; E. Drake-Special Education. This is done by: interviewing the student in both English and the home language; evaluation of the student's prior school work in reading, writing and math in both English and the home language; results of the student evaluation administered in English and the home language; CSE ( Committee on Special Education) determination as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. When all of the above have been evaluated, the LPT will determine whether the student may have second language acquisition needs or the student's disability is the determinant factor. If the LPT determines the student has English language acquisition needs, the student must take the NYSITELL. If the determination is that the student does not have English language acquisition needs and should NOT take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the exam is immediately given to the student. If the principal accepts recommendation not to administer NYSITELL, determination is sent to superintendent ( or designee) for a final decision. The parent/guardian must be notified of the decision in their home language, within 3 school days. The superintendent/designee has 10 school days to accept or reject the LPT's recommendation. If it is determined that the student must take the NYSITELL, the school has 5 additional school days to administer it and notify the parent in their preferred language. The LPT NYSITELL Determination Form is completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within ten days of admission, all ENL “eligible” students are administered the NYSITELL by the certified ESL teacher. Within 5 days after the NYSITELL has been scanned, the parents must be informed in their preferred language, of their child's eligibility/ineligibility. We have tried, and been highly successful, by doing all of this as part of the registration process. In this way, the NYSITELL determination is made and the child is placed in the appropriate class from day 1. So, too, the parents are a captive audience and we get to know each other, and their child, from the very beginning. Our multilingual staff/ NYCDOE Translation Unit assists the ESL teacher in communicating with the parent/guardian

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed in their preferred language of their rights to appeal the ENL decision for their child, when they receive notification that their child is/is not entitled to ENL services based on the results of the NYSITELL, interview, etc. The ENL teacher is responsible for sending the letters and keeps the records of the dissemination of parent notifications. Letters are kept in a file in the ESL classroom. Copies of Parental Choice letters are kept there in a locked file cabinet, and originals are placed in the student's cumulative file.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At registration, the certified ESL teacher 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 ENL teacher 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 New 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 ENL 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 ENL classes. If DL is the Parental Choice, parents are given a list of nearby schools that have these programs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As stated above, our school has never encountered this problem because of the procedure we use. However, if this were necessary, using the parental preferred language, we would call the parent and send the Parent Survey and Program Selection forms home with the student. Appendix K from EPIC is used to keep track of home language, date Parent Survey and Program Selection Forms are disseminated and returned, date Parent Orientation took place in the parent's preferred language and Parental Choice of program, as well as student's score on the NYSITELL. This is also entered into ELPC. 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.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Appendix K from the EPIC kit is used to record all pertinent student data plus responses of Parent Survey and Parent Selection forms. If these have not been returned we call the phone numbers on record and leave a message in the preferred language. That day, we also send a letter home with the student from the principal on school letterhead in the parents preferred language with the needed forms attached. If we still do not receive the forms, we send the same principal letter on school letterhead with needed forms attached, via registered/certified mail return receipt requested.

9. Describe how your school ensures that placement parent notification letters are distributed.  
After the student's program has been determined based on the steps indicated above, the ENL teacher gives them a placement letter in the parents' preferred language indicating the program in which their child has been placed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The original HLIS, non-entitlement and entitlement letters are placed in the students' cumulative folder; copies are placed in a binder that the ELL teacher keeps in a locked file cabinet in her classroom.

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

The ATS RLER report is printed out for a list of NYSITELL/NYSESLAT-eligible students. For re-admits to the NYC system, bio history of the student is most helpful. BNDC is used to make certain all students listed on BESIS from previous school year, are receiving services. RELC is used to make certain that all entitled ELL's are receiving ENL services. Parents of long term absentees are called in their preferred language to make certain they make every effort to get their child to school on the assessment dates. In order to ensure 3 sessions that include the subtests of listening, reading and writing (within a 10 day timeframe) plus a separate speaking session are scheduled for the NYSESLAT, a schedule is devised with the principal and programming coordinator. In the presence of the ENL teacher, a turn key trained ELA teacher, administers the speaking subtest to every ELL. We schedule all students prior to the administration of the other 3 subtests. When necessary, we give the speaking subtest to students who missed it during the first 2 weeks. We track each student's completion of each part of the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

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 have tested out, are informed of their child's status in their native language, too.

13. 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? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 of newcomer ELL's. Thus, the program model offered at I.S. 211 is in total alignment with all parental choices.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

The ESL program at I.S. 211 is both a standalone and integrated English as a New 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 25 ENL students in the school. Regular education students are in one class on a grade. This facilitates programming for a combination of standalone and integrated ENL programs. This organization ensures that every ELL receives the mandated number of instructional minutes according to their proficiency level. During standalone classes, students are grouped according to their proficiency level on the NYSESLAT and NYSITELL. Students are on no more than 2 contiguous grades. 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.

- b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging students receive 8/45 minute periods of ENL weekly. Entering ELL's get 180 minutes of stand-alone ENL and 180 minutes of integrated ENL/ELA; Emerging ELL's receive at least 2/45 minute periods of stand-alone and 4/45 minute periods of integrated ENL weekly plus 2/45 minute periods of stand-alone or integrated ENL weekly. Transitioning and Expanding students receive 4/45 minute periods of ENL weekly. Transitioning ELL's receive 2/45 minute periods of integrated ENL and 2/45 minute periods of stand-alone or integrated ENL; Expanding ELL's receive 180 minutes of integrated ENL. Commanding ELL's receive 2/45 minute periods of integrated ENL for 2 years after they test out of ENL on the NYSESLAT. We do not offer HLA.

3. Describe how core content is delivered in each program model. 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.

All ENL instruction for regular education students is a combination of stand-alone and integrated instruction. SWDs are served as per their IEPs and receive all their ENL instruction in a pull-out format. We do not have any HLA programs, however, native language support for the content areas are given through the use of bilingual glossaries and when needed, the assistance of our multi-lingual staff. The ENL teacher provides content area support for ELLs by using bilingual glossaries and bilingual picture glossaries, OPD for the Content Areas, SIOP books, representing content area lessons in stand-alone groups, and integrated content area classes.

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/new 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.

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.

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. Teachers collaborate on making unit and lesson plans as a department. Powerpoint presentations are filled with lots of graphics and pictures to make the lesson more comprehensible for all students. Lessons are supplemented and complemented 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.

Explicit Social Studies includes differentiated instruction utilizing ESL methodologies within the workshop model. The curriculum is aligned with the CCLS and NYC Scope and Sequence. Teachers collaborate on making unit and lesson plans as a department. Powerpoint presentations are a point of all lessons. This truly brings history to life! Students engage in Socratic seminars on a regular basis. All students learn how to gather, research and write research papers preparing them for their Grade 8 Exit Projects.

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

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. Students use bilingual glossaries for classwork, homework and exams.

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

Students are administered the NYC Periodic Assessment for ELL's twice a year, plus the NYSESLAT. In addition, the ENL teacher and the subject area teachers administer formal and informal assessments throughout the school year that incorporate all four modalities of English acquisition. Results are discussed informally, as well as at grade and department conferences, SLT meetings and Professional Development Meetings.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ALL ELL'S AND FORMER ELL'S WHO TESTED OUT IN THE PAST 2 YEARS RECEIVE EXTENDED TIME ON ALL NYC AND NYS ASSESSMENTS. THEY ARE ENTITLED TO BE IN A SEPARATE LOCATION, USE A BILINGUAL GLOSSARY AND TAKE ALL FORMAL ASSESSMENTS ( EXCEPT THE ELA AND NYSESLAT) IN THEIR NATIVE LANGUAGE .

a. SIFE are offered a variety of supplementary services in addition to ENL in (2) 50 minute blocks. These include: AIS, a special after school program 1 hour daily and/or a 2 day after school Math program and two day a week ELA program. In addition there is a Saturday academy for MATH and ELA. 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.

b. Newcomers receive 8/45 minute periods of stand-alone and integrated ENL instruction weekly. Instruction is aligned with the NYS Common Core 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.

c. Developing ELL's 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.

d. 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.

e. Former ELL's up to 2 years after exiting ENL receive at least 2/45 minute periods weekly of ENL in the content area. These services are integrated within their ELA and Math classes. They are grouped accordingly and the ESL teacher differentiates the instruction using pictures, modeling, frequent summaries and re-presentation. As in all our classes, scaffolding is used.

The parents' of former ELL's who tested at the Commanding level in the past 2 years on the NYSESLAT, are notified in their native language that their child tested out and will be receiving 90 minutes of ESL weekly. 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 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 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 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.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Within 6-12 months after the superintendent's notification to the principal and parent/guardian, the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the ESL teacher, the parent/guardian and the student. Based on these consultations, if the principal believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3 and may reverse the determination within this same 6-12 month period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent/designee. A final decision notification must be sent to the parent/guardian in the preferred language within 10 school calendar days.

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

RESPONSE to #'s 8 & 9- 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

Chart

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 representation, 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; 1 indicates the student needs a health paraprofessional; 2 do not indicate a paraprofessional is needed, 3 are NYSAA. These students are all in self-contained classes. This year, 20% of the ELL population is SWD's. This is a lower percentage than usual.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



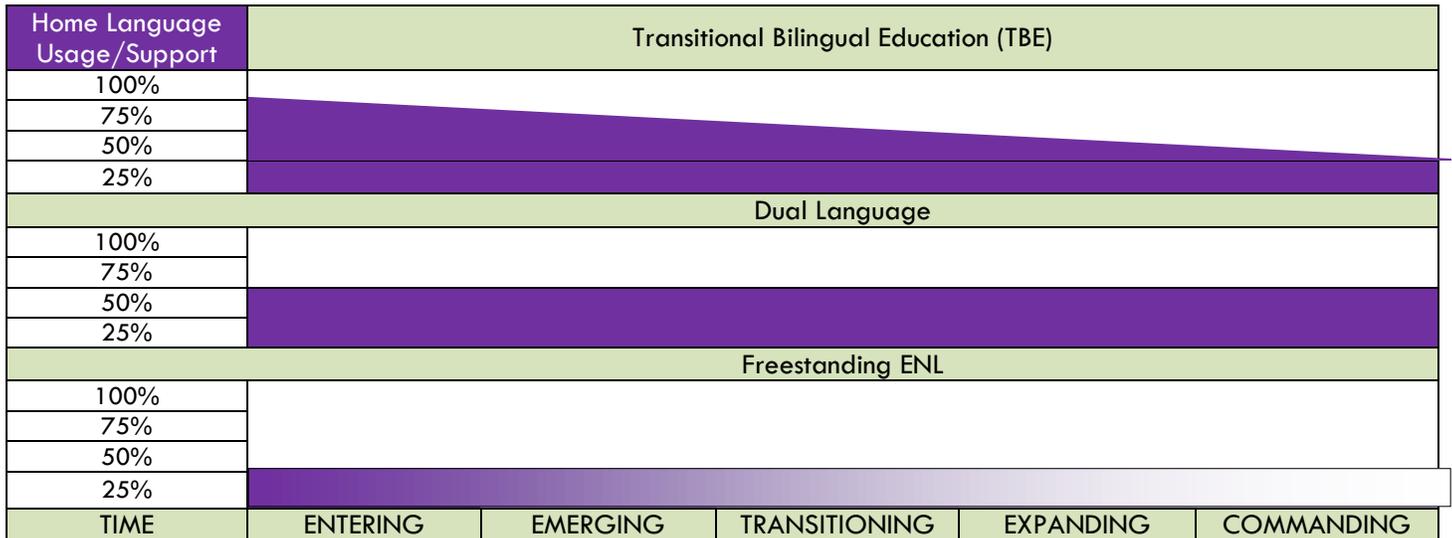
\*Note: “other approved services” does not apply to New York City at this time.

Chart

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

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: Champions Club, 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; Champs. 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 interventions used by all subject teachers include small group instruction, differentiation, differentiated tasks, leveled questions and scaffolding, modeling, re-presenting and Frayer Model online

Targeted intervention for ELA includes: chunking and CLOSE reading, AIS, 2/50 minute blocks for extended day, one-to-one and small group instruction, 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, small group instruction, 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 offered on Saturday mornings after the ELA and Math tests. 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 Saturday Academy. Oxford Picture Dictionary for the Content Areas, and Land, People, Nation ( a history series for ELL's ) is utilized, as well.

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

Our current program seems to be working rather well. Some of the programs are new, as are some of our Lead Teachers. We will continue to monitor school wide monthly subject area assessments, as well as teacher made weekly and monthly assessments. Assessment results and effectiveness of intervention programs are reviewed at weekly subject area congruence meetings.

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

In addition to the ELA and Math after school and Saturday academy, we will have an outside group come in to run a recreation and homework help program. All subject areas are also using "Vocabulary.com" and a writing program for our ELA classes from Teachers College

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

Unfortunately we will not have our highly effective Title III After School program because we did not have 30 or more ELL's on register on October 31, 2014.

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

All ELL's are afforded access to all school programs. The ESL teacher informs parents about the programs at our monthly meetings. The Parent Coordinator informs parents of all school activities on a regular basis. The school gives each student a monthly calendar which lists after school programs, events, games, parent meetings and subject specific learning goals of the week. In addition to the targeted intervention programs previously listed, ELL's are also invited and encouraged to participate in all after school programs, monthly dances and teams. The ESL teacher attends many events, to help the ELL's feel comfortable in their new surroundings.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

#16, too- 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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. All our general ed grade 6- 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. Our Grade 8 Math teacher is also a native Haitian Creole and French speaker. Same is true of our Spanish/French teacher. They all tend to use these languages sparingly, but it is comforting to both students and parents alike to have these teachers as part of our team. See above part of #15

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services and resources support and correspond to the age and grade levels of all our ELL's. Teachers differentiate all their instruction and supplement it with scaffolding, manipulatives, realia, re-presentation, power points. 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. See #'s 8 & 9 above.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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. New ELL's who enroll throughout the school year meet the ENL teacher at registration. Staff give the parent and student a tour of the building and introduce them to key personnel.

19. What language electives are offered to ELLs?

**Spanish and French.**

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
\*\*\*SEE BELOW
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
\*\*\*SEE BELOW
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
\*\*\*SEE BELOW
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
\*\*\*SEE BELOW

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 divided in to small academies. These 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 therapists, 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 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, scaffolding, differentiating instruction and the use of varied materials. 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. We have always placed our newly proficient ( exited ) ELL's in the same classes as our ELL's, so they receive the continued support of the ELL teacher during integrated periods; and the expertise of teachers trained in ESL methodology. Afterall, CALP can take up to 7-8 years. These students are participants in all ELL events, as well as our Title III after school program.

Lead Teachers, coaches and the ESL teacher will emphasize scaffolding techniques during Monday afternoon and full day 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 on language acquisition, best practices for co-teaching and how to integrate language and content instruction for ELL's of all levels. They will learn how to use graphic organizers, the workshop model and writer's workshop for ELL's. In-house Lead Teachers will give PD 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.) The doors to the ESL room are always opened, where staff are encouraged to borrow pedagogical resouce books and materials for teachers of English 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 conferences and weekly subject area congruence meetings, study groups, and Lunch'n'Learns. Teachers are asked to sign in @ all PD sessions. Teachers are afforded the opportunity to take courses through the UFT and online. Teachers who are in a Masters degree program must take at least 6 credits in TESOL. The ESL teacher encourages them to observe her classes, browse and borrow materials and ask questions. In anticipation of a shortage of ENL and bilingual teachers, many colleges are offering graduate school extensions in ESL and bi-lingual education. Mercy College is one such school , where courses are being offered both online and at the schools numerous campuses. Some 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, congruence and PD's.

The ENL teacher will acquire her minimum of 50% of required professional development in language acquisition in alignment with core content area instruction and best practices for co-teaching strategies and integrating language and content instruction for ELL's, by going to city wide trainings, UFT trainings, District and Borough wide meetings and school based training. Having previously worked with both Jo Ann Benoit ( the Brooklyn boro ELL Leader) and Souerette Fougere ( the D. 18 leader ), the ENL teacher is certain all of their trainings and PD will be aligned with Common Core instruction. She must sign in at all meetings and PD and keeps agendas and materials from all training.

Our staff will sign in for all ENL PD given alone, as part of a larger PD and/or Congruence.

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, Counselor, Parent Coordinator, school secretaries, and the administration and teachers of Champions Club.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Letters will be sent home in the parental language of choice, giving the parent a choice of a few dates and times to meet with the teacher. This will be followed by a phone call to confirm receipt of letter and explore timeframes. Since the teacher will already be familiar with the parent, she will have an idea as to the parent work schedule, needs of other children and adults in the home, and language of communication that will have to be used. If desired, the parent will be encouraged to bring a family member to the meeting who speaks their language of choice. If not, the meeting will also be attended by someone on staff who speaks that language. If perchance, a staff member does not speak the language used in the home, we will make an appointment and call in to Language and Translation Services to translate.

If the initial written outreach and telephone outreach is not responded to, the school will send a registered letter/return receipt requested/signed by the principal, informing the parent about the meeting. Of course this will be in the parental language of choice.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

#'s 2-6 are written in a narrative because the template did not allow us to type answers under the questions.

An Excel worksheet is used as a log for annual individual meetings with ELL parents. Date, mode and person/people responsible for outreach, as well as language used, are indicated to ensure parent needs are accommodated.

We are truly blessed to have a multi-lingual staff who speak all of the languages of our students. They are ALWAYS willing to assist us when we need a translator for the families of our students.

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 Worker, make certain parents are informed and involved in school events via monthly calendars, telephone, outreach, e-mail, notices and the use of the internet, as well as our new school APP. 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, Math, Science, Social Studies and SWD 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 not partnered with any outside agencies. We are in contact with BETAC and ABETAC when necessary, and utilize the services of these agencies. We continue to inform the parents about adult ESL classes at a nearby school, cultural programs available to both them and their children, and local sports programs for their children.

The Parent Coordinator acts as a liaison between school and home. The P.A. Survey and SLT meetings help us evaluate the needs of the parents. Evaluating parental need is also based upon our acute ear for listening to their concerns, wishes and desires. For example, a student student from Haiti was acting out in all of his classes. 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 attended 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. He is now doing exceptionally well in high school! After the earthquake in Haiti on January 12, 2010, we admitted 9 new 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.

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; Navigating the high school application process and school recommendations; 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; how to help your child with research/Exit projects; what is CCLS and how will they impact your child; RTI; and a Hello to Summer meeting aimed at informing parents of programs available to their children throughout the city.

#### **D. Additional Information**

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

We have recommended International High School at Lafayette High School, to most of our Grade 8 students. They have had exceptionally high rates of success. After the January, 2010 earthquake in Haiti, we had an influx of ELL's. All of them came to live with family....some of whom they had NEVER met before. Last year, we had 2 students graduate IHS. Andrise is attending SUNY Old Westbury on an Academic Scholarship; Marvin is attending Kingsboro Community College. This year, Andrise' sister Nancy, graduated as valedictorian of IHS . She received a \$10,000 scholarship from a special program she attended Saturday mornings for four years plus an academic scholarship to Wheatley College in Connecticut. Next year, another of our post-earthquake students, Shirleyka, will receive the same monetary and academic scholarships as Nancy and more!

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carolyn James	Principal		10/13/15
Fideles Okorafer	Assistant Principal		10/13/15
Guy Williams	Parent Coordinator		10/13/15
Randi Goldman	ENL/Bilingual Teacher		10/13/15
Robelson Hector	Parent		10/13/15
Ruth Ledgister/ELA	Teacher/Subject Area		10/13/15
Haashim Job/Math	Teacher/Subject Area		10/13/15
Nathalie Delince	Coach		10/13/15
	Coach		
Catherine Letren	School Counselor		10/13/15
Beverly Wilkins	Superintendent		10/13/15
Jo Ann Benoit	Borough Field Support Center Staff Member		10/13/15
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **18K211** School Name: **John Wilson**  
Superintendent: **Beverly**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. Blue Emergency Contact Cards are reviewed to ascertain parental language of choice for school communication. The Parent Surveys are reviewed periodically to identify the language of parental choice for school notifications.

The Pupil Personnel secretary inputs the parental language of choice at the time of registration.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

More than 90% of parents preferred language of both written and oral communication is English; 6% prefer Haitian Creole; 2% prefer Spanish; less than 1% prefer French; less than 1% prefer Arabic; 2 parents prefer Bengali and 1 parent Bambara or French.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual handbooks at beginning of school year; monthly calendars; 4 night time and 2 day time announcements for parent-teacher conferences; high school directories, after-school, Saturday Academy and vacation school programs (prior to starting dates); PA notifications; letters regarding emergency situations; letters regarding building repairs; etc. These letters, books and pamphlets are all available online in our covered languages. If this changes, we will submit requests for translations to the Translation and Interpretation Unit at least 2 weeks prior to our need to disseminate.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

A night-time (9/16/15) curriculum night, Open School Night conferences 11/18/15, 3/16/16, 5/11/16; and 2 afternoon parent/teacher conferences (11/17/15 and 3/17/16). Weekly Tuesday afternoon parent outreach, guidance counselor group and individual meetings for high school admission applications; family worker and/or dean meetings when needed; workshops for specific core subject areas, Breast Cancer Awareness Month outreach and walk October 17-18, International Family Thanksgiving Saturday, mandated one on one meeting with parents of ELL's, November 21<sup>st</sup>, musical and vocal holiday performance in December, Black History month celebration in February, Women's History Celebration in March, talent show in June, and some that we have not scheduled yet.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. So, too, when needed, we can set-up to have on-site translators from the T&I unit. Bilingual glossaries are available to students, parents and staff throughout the school.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers will be trained at Monday PD on how to use translation services and over the phone interpretation services. They will be given pertinent phone numbers and web addresses. They will also receive a list of colleagues who are fluent in English and the other languages that they speak.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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: [http://intranet.nycboe.net/SchoolSupport/translation\\_and\\_interpretation\\_unit](http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit). 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.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents come to many diverse events in our school. When they sign in, they will be asked for feedback on the quality and availability of translation and interpretation services. We are thinking of creating an easy to fill out form that includes questions parental experiences with translation and interpretation. This form would be translated in to the covered languages we need.