



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME :** IS 296 THE ANNA GONZALEZ MIDDLE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 32K296

**PRINCIPAL:** MARIA BARRETO    **EMAIL:**        MBARRET@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** LILLIAN DRUCK

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Maria Barreto	*Principal or Designee	
Mario Matos	*UFT Chapter Leader or Designee	
Oyedele Oyelakin	*PA/PTA President or Designated Co-President	
Lorene Venzen	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Adrian Thomas	Member/Teacher	
Beverly Simms	Member/Teacher	
Glenda Bonas	Member/Teacher	
Pat Emmanuel	Member/Teacher	
David Fries	Member/Teacher	
Bonnie Bell	Member/Parent	
Silvana Medina	Member/Parent	
Hyacinth A. Constance	Member/Parent	
Dallas Cousin	Member/Parent	
Mory Theiba	Member/Parent	
Kevin Roa	Member/Parent	

## ANNUAL GOAL #1 AND ACTION PLAN

### Leadership Goal

**Annual Goal #1: *By June 2012, each teacher will have received 6 informal and 2 formal observations as measured by administrative binders with teacher records.***

#### **Comprehensive needs assessment**

- *The JIT findings reported that administration should effectively supervise and monitor daily instruction and lesson planning.*
- Retreat and quality review indicators found that there was a need for accelerated supervision and monitoring of curriculum instruction and assessment.
- Administrative visits to classrooms and collection of student portfolios indicated that there was a great need for teacher feedback to students and consistency in assessment of students each marking period.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Adapted the New York 6 indicators from the Danielson Framework
  - b) Lesson plan checks and grade book monitoring
  - c) Accelerated approach to observations with the 6 indicators in mind; 6 informal and 2, formal observations.
  - d) Utilization of the TeachScape evaluation system
  - e) From October 2011 to June 2012

#### **Strategies to increase parental involvement**

- Parent meetings will inform parents about the Danielson Framework for teacher observations
- Parents will be introduced to the school assessment plan at PTA and SLT meetings in order to have a better understanding of the requirements for students each marking period

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will be introduced to the Danielson Framework during lunch and learns.
- During any teacher interviews teachers will be given an opportunity to comment on rubrics measuring teacher quality and teacher team work
- Pre-observation conferences will include discussions about academic rigor, higher order questioning and differentiated instruction

#### **Service and program coordination**

- Implementation to be executed by the IS 296 administration and the CFN 208 trainers, staff developers and consultants

#### **Budget and resources alignment**

- Funded through SIG funding for TeachScape and training in the Danielson Framework

## ANNUAL GOAL #2 AND ACTION PLAN

### Rigorous Curriculum & Pedagogy

**Annual Goal #2: *Throughout the 2011-2012 school year teachers will create and implement CCLS aligned curriculum maps, and quarterly performance tasks, aligned to rubrics, and measured by student portfolio samples.***

#### **Comprehensive needs assessment**

- JIT report findings that the curriculum was not well developed at the time of the review in January 2011
- In addition, classroom visits by the school administration, CFN 208 and outside consultants: AUSSIE, and Teachers College (TC) Literacy consultants yielded similar findings.

#### **Instructional strategies/activities:**

- a) As a result of administrative pre-observation discussions, classroom visits, and post observation feedback, teachers will be able to modify their instruction to better meet high standards.
- b) In September Teachers College Reading and Writing Project was adopted by the school to create greater rigor, differentiated instruction and to align school rubrics and performance tasks with the Common Core Learning Standards (CCLS) and our assessment plan.
- c) Pre-brief, lab-site and debrief sessions model for teachers exemplify a holistic approach for creating greater rigor
- d) The TCRWRP will provide a sequence of nine units (each unit will highlight a different genre study)
- e) Teachers will also be involved in going to TC workshop days in order to hone strategies for implementation of balanced literacy and genre-based approaches to teaching ELA
- f) At year end, as a result of our work coming to fruition, we will be having a literacy celebration.

#### **Strategies to increase parental involvement**

- Parents will be introduced to the school assessment plan at Parent Association (PA) and School Leadership (SLT) meetings in order to better understanding the requirements and expectations for students each marking period
- Information will be provided at content area professional development sessions, i.e. “meet the teacher night” and at parent teacher conferences. To include: distribution of student documents including discussions on rubrics and the CCLS.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will have ongoing professional development sessions on Common Core aligned units and lesson plans led by inquiry team facilitators, AUSSIE consultants, administration and Teachers College staff developer.
- During any teacher interviews teachers will be given an opportunity to comment their knowledge of rubrics, the CCLS and formative assessment so that administration and the SLT may measure teacher quality and their knowledge of appropriate academic rigor
- Pre-observation conferences will include discussions about academic rigor, higher order questioning and differentiated instruction.

**Service and program coordination**

Implementation of the strategies mentioned will be facilitated by the Assistant Principals in ELA and Math. AUSSIE consultants in Math and ELA will also be providing professional development for teachers and administration, so as to ensure a more consistent and cohesive implementation of curriculum, instruction and assessment.

**Budget and resources alignment**

- SIG grant money provided by the State

**ANNUAL GOAL #3 AND ACTION PLAN**

**School Culture & Learning Environment**

**Annual Goal #3: *A new student handbook and code of conduct have been written and revised by all constituencies in the building promoting student accountability through the collaborative work of deans, guidance counselors, teachers and administration as measured by student disciplinary paperwork.***

**Comprehensive needs assessment**

Findings from the JIT review (January 2011) were that there was not a school-wide behavior policy. Student referrals and suspension rates were high as observed in ARIS and on our statistic pages

**Instructional strategies/activities**

This year at the outset, the behavior policy delineates the chain of discipline which occurs when students commit infractions and repeated infractions. General strategies are listed to address student behavior: prevention and intervention strategies. Our plan has a list of infraction and steps for consequences.

1. Phone call and/or warning slip
2. Detention and warning slip
3. Removal to a SAVES room
4. Principal suspension
5. Further in-house principal suspension
6. Superintendent suspensions

**Strategies to increase parental involvement**

- Parents have received copies of the student discipline policy and our new grading policy at assemblies, SLT meetings and/or conferences
- The document is available upon any visit via administration, deans, parent-coordinator and guidance counselors.

**Strategies for Teacher Quality (HQT)**

- Teachers will be included in the collaboration for creating protocols for student discipline and will be involved in giving input for the process of discipline code.
- Increased communication through regular academy and departmental meetings to add clarity to policies and procedures will help to facilitate a better school climate and environment.

**Service and program coordination**

Teachers, deans, parent coordinator, administration and all other constituencies were part of the process

**Budget and resources alignment**

- Costs for the plan's implementation paid for by various sources including: Tax Levy and Title I funding as well as other sources.

## ANNUAL GOAL #4 AND ACTION PLAN

### Community & Parent Engagement

**Annual Goal #4: *By the end of the school year 2012 we will strengthen The Anna Gonzalez Community School to provide community services including collaborative retreats and student/parent engagement programs such as Beacon, IS 296 Cadets and other programs, as measured by parent and student attendance.***

#### **Comprehensive needs assessment**

JIT findings indicated that some staff members view the lack of parental involvement as a barrier to increased student achievement.

#### **Parent Involvement Strategies/activities:**

- In spring 2011 teachers, parents and administration held the annual retreat.

***This school year parent engagement will include another collaborative retreat and student/parent engagement programs such as:***

- Beacon
- The Anna Gonzalez Community school, IS 296 Cadets program and others (It is expected that the Cadets program will greatly increase our parent involvement, since parents are required to attend with their student for three hours each week)
- We expect to hold other parent meetings before or after the cadets program in order to draw parents in to other parent involvement activities. The “Cadets” program will be held every Friday night beginning in December, from 5:00 p.m. to 8:00 p.m., and will include: customs and courtesies, physical fitness, drill and teamwork. parents and students will receive a light dinner.

#### **Strategies to increase parental involvement**

- The school will provide GED, ESL, computer classes and social services. Our community school brings together local agencies and many partners to strengthen the school, community and our student learning. Our school is a neighborhood hub, which service the entire community in many different capacities.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers and students will be consulted in the process of creating new after school programs for instruction and enrichment
- Regular feedback meetings—SLT, PA, retreats and inquiry teams will be utilized for the purpose of staying abreast of teachers’ needs and concerns.

#### **Service and program coordination**

- The cadets program will be called the Anna Gonzalez Community School Cadets Corps. It will be facilitated by the U.S. Navy Armed Guards Cadets.

**Budget and resources alignment**

- No associated costs.

## ANNUAL GOAL #5 AND ACTION PLAN

### Rigorous Curriculum & Pedagogy

**Annual Goal #5: *By the end of school year 2011-2012 there will be implementation of a new ELA curriculum, professional development, instruction strategies and assessments as measured by administrative observations.***

#### **Comprehensive needs assessment**

JIT report findings that the curriculum was not well developed at the time of the review in January 2011.

#### **Instructional strategies/activities**

In July 2011, teachers were engaged, through our work with AUSSIE consultants, in curriculum mapping using the back mapping format. At the outset of the school year, beginning in September, Teachers College Reading and Writing Project was adopted by the school to create greater rigor, differentiated instruction and to align school rubrics and performance tasks with the CCLS and our assessment plan. Pre-brief, lab-site and debrief sessions model for teacher a holistic approach for creating greater rigor. The Teachers College Reading and Writing Project (TCRWRP) will provide a sequence of nine units. Teachers will attend Teachers College workshop days in order to learn more strategies for implementation of balanced literacy. At year end, as a result of our work coming to fruition, we will be having a literacy celebration. Each marking period every content area teacher will be responsible to assist students in accomplishing their tasks as specified by the new grading policy at our school. Administration, teachers, and parents will all be aware of the cohesive assessment plan and be checking student work folders.

#### **Strategies to increase parental involvement**

- An assessment plan has been created and presented to parents and students at school assemblies, PA meetings. The plan is available to all parents through all deans, guidance counselors, administration and parent coordinator upon request.

#### **Strategies for Teacher Quality (HQT)**

Teacher inquiry teams will facilitate:

- Looking at students' work
- Scoring exams
- Creating Common Core Learning Standards (CCLS) aligned tasks
- Internalizing CCLS aligned rubrics for scoring essays and tasks

Teachers will also have lessons modeled by Teachers College Consultant  
AUSSIE consultants will assist the school in creating CCLS aligned units

#### **Service and program coordination**

- Professional development will be provided by administration and staff developers from AUSSIE consultants and the Teachers College Reading and Writing Project.

**Budget and resources alignment**

- SIG grant from New York State Education Department.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	133	147	147	133				
<b>7</b>	121	117	117	121				
<b>8</b>	163	160	131	163				
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	All grades have a built-in AIS for students in level 1 and 2. AIS is scheduled throughout the day, it supplements the 8 periods of ELA and mathematics. ELA AIS is being taught through Achieve 3000. Students also receive AIS services through the extended day program from 2:20 to 3:10 Tuesday and Wednesdays each week from September to June.
Mathematics	All grades have a built-in AIS for students in level 1 and 2. AIS is scheduled throughout the day, it supplements the 8 periods of ELA and mathematics. In mathematics the program being use is "Revolution Prep."
Science	Students also receive AIS services through the extended day program from 2:20 to 3:10 Tuesday and Wednesdays each week from September to June.
Social Studies	Students also receive AIS services through the extended day program from 2:20 to 3:10 Tuesday and Wednesdays each week from September to June.
At-risk Services provided by the Guidance Counselor	One-to-one counseling; group counseling, and workshops are at times provided by outside agency referrals. Our school works with a number of outside agencies and other partners to assist our. Services are provided to all L1 and L2 students in all subgroups. Guidance counselors discuss with students: test scores, report cards, class work, homework, projects, student strengths and weaknesses, problems, such as, absenteeism, truancy, conduct, and family issues. Students are referred after suspensions and some are seen as a measure for the school to be proactive. At-risk guidance counselors also help the students set realistic goals in all aforementioned areas to implement strategies for students to self-monitor and evaluate their progress, resiliency training, social skills work, grief counseling are used to improve student behavior and academic abilities.
At-risk Services provided by the School Psychologist	One-to-one counseling; group counseling, and workshops are at times provided by outside agency referrals. Psychological services are being provided to approximately five students. In addition, the at-risk services provided individual counseling, meetings with parents when requested where the psychologist discusses student Functional Behavioral Assessments and Behavior Intervention Plans.
At-risk Services provided by the Social Worker	One-to-one counseling; group counseling, and workshops are at times provided by outside agency referrals.
At-risk Health-related Services	Eye and hearing screening, health agencies referral, immunization.

## 2011-2012 Title I Parent Involvement Policy and Parent-School Compact for Halsey Middle School I.S. 296

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore I.S. 296, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. I.S. 296'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 Advisory Council, as trained volunteers and welcomed members of our school community. I.S. 296 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand;
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

I.S. 296's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the I.S. 296 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent and Teachers 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, I.S. 296 will:

actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

support school-level committees that include parents who are members of the School Leadership Team, the Parent and Teachers Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed; and

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.

**I.S. 296 will further encourage school-level parental involvement by:**

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Open School Week and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent and Teachers Association and Title I Parent Advisory Council;

supporting or hosting OFEA District Family Day events;

establishing a Parent Resource Center or lending library; instructional materials for parents.

*hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and

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;

## **Section II: School-Parent Compact**

I.S. 296, *[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. I.S. 296 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

using academic learning time efficiently;

respecting cultural, racial and ethnic differences;

implementing a curriculum aligned to State Standards;

offering high quality instruction in all content areas; and

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 a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and

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:**

Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

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; and

planning activities for parents during the school year (e.g., Open School Week);

**Provide general support to parents by:**

creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

supporting parental involvement activities as requested by parents; and

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;

**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. I will also:

communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

take part in the school's Parent and Teachers Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

share responsibility for the improved academic achievement of my child;

**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; and

always try my best to learn

This Parent Involvement Policy including the School-Parent Compact was distributed for review by Carmen Hope, Parent Coordinator on PTA Meeting on 9/12/11, SLT Meeting on 9/28/11, Annual NCLB Title I Meeting on 10/5/11.

This Parent Involvement Policy was updated on October 3, 2011 at the annual NCLB Title I Parent Involvement meeting.

The final version of this document will be distributed to the school community on November 30, 2011 at the SLT and PA meetings and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)**

**School DBN: 32K296 School Name: JHS 296 The Anna Gonzalez School**

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

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

**Category:**  Basic  Focused  Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - *JIT report findings that the curriculum was not well developed at the time of the review in January 2011.*
  - *Findings from the JIT in January 2011 were that there was not a school-wide behavior policy.*
  - *JIT report states that there is a need for school leadership to communicate clear expectations for the use of common planning time, which will include holding teachers accountable for deadlines.*
  - *JIT findings reported that students were not provided with "standard setting work" based on portfolio samples.*
  - *In addition the JIT team said that the school does not implement consistent grading policies.*
  - *JIT findings indicated that some staff members view the lack of parental involvement as a barrier to increased student achievement.*
  
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - *The administration will be aligning their observations with an adapted rubric aligned with the Charlotte Danielson framework for teacher evaluation and student learning. As a result of administrative pre-observation discussions, classroom visits, and post observation feedback, teachers will be able to modify their instruction to better meet high standards.*
  
  - *In July 2011, teachers were engaged, through our work with AUSSIE consultants, in curriculum mapping using the UBD format. At the outset of the school year, beginning in September, Teachers College Reading and Writing Project was adopted by the school to create greater rigor, differentiated instruction and to align school rubrics and performance tasks with the CCLS and our assessment plan. Pre-brief, lab-site and debrief sessions model for teachers holistic approach for creating greater rigor. The TCRWRP will provide a sequence of nine units. Teachers will also leave the building to go to TC workshop days in order to learn more strategies for implementation of balanced literacy. At year end, as a result of our work coming to fruition, we will be having a literacy celebration.*

- *This year at the outset, the behavior policy delineates the chain of discipline which occurs when students commit infractions and repeated infractions. General strategies are listed to address student behavior: prevention and intervention strategies. Our plan has a list of infraction and steps for consequences.*
  - 1) *Warning Slip* 2) *Phone call and warning slip* 3) *Detention and warning slip* 4) *Removal to a SAVES room.* 5) *Principal suspension* 6) *Further in house principal suspension* 7) *Superintendent suspensions*
- *In spring 2011 teachers, parents and administration held the annual retreat. This school year parent engagement will include another collaborative retreat and student/parent engagement programs such as Beacon, The Anna Gonzalez Community school, IS 296 Cadets program and others. It is expected that the Cadets program will greatly increase our parent involvement.*

## **Part B: For Title I SINI Schools Only**

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

*In July 2011, teachers were engaged, through our work with AUSSIE consultants, in curriculum mapping using the UBD format. At the outset of the school year, beginning in September, Teachers College Reading and Writing Project was adopted by the school to create greater rigor, differentiated instruction and to align school rubrics and performance tasks with the CCLS and our assessment plan. Pre-brief, lab-site and debrief sessions model for teacher a holistic approach for creating greater rigor. The TCRWRP will provide a sequence of nine units. Teachers will also leave the building to go to TC workshop days in order to learn more strategies for implementation of balanced literacy. At year end, as a result of our work coming to fruition, we will be having a literacy celebration. Each marking period every content area teacher will be responsible to assist students in accomplishing their tasks as specified by the new grading policy at our school. Administration, teachers, and parents will all be aware of the cohesive assessment plan and be checking student work folders.*

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

*Although our staff is a senior, nearly 100 percent certified staff, we do utilize a mentoring model that requires administration through observation and supervision to meet with teachers and to create action plans aligned to either the national teaching standards or the Danielson rubric for teacher quality. Teachers meet with their content area administrator on a monthly basis either formally or informally. Action plans are amended on an as needed basis. All teachers in need of support, based on teacher observations also receive support using the same structure. Classroom visits from staff developers occur monthly and highlight the skills of differentiated instruction, student assessment, academic rigor through higher order thinking and questioning techniques.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

*The following letter was sent out to parents as per Federal State and the Local Educational Agency (NYCDOE) regulations and standards:*

### **2010-2011 Title I SINI Persistently Lowest Achieving (PLA) and Year 1**

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work. The New York City Department of Education (NYCDOE) is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children.

In late December 2010, the New York State Education Department identified Halsey Middle School I.S. 296 as a **Title I SINI Persistently Lowest Achieving (PLA) and School Under Registration Review (SURR)**, as required under federal NCLB rules and the State's new Differentiated Accountability system. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in: English Language Arts (ELA).

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

**Below is a list of the school improvement strategies that our school is implementing during this school year:**

- Professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- A longer school day with an early morning start that will allow for two teachers in many classrooms;
- Deans Assemblies with Students
- Separated 6<sup>th</sup> grade Academy to focus on Student Learning
  
- New teaching strategies and Teacher Teams to revamp curriculum and rubrics.
- Analyze assessments and student work and Create Differentiated Task for Students Ability Levels.
- More classroom time devoted to reading and math skills;
- Strategies to increase daily attendance;
- Expanded parental involvement programs to include: PTA, School Leadership Team, Volunteering, Adult Classes, workshops, parent meetings, training, professional development and social events.
- Programs for students with learning disabilities during the school day;
- AIS Weekday during the school day in ELA , Math, Science and Social Studies;
- Achieve 3000 ELA AIS
- Extended Time Program
- SES tutoring Programs
- Adelante and Rigor Program for Bilingual / ESL students;
- ELLIS Program to develop second language acquisition;
- Extended day program for ELA Comprehension and Writing Strategies

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parents' Association and School Leadership Team.

Through the federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES are tutoring or other remedial services offered by a New York State approved provider, at no cost to you, after-school or on

weekends. Under the state's Differentiated Accountability system, SES is available in all schools that are identified for improvement. If your child is free-lunch eligible, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

Under the No Child Left Behind Act and the State's new Differentiated Accountability system, NYCDOE also offers students enrolled in a school identified for improvement for two or more years the option to request a transfer to another public school that is not identified as needing improvement. Federal law requires that NYCDOE give priority to the lowest achieving students from low-income families when making transfer offers. Further information and applications will be sent to the parents of eligible students at a later date.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, Ms. Carmen Hope. She can be reached at 718-574-0288 ext. 1051 or room 105. All school report cards can also be viewed online on the State's NYSTART website at <https://www.nystart.gov/publicweb/>.

I would like you to attend a meeting that has been scheduled to answer any questions you may have about the school improvement interventions and programs described above. At this meeting, you will also receive additional information about SES, the Public School Choice process, and the new improvement interventions required under the State's Differentiated Accountability system.

This meeting will be held on: **Date: Monday, February 7<sup>th</sup>, 2011**    **Time: 6 p.m.**    **Location: Auditorium**

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me at 718-574-0288.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Amundsen, Charles Purus, Daniel</b>	District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>296</b>
School Name <b>I.S. 296 Anna Gonzalez Community School</b>			

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

Principal <b>Maria Barreto</b>	Assistant Principal <b>Paul Zomchek, Assistant Pr</b>
Coach	Coach
ESL Teacher <b>Denise Steele/Eng Sec Language</b>	Guidance Counselor <b>Dorritt Gilchrist, Guidance</b>
Teacher/Subject Area <b>Claudia Shirley/Eng Sec Lang.</b>	Parent <b>O. Oyelakin</b>
Teacher/Subject Area <b>Carmen Rodriguez/Bilingual Math</b>	Parent Coordinator <b>Carmen Alverio-Hope, Par.Coord</b>
Related Service Provider	Other <b>Vivian Kahn/Eng Sec Language</b>
Network Leader <b>Daniel Purus</b>	Other <b>Mario Matos, Programmer</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>422</b>	Total Number of ELLs	<b>76</b>	ELLs as share of total student population (%)	<b>18.01%</b>
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## Part II: ELL Identification Process

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

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

The Anna Gonzalez Community School I.S. 296 follows the mandated steps for the initial identification of students who may be entitled English Language Learners. We administer the Home Language Survey (HLIS) which includes the informal oral interview in English and in the native language. The persons responsible for conducting the initial screening are our Guidance Counselors, Ms. Turner and Ms. Gilchrist, our Parent Coordinator, Ms. Carmen Alverio Hope, our Pupil Personnel Secretary, Ms. Erin Oates and our Bilingual/ESL Coordinator, Ms. Denise Steele. The pedagogues who administer the HLIS are Ms. Denise Steele, certified ESL teacher, Ms. Claudia Shirley, ESL certified teacher and NLA teacher, and Ms. Vivian Kahn, ESL certified Teacher with an additional Bilingual Extension.

The HLIS is completed with the assistance of a pedagogue. Our Bilingual/ESL Coordinator, Ms. Steele, a certified ESL teacher, is our LAB (R) Coordinator, with the assistance of Ms. Claudia Shirley, ESL certified teacher and Ms. V. Kahn, ESL certified teacher. We follow the "New York State LEP Identification Process," which involves (1) screening, (2) initial assessment, (3) program placement, and the (4) annual assessment. The first step is administering the Home Language Questionnaire, the HLIS. If it is determined that the home language is other than English, according to guidelines for the HLIS, an informal interview is conducted in the Native Language and English. If the student speaks a language other than English, or speaks little or no English, and as determined by responses on the HLIS, the LAB (R) (English) is administered. If the student scores Beginning, Intermediate or Advanced Level the student is LEP, an English Language Learner ( ELL). We then administer the LAB (Spanish) if the home language is SP. The student is placed in our Transitional Bilingual Education Program or our freestanding ESL Program by Parental Choice after filling out the initial questionnaire and program selection.

The annual assessment is The New York State English as a Second Language Achievement Test, the NYSESLAT, administered every Spring. This test has four components: Listening, Speaking, Reading and Writing. We ensure that all four components of the NYESLAT are administered per NYSED and NYCDOE guidelines, with each subtest of Listening, Reading and Writing administered on a separate day in May during the test administration period, and an individual speaking subtest administered one-on-one by the licensed ESL teacher using the NYSED scoring guide and sheet. The next administration is in the Spring of 2012. Students remain identified as English Language Learners, receive all mandated units of ESL, and participate in our Transitional Bilingual Education Program or Free-Standing English as a Second Language program until they receive a "P" Proficient (Pass) on the latest administration of the NYSESLAT.

The Anna Gonzalez Community School I.S. 296 has specific structures in place to ensure that our parents understand all program choices. At admission, all forms and surveys are available to our parents in translated versions, in our case this school year, in Spanish, French, and Haitian. The initial identification process includes the Parent Survey and Parent Program choice letters. Our program choices of a Transitional Bilingual Education Program (TBE) and Free-standing ESL Program are explained in the language the parent speaks: we have staff members who speak Spanish, French and Haitian and we can access the Department of Education's Translation Unit if needed, with translations by phone and/or in writing. Students identified as ELLs, as outlined above, are placed by parental choice. The parent is informed of the results of the LAB (R) and an initial placement letter is sent to the parent. Students sign for these letters and receipts are returned and kept on file. Our Parent Coordinator conducts a Parent Orientation, with pedagogues from the Bilingual and ESL Department, and parent meetings in which she explains parental options and gives an orientation of our programs. The outreach is throughout the year. Parents are invited to workshops, all parent contact is translated, interviews and orientations are on-going as we have new admits throught the academic school year. Our timeline is from September 2011 to June 2012, this is an on-going process. In order to communicate with parents the following parental notification letters are used and offered in translated versions: C: Entitlement Letter, D: Parent Survey and Program Selection, E: Non-Entitlement Letter after a Proficient (Pass) on the LAB (R), F: Placement Letter, G: Continued Entitlement Letter, H: Non-Entitlement Transition after first Pass/Proficient on the

NYSESLAT. As stated in this document, if a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. Parent choice is respected and parent choice guidelines are strictly followed at I.S. 296. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend has consistently been to choose our Transitional Bilingual Program. For the 2011-2012 School Year we have 68.4% ( 52 out of 76 ELLs) of our students in our Bilingual Program and 31.6% (24 out of 76 ELLs) in Free-Standing ESL. This is a slight shift from the past with more students in our Bilingual Program. Last year we had 61.4% in our Transitional Bilingual Education Program and 38.6% in our Free-Standing ESL Program. This current school year we have had many newcomers admitted (NYC admission code 58's), 14 in September/October, who participate in our Transitional Bilingual Education Program (TBE). The program models offered at The Anna Gonzalez Community School I.S. 296 are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	76	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	5
SIFE	11	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	49	6	0	3	1	0	0	0	0	52
Dual Language										0
ESL	3	1	0	13	3	3	8	0	2	24
Total	52	7	0	16	4	3	8	0	2	76

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	20	25					52
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>20</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>52</b>

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	5	12					22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

The Anna Gonzalez Community School I.S. 296 currently has three Transitional Bilingual Education grades, grade 6, grade 7 and grade 8. We have formed a bridge grade 6/grade 7 class due to the low register in grade 6. This class is identified as class 671 and our grade 8 class is identified as class 801. These classes are heterogeneous, containing mixed proficiency levels. The organizational model is departmentalized, it is a block program where the class travels together to ESL, Native Language Arts, Social Studies, Science, Mathematics and Physical Education. Our ELLs also attend a talent class, and may attend different classes such as Music, Dance, Art and/or Technology classes. There are also five ESL classes for students in the mainstream, our Free-Standing ESL Program (not in our TBE), where they receive the mandated number of periods of ESL determined by their level on the NYSESLAT (we provide 5 periods of ESL and 5 periods of ELA for the LAT Advanced students, and 10 periods of ESL for the LAT Intermediate and Beginning level students). The students are programmed for ESL as one or two of their class periods. The students in the TBE also are programmed for a daily period of NLA: Native Language Arts. This organization ensures that the mandated number of instructional minutes is provided according to the students' proficiency levels in each program model.

The organization of our staff ensures the mandated time is provided according to proficiency levels by grouping for instruction within the grade, providing differentiated instruction, utilizing the CR Part 154 model of TBE beginning students receiving 75% of the lesson in Spanish with 25% in English, moving to 50/50 NLA usage/support and to the goal of more English, as language usage of 25% Native Language to 75% English. Instruction is in English in our Free-Standing ESL program, native language support is offered when needed. The content areas in our Transitional Bilingual Education Program are provided in Spanish and English, in our ESL Program instruction in the content areas is in English, with support offered by the ESL teacher, including use of bilingual dictionaries and glossaries, materials in the native language, and linguistic grouping by levels. For the 2011-2012 school year there is application of the Common Core State Standards for English Language Learners: all students are held to the same high expectations with our ELLs offered additional time (as a test modification, for example), appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge. The Common Core State Standards provide rigorous grade level expectations in the 4 language acquisition areas of listening, speaking, reading and writing. For example, in mathematics, ELLs are "capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms - such as objects, drawings, inscriptions, and gestures - as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language." (The National Governors Association Center for Best Practices and the Council of Chief State School Officers).

The Anna Gonzalez Community School I.S. 296's instructional approaches and methods enrich language development and makes content comprehensible for our English Language Learners. We provide the Workshop Model with a Writing Workshop component. Scaffolding offers teacher support for learning through instruction, modeling, questioning, and feedback. Language development is enriched by our stress on the acquisition of academic language, this is provided in all subject areas with Native Language usage/support across program models. The use of Spanish is greatest with our Newcomers and Beginning NYSESLAT level students, and increases in English during the academic school year, as well as based on the student's progress in the acquisition of English. ELLs are appropriately evaluated in Native Language Arts, first during the initial identification process with the Spanish Language Assessment Battery, with formative assessments in

## A. Programming and Scheduling Information

the NLA class and summative assessments, as well as with the annual El Examen de Lectura en Español, administered in May 2012. Instruction for ELL subgroups is differentiated by the ESL teacher and content area teachers, based on the particular lesson. Data drives the instruction in ESL with the LAT results and Interim Assessments, the LAT Modality Report, providing levels B (Beginning), I (Intermediate), A (Advanced) by sub-tests, and the State Mathematics test results (STM) providing data for grouping and addressing student's individual needs. Bilingual and ESL teachers all have access to all data, have a data folder, and the information is updated as necessary. All of the ELLs in our Bilingual Program, who were tested with the Spring 2011 English Language Arts Test, scored a Level 1 or Level 2. Therefore, teacher assessment of skills, and appropriate grouping for instruction, is crucial.

Our plan for SIFE (Students with Interrupted Formal Education) students begins with the identification and screening of students who enter as new entrants to the New York City Public School System, code 58's, with a HLIS (Home Language Information Survey) of a language other than English (OTELE). A thorough review of the HLIS, particularly page 2, which informs us of prior schooling experience, and parent interview, gives us background information as to how to best assist these students. In the 2011-2012 school year we currently have 11 identified SIFE English Language Learner (ELL) students who continue to progress. One student achieved an "A" Advanced on the NYSESLAT, 7 scored Intermediate and 3 scored beginning. In reference to the ELA, 9 are level 1 with high 1's (1.99, 1.96, 1.89, etc.) and 2 scored level 2. Our SIFE students receive activities with strategies to increase their English Language Proficiency, utilizing Project RIGOR, and in our Title III Program, which is outlined in our CEP Title III plan and is called Project ADELANTE: Success in the Content Areas. All of our SIFE students receive AIS services in a program during the school day incorporated into their programs. Our SIFE students also attend our SES Programs. This school year we have Achieve 3000, Princeton Review, leveled libraries and the implementation of a new reading program during the school day, Inside Reading and Language from National Geographic which provides high interest materials focusing on reading. We have also implemented a new writing program, Writing: Inside Language, Literacy and Content by National Geographic. This program also provides a National Geographic entire library by unit. Since all our SIFE students are still currently entitled ELLs, they are entitled to test modifications, including extended time, special location, use of bilingual glossaries, and translated versions of exams.

Our newcomer ELLs are in the Bilingual Program and receive differentiated instruction, teacher and native language support, and all afore-mentioned interventions. ELLs receiving service for 4 to 6 years attend our ELLIS program, an ESL program with our ESL teacher, Ms. Steele. This computer program is high interest, utilizes technology, for example SMARTboards, and offers instruction and strategies appropriate for those students receiving services 4 to 6 years. Our Long-Term ELLs also attend the ELLIS ESL Program with Ms. Steele, as the materials are differentiated and appropriate for ELA, the NYSESLAT, and age level. Materials from Project RIGOR are used with this population. Long-term ELLs also receive tutoring in a small group setting. Since NCLB now requires ELA testing for ELLs after one year, test taking strategies and skills are incorporated in ELA, ESL, and content area lessons. We have acquired new materials to assist our students in test preparation and skills development, for example, New York Ready in English Language Arts and Writer's Workout from the Inside Reading and Language Program.. Our ELLs having special needs are programmed according to the Individualized Educational Plan (IEP), have small group instruction and/or are in a Collaborative Teaching (ICT) class. Our current ESL Monthly Turnaround Document from the NYCDOE identifies 5 students with disabilities who are also identified as ELLs. These students are placed in the least restrictive environment, 4 are in our small group special education classes 171 and 172, and one student is in an ICT class which meet their diverse needs. All of our ELL subgroups participate in our SES programs as outlined above, are immersed in English in "talent" classes, participate in AIS classes during the school day and also participate in our Title III program.

### Courses Taught in Languages Other than English ⓘ

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

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

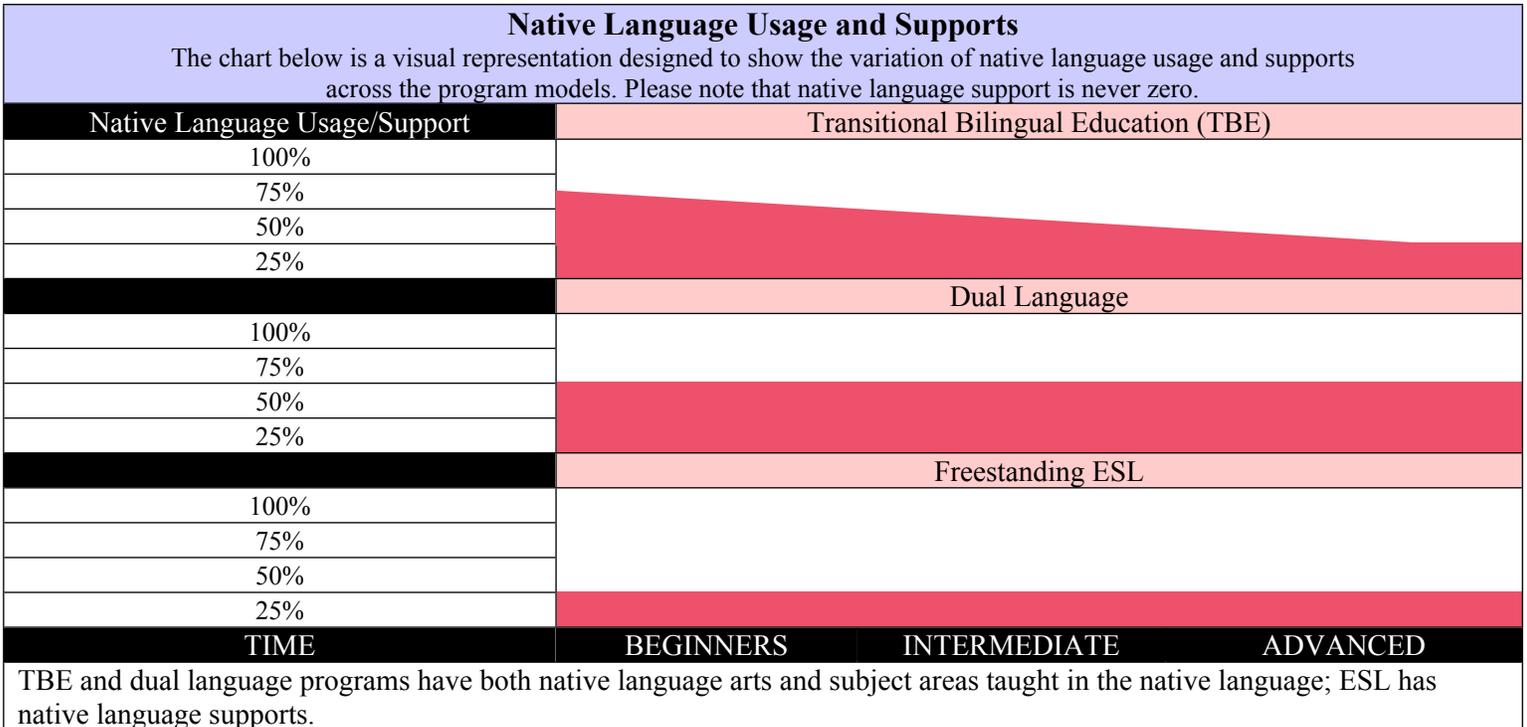
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

## B. Programming and Scheduling Information--Continued

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

The Anna Gonzalez Community School I.S. 296 targets intervention programs for ELLs in ELA, mathematics, and in the content areas. Our Title III Program, "Project Adelante: Success in the Content Areas," is a program specifically designed to address excellence in mathematics, science, social studies, as well as English and Spanish. There are two groups, one for beginners and the other for those students here four to six years or longer, or advanced on the NYSESLAT. The students have instruction in math, science and social studies, with ELA and NLA support "push-in." We also offer Project RIGOR materials for our long-term ELLs. Other intervention programs are Achieve 3000, implementation of a new reading and writing program from National Geographic entitled, Inside Readign and Language, Writing: Inside Language, Literacy and Content, Writer's Workout, as well as school based small group instruction and tutoring. The SMARTboard helps to facilitate language acquisition in reading with visual cues and promotes interactive and participatory learning. There are extensive libraries available for our ESL and Bilingual classrooms and a National Geographic entire library by unit to develop reading skills. Continuing transitional support for 2 years for ELLs receiving proficiency on the NYSESLAT are support from the ESL teacher and continuation of test modifications for these students: extended time (time and a half), special location, use of bilingual glossaries, and translated versions of tests. If the content area test is not provided in a translated version we hire translators for those specific targeted languages from LIS. Last year we had Arabic and French translators, this year, we only have Spanish and Haitian ELLs, for which the test is translated by The New York State Department of Education. We have one student who speaks English and Swahili and we will determine if the student requires a translator for Swahili as this student has been in an English Language school system and was readmitted to our school. We have Haitian speaking staff members who can work with our one Haitian speaking identified ELL. We also have a bilingual French speaking staff member who can work with our one French speaking former ELL, who is doing well academically with a "P" on the 2011 NYSESLAT for transitional services.

This school year we have implemented the use of currently written curriculum maps, and aligning instruction with the Common Core Standards. We have reinstated our bridge class, as our numbers have substantially decreased in grade 6 ELLs in the Bilingual Program. ELLs are afforded equal access to all programs at The Anna Gonzalez Community School I.S. 296, they may attend "Talent" periods of band, dance, technology, art, etc.

Instructional materials support our ELLs, for example, in Social Studies we have One Nation, Many People (Globe) in English and Una Nación, Muchos Pueblos, in Spanish. We have increased the use of technology with SMARTboards in every Bilingual class. We offer technology in the Language Lab program ELLIS with our ESL teacher, Ms. Steele, and, we offer more technology with another intervention, computer class with Mr. Primost. And, as previously mentioned, we have acquired our new National Geographic program. Native language support is delivered in our Transitional Bilingual Program through the use of Spanish in the content areas, following the State Education Department guidelines of NLA Usage and Support from a 75/25% model to 25% NL/75% English as our students progress and attain cognitive/academic language proficiency across the curriculum and acquire listening, speaking, reading, and writing skills in L1: Spanish and L2: English. This support is through teacher instruction, group work, differentiated instruction, materials, glossaries, and translated versions of examinations. Our resources and services correspond to our ELLs ages and grade levels. For example, Project RIGOR offers literacy materials of high interest for a student's age and appropriate for the student's level. Curriculum for the specific grade level is supported by texts, materials, resources, curriculum maps, and teacher prepared materials.

In reference to activities in our school to assist newly enrolled ELL students before the beginning of the school year, we implemented Project Jump Start but have found that many of our ELL students enroll when school begins, and shortly thereafter, so our Parent Coordinator now offers a Parent Information Workshop and meets with these newly enrolled students at the beginning of the school year as well as an on-going process. As a middle school, we get many code 58 admissions, new to the system throughout the academic school year, and we follow the initial identification, testing and placement regulations. The majority of these students are not enrolled before the school year begins. These students may also meet with the Guidance Counselor, Pupil Personnel Secretary, and Bilingual/ESL Coordinator before the beginning of the academic school year.

As for electives, specifically language electives, we currently only offer Spanish for Native Language Arts or Spanish (as a Second

## B. Programming and Scheduling Information--Continued

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## D. Professional Development and Support for School Staff

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

Our professional development plan includes Teacher Teams, team planning and meetings. Professional development Teacher Teams work on imbedding the Common Core Standards into the curriculum, analyzing data and using data to drive instruction, Using Curriculum Maps and setting pacing schedules, planning for differentiated instruction, reviewing and recommending appropriate materials for our ELLs by level, age, interest level, etc., and preparation of materials. The professional development component delivers workshops selected from our professional menu listed below. We have planned for 2 workshops for 5 teachers at 2 hours. I.S. 296 plans to have an "Early-Bird" Professional Development Program implemented monthly. The Early Bird Staff Development/Interdisciplinary Study Groups and Planning sessions are for the Bilingual/ESL Department and Content Area staff. Our menu for possible workshops includes:

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- Administering the NYSESLAT: A Test Sampler
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- Analysis of the NYSESLAT and Scoring with Rubrics
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As a middle school, we are supportive of our ELLs as they transition to High School. Ms. Gilchrist, our 8th Grade Guidance Counselor, meets one-on-one with each student. She carefully explains the options the ELL students have for High School Placement offering support to our ELLs as they transition from the middle school to the high school. We also have an additional guidance counselor, Ms. Turner, who facilitates the transition from elementary school to middle school, meeting with I.S. 296's ELLs, often on a one-on-one basis. These guidance counselors meet with the classroom teachers to offer data, guidance and support. The Bilingual Coordinator also meets with the classroom teachers to provide data, offer sample lessons for ELLs in the mainstream, and share research and articles of interest. Our ELLs are also offered the opportunity to attend a special summer program provided by the Department of Education, held at LaGuardia Community College. There is always interest in this program as it offers academics and the opportunity for social interaction, such as trips, for our students going to High School.

There is training of staff for the 7.5 hour minimum through Faculty Conferences dedicated to ELLs, teachers attending QTEL Professional Development, and departmental meeting training. There is training through our Title III program and "Early Bird" professional development. Also, many workshops are offered by the New York City Department of Education, which focus on ELLs data and instruction. Professional development may be offered by our CFN at our school and/or other sites. The OELL informs us of "News and Opportunities for Educators of ELLs," offering helpful and excellent workshops, institutes, information, and professional development.

## C. Schools with Dual Language Programs

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

Not Applicable

Communitites Planning Teams, CEP: Comprehensive Educational Plan, Parent Needs Surveys, Learning Environment Survey, PTA: Parent and Teachers Association meetings, Title I meetings, and Parent Complaint Procedures. There is an on-going needs assessment for our parents as we strive to meet the needs of all our parents. In order to accommodate our parents work schedules, our School Leadership Team, Small Learning Communitites, and PTA meetings are scheduled in the evening hours and/or on Saturdays with translation available for parents of our ELLs and non-English speaking parents.

## E. Parental Involvement

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

I.S. 296 includes parents in the development of school-level parental involvement activities by conducting parent-teacher conferences, workshops and parent activities. We provide progress reports to parents and provide parents with student short and long-term academic goals. Parents can volunteer and participate in school decision making. Parents are involved in the planning, implementation, evaluation and continuous improvement of school programs by participating in our SLT: School Leadership Team, SLC: Small Learning Communities Planning Teams, CEP: Comprehensive Educational Plan, Parent Needs Surveys, Learning Environment Survey, PTA: Parent and Teachers Association meetings, Title I meetings, and Parent Complaint Procedures. There is an on-going needs assessment for our parents as we strive to meet the needs of all our parents. In order to accommodate our parents work schedules, our School Leadership Team, Small Learning Communities, and PTA meetings are scheduled in the evening hours and/or on Saturdays with translation available for parents of our ELLs and non-English speaking parents.

Our parents are provided with timely information about our instructional programs, curriculum, performance standards and assessment instruments by means of orientations, a school handbook, parent workshops, parent meetings and activities, parent newsletters, a monthly calendar, a Parent's Bulletin Board at the school, monthly Saturday parent workshops, Phone Master, mailings, e-mail, and backpacks. Our Parent Coordinator, Ms. Carmen Alverio Hope, facilitates parental involvement activities addressing the needs of our parents. Ms. Hope, who is Bilingual:Spanish, increases participation of our non-English speaking parents and parents of ELLs by providing communication through contact with her at school, availability by cell phone, through Department of Education notices and notifications provided in various languages, translations during meetings and during school hours, interpretation services, interpretation by phone, report cards and transcripts. She also facilitates communication for those parents who speak other languages, for example Haitian, French, by utilizing staff members who are fluent in those target languages.

Our staff and administrators are also involved in parent involvement and increasing parental involvement. Parents know they can come to the school to confer with the Principal, Assistant Principals, Deans, faculty, staff and other parents as well.

The Anna Gonzalez Community School I.S. 296 partners with agencies and/or Community Based Organizations to provide workshops or services to ELL parents, these CBO's are the Ridgewood-Bushwick BEACON Program and New York Psychologists.

In summary, I.S. 296 involves our parents, partners with other agencies or CBOs, evaluates the needs of our parents and these parental involvement activities are on-going and address the needs of the parents of our students here at The Anna Gonzalez Community School I.S. 296.

## D. Professional Development and Support for School Staff

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I.S. 296 includes parents in the development of school-level parental involvement activities by conducting parent-teacher conferences, workshops and parent activities. We provide progress reports to parents and provide parents with student short and long-term academic goals. Parents can volunteer and participate in school decision making. Parents are involved in the planning, implementation, evaluation and continuous improvement of school programs by participating in our SLT: School Leadership Team, SLC: Small Learning Communities Planning Teams, CEP: Comprehensive Educational Plan, Parent Needs Surveys, Learning Environment Survey, PTA: Parent and Teachers Association meetings, Title I meetings, and Parent Complaint Procedures. There is an on-going needs assessment for our parents as we strive to meet the needs of all our parents. In order to accommodate our parents work schedules, our School Leadership Team, Small Learning Communities, and PTA meetings are scheduled in the evening hours and/or on Saturdays with translation available for parents of our ELLs and non-English speaking parents.

Our parents are provided with timely information about our instructional programs, curriculum, performance standards and assessment instruments by means of orientations, a school handbook, parent workshops, parent meetings and activities, parent newsletters, a monthly calendar, a Parent's Bulletin Board at the school, monthly Saturday parent workshops, Phone Master, mailings, e-mail, and backpacks. Our Parent Coordinator, Ms. Carmen Alverio Hope, facilitates parental involvement activities addressing the needs of our parents. Ms. Hope, who is Bilingual:Spanish, increases participation of our non-English speaking parents and parents of ELLs by providing communication through contact with her at school, availability by cell phone, through Department of Education notices and notifications provided in various languages, translations during meetings and during school hours, interpretation services, interpretation by phone, report cards and transcripts. She also facilitates communication for those parents who speak other languages, for example Haitian, French, by utilizing staff members who are fluent in those target languages.

Our staff and administrators are also involved in parent involvement and increasing parental involvement. Parents know they can come to the school to confer with the Principal, Assistant Principals, Deans, faculty, staff and other parents as well.

The Anna Gonzalez Community School I.S. 296 partners with agencies and/or Community Based Organizations to provide workshops or services to ELL parents, these CBO's are the Ridgewood-Bushwick BEACON Program and New York Psychologists.

In summary, I.S. 296 involves our parents, partners with other agencies or CBOs, evaluates the needs of our parents and these parental involvement activities are on-going and address the needs of the parents of our students here at The Anna Gonzalez Community School I.S. 296.

## Part V: Assessment Analysis

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

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

As a middle school, grades 6, 7, and 8, we use the Language Assessment Battery (LAB) English and the LAB-Spanish in the initial

## Additional Information

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

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	11	20					37
Intermediate(I)							5	11	9					25
Advanced (A)							3	3	8					14
Total	0	0	0	0	0	0	14	25	37	0	0	0	0	76

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3	0	0	9
7	11	3	0	0	14
8	18	5	0	0	23
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3	3	2	2	0	0	0	1	11
7	0	8	4	7	1	0	0	0	20
8	4	12	8	6	0	0	0	0	30
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	5	24	13	4				
Chinese Reading Test								

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

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

As a middle school, grades 6, 7, and 8, we use the Language Assessment Battery (LAB) English and the LAB-Spanish in the initial identification process, and the NYSESLAT: New York State English as a Second Language Achievement Test, annually, to assess skills in listening, speaking, reading and writing of our ELLs. We use test data results from the New York State English Language Arts examination as the majority of our ELLs take the ELA test (ELL Exempts are for year 1 only as per NCLB). For the 2011-2012 schools year only 14 students out of our population of 76 ELLs, 18.4%, will be Limited English Proficient (LEP) Exempt. The results give us information and data about the literacy skills of our students. We also provide teacher prepared assessments, formative and summative, and the New York City Department of Education Interim Assessments. The data inform us that our ELLs are scoring Levels 1 and 2 on the ELA: English Language Arts test. This data can inform our instructional plan, incorporating higher level thinking skills, offering non-fiction pieces for reading comprehension and analysis and a variety of reading genres, for example poetry, reading schedules and programs, analysis of political cartoons, etc. and instruction in writing skills. In reference to Staff Development, our action plan includes a study group on scaffolding language structures for ELL students in all content areas for effective language development. After reviewing and analyzing the assessment data professional development will include differentiating instruction for ELL students based on LAT levels, tiered instructional

## Additional Information

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

## Part VI: LAP Assurances

**School Name:**

**I.S.296 A.Gonzalez Com.School**

**School DBN: 32K296**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Barreto	Principal		10/25/11
Paul Zomchek	Assistant Principal		10/25/11
Carmen Alverio Hope	Parent Coordinator		10/25/11
Denise Steele/ESL Teacher	ESL Teacher		10/25/11
O. Oyelakin	Parent		10/25/11
Claudia Shirley/ESL Teacher	Teacher/Subject Area		10/25/11
Vivian Kahn/ESL Teacher	Teacher/Subject Area		10/25/11
	Coach		10/25/11
	Coach		10/25/11

**School Name:****I.S.296 A.Gonzalez Com.School****School DBN: 32K296**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dorritt Gilchrist	Guidance Counselor		10/25/11
Daniel Purus	Network Leader		10/ /11
Mario Matos/Programmer	Other <u>Programmer</u>		10/ /11
Carmen Rodriguez/Bil MathTchr.	Other <u>Bil Mathematics</u>		10/25/11
	Other		
	Other		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 32K296      **School Name:** I.S.296 The Anna Gonzalez C.S.

**Cluster:** 2      **Network:** CFN208

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

**Part A: Needs Assessment Findings**

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

Data used to assess our school's written translation and oral interpretation needs include a review of the Home Language Information Survey (HLIS) and ATS data, which indicate the languages spoken at home. Specifically, we run the ATS report RPOB, the Place of Birth Report, by home language indicator. This tells us all the home languages at I.S. 296. We currently have 6 home languages of all students: Chinese, English, French, Haitian, Spanish and Swahili. Students identified as English Language Learners (ELLs) have 3 home languages: Spanish (74 students), Haitian (1 student) and Swahili (1 student who also speaks English). Disaggregated data is also available in our school's Language Allocation Policy document. Our Parent Coordinator will also be consulted as to the needs of I.S. 296's The Anna Gonzalez Community School and translations. Our Parent-Teacher Association will have input into this process. A school-wide survey may also be sent home with the students as a needs assessment. Requests by staff are immediately addressed and I.S. 296 ensures our parents are provided all information in a timely manner in the language they understand.

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

The major findings of our schools' written translation and oral interpretation needs were to have all parent correspondence translated into Spanish, with a small number of parents needing translation in Chinese (1), French (5), Haitian (1) and Swahili (1-bilingual SI/English). In reference to parents of our English Language Learners (ELLs) 97.4% of our ELLs are Spanish speaking, 1.3% Haitian, and 1.3% Swahili. We will make use of written translations and oral interpretation provided by the Department of Education, private services recommended by the DOE or by translators currently on our staff. As many of our teachers speak Spanish, and we have speakers of French, Haitian and Chinese on the faculty, there was a need for a small number of teachers to have translations for parent-teacher conferences, such as Open School Night. The Department of Education offers a phone-in translation service which may be used. We have successfully used the DOE translation unit as well as LIS for low incidence languages interpretations during test periods. Our Open House and Parent assemblies were addressed in

Spanish by our Principal, Bilingual/ESL Department staff members, our Parent Coordinator, and Spanish-speaking and French speaking teachers in the Bilingual/ESL Department.

## **Part B: Strategies and Activities**

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

I.S. 296, The Anna Gonzalez Community School, will ensure that Limited English Speaking parents will be provided with a meaningful opportunity to participate in, and have access to, all programs and services critical to their child's education as stated in Regulation A-663 of the Chancellor's Regulations. The school will provide all parent written notices, including school and central office notices, lunch applications, flyers, and parent information in English and Spanish and other identified languages. These services are provided by in-house and school staff providing the translations and parent volunteers as needed. For low incidence languages, we will make use of the Language Translation Services on RFP#1B440 from the Department of Education contracts, outside vendors, and/or from our Department of Education.

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

Oral Interpretations will be provided by in-house and school staff as well as parent volunteers. As the majority of our English Language Learners, 97.4%, speak Spanish, our school has a large number of Spanish speaking teachers and staff, including our Principal, Parent Coordinator, programmer, attendance office personnel, Bilingual/ESL Department teachers, Guidance/SAPIS, PT/gym teacher, lunchroom personnel, etc. There are staff members who also speak Creole & French.

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

The school will fulfill Regulations A-663 which established our procedures for ensuring that parents of ELLs have every opportunity to participate in, and have access to, all programs and services for our students in a language they understand. This will be fulfilled by the written translation of all notices, memos, and all school related and promulgated information and by oral translations for meetings, conferences and any interactions within the school community.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Anna Gonzalez Community Sc	DBN: 32K296
Cluster Leader: Charles Amundsen	Network Leader: Daniel Purus
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *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 checked="" type="radio"/> Before school <input type="radio"/> *After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> *6 <input type="radio"/> *7 <input type="radio"/> *8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III program, Project ADELANTE: Success in the Content Areas, addresses the needs of our English Language Learners and the NCLB mandates of success in the content areas and testing in math, science, social studies, English, and NLA: Spanish. There is an instructional component of supplementary services provided in twice weekly, two hour, after-school classes. The classes meet on Wednesdays from 3:10 to 5:10 and on Fridays from 2:20 to 4:20. The time line is from November 2011 to May 2012. The classes are taught by experienced, content, ELA, NLA and/or ESL area teachers who are Highly Qualified in science, social studies, mathematics, Spanish or English as a Second Language. Professional salaries are for 2 teachers to work 35 sessions for 2 hours. The classes are in mathematics, science and social studies with an ESL (English as a Second Language) and NLA (native language arts) component. Our project involves 30 students in grades 6, 7, and 8 with approximately 10 students from each grade and there are two groups: a beginners group and an intermediate/advanced group. The beginners will have the support of the native language, Spanish, with an emphasis of acquisition of English, with ESL support for those students of other than English or Spanish, e.g., French/Haitian. The intermediate and advanced students will be instructed in English. These students are highly motivated to achieve and want extra help in order to prepare for the many exams they will take, as well as to excel in their content area studies while improving their English and Spanish Native Language Arts skills. Students were identified by the NYSESLAT, ARIS data, New York State exam scores, and by teacher recommendation. The groups are small and individual attention is given. As the program meets from November to May, the first half, from November to January stresses ESL, ELA and mathematics and the second half, February to May works on specific strategies for ESL and NYSESLAT prep, mathematics, native language arts, science and social studies. This is a complement and supplemental to the basic mandated services our ELLs receive during the academic school day.

Teachers in the program will provide a pre-test; there will be an informal mid- year assessment and a final, post-test. There will be ongoing cooperation and congruence among the staff in Project Adelante. This will be used to determine success and the impact of the support for our English Language Learners.

The Bilingual/ESL Department has many opportunities for interaction, data review, and planning. The monthly morning planning session meets in the Principal's office and is led by our departmental Assistant Principal with the assistance of the Bilingual/ESL Coordinator. If it becomes necessary, we will alternate sessions between the morning session and an after-school session if the teachers are unable to attend the a.m. sessions. The Bilingual/ESL Coordinator meets with the subject area teachers of mainstream ELL teachers as well. We participate in school-wide, CFN 208, NYCDOE, NYSED, and many other conferences which offer additional professional development.

### Part B: Direct Instruction Supplemental Program Information

Our budget narrative includes the purchase of supplies and materials. We will purchase high quality supplementary materials from Great Source, the ACCESS series ( Access Literacy, History, Science and/or Math) which has content area vocabulary, and we will continue to use the supplementary materials The Pearson-Longman Picture Dictionary and Workbook, Social Studies materials from Thomson-Heinle "Inside the News," and "Rethinking America," which have excellent S.S. activities, and "Building Bridges," books 2 and 3, which incorporate Science and Mathematics, and other materials to be determined for the 2011-2012 school year. These excellent materials, which are all supplementary (and will not supplant materials used during the school day) will be used in our Title III program. Supplies include folders for portfolios, chart paper, markers, highlighters, materials for projects, pens, construction paper and tri-fold boards, post-it notes and other materials necessary for the Title III staff to implement our program.

### 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 professional development component delivers workshops selected from our professional menu listed below. The rationale is to have professional development for our Bilingual and ESL Department teachers on how to implement and develop NYCDOE and NYSED mandates including the common core curriculum, differentiation of instruction, and scaffolding for our English Language Learners. (LEPs/ELLs) We have planned for 2 workshops for 3 teachers at 2 hours which will take place after the school day. We also have an on-going "Early Bird" planning session professional development to be implemented monthly. This would take place before the school day for one hour. If funding were to increase we would continue with our "Early Bird" staff development for more sessions during the academic school year. The "Early Bird" Staff Development/Interdisciplinary Study Groups, and Planning sessions for the Bilingual/ESL Department and Content Area staff, are for 4 sessions for 4 teachers at one hour per session. Supplies support the professional development activities. The providers are "in house," staff and faculty at I.S. 296 with the potential for CFN personnel to provide professional development at the school level. Our menu for possible workshops includes:

- Common Core Standards and Second Language Learners
- Second Language Acquisition and the Workshop Model
- Scaffolding Instruction for English Language Learners

### Part C: Professional Development

- Strategies for Differentiating Instruction in the Multi-level ESL classroom
- Classroom Management and Grouping- Mini lesson/Group/Share
- The State Standards for Our English Language Learners
- Using Time Effectively in the Classroom: Accountable Talk
- Preparing our ELL students for Exams: ELA, STM, NYSESLAT, ELE, and SCIENCE.
- Administering the NYSESLAT: A Test Sampler
- Read Alouds and the English Language Learner (directly addresses ELA test strategies)
- Note Taking Skills for Second Language Learners (directly addresses ELA test strategies)
- Using Data to Drive Instruction for ELLs
- Analysis of the NYSESLAT and Scoring with Rubrics

### 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:

The Parent Component is an integral part of our Title III program. We will have two Saturday Parent Academy Workshops which include 2 teachers at 2 sessions for 2 hours. The rationale is to increase participation of our parents at I.S. 296 with workshops targeting high achievement for our English Language Learners. These sessions will be in January and May. Sample workshops might be “MAPPS: Matemáticas y Participación de Padres: Parents and Math,” “Getting Ready for the NYSESLAT and Encouraging Literacy at Home,” “A Successful School Year: This Year and Beyond,” including success in I.S. 296 and high school. These workshops will assist the parents in helping their children be successful learners, increase parent engagement, and offer parent support.

The workshops will be conducted by our Title III staff, Bilingual and ESL teachers, and our Parent Coordinator. Parents will be notified in writing in Spanish, English and in any language necessary according to our HLIS and Place of Birth report sorted by Home Language. There will be follow up phone calls to parents by our Parent Coordinator. This report identifies the language groups at I.S. 296, The

**Part D: Parental Engagement Activities**

Anna Gonzalez Community School.

Our parents will be in attendance at the New York State Association for Bilingual Education Parent Institute in March of 2012. Parent workshop supplies include chart paper, markers, binders, paperback dictionaries, index card notebooks pens, pencils and any other materials necessary to implement the parent workshop component.

**Part E: Budget**

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

Allocation Amount: \$13172

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>	2 teachers X 2 times per week for 35 sessions @ \$50.06 teacher reimbursable rate including fringes= \$ 7008.40 1 Supervisor X 2 times per week for 35 sessions @ \$52.39 supervisor reimbursable rate including fringes= \$ 3667.30 Professional Development Early Bird Staff Development 4 teachers X 1 hour X 4 sessions= \$ 800.96 2 Workshops 3 teachers X 2 hours = \$ 600.72 Parent Component Activites/Workshops 2 teachers X 2 workshops X 2 hours= \$400.48	Direct instruction (Supplemental Program) in our Title III Project Adelante after school program. This includes two teachers and one supervisor. (Part B) Expenditures relating to professional development workshops and the Early Bird Program. (Part C) Expenses for Parental Engagement Activities (Part D)  Total for Professional Salaries in this budget category= \$ 12477.86
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</li> </ul>	Great Source ACCESS series supplies include folders for portfolios, chart paper, markers, highlighters, materials for projects, pens, construction paper and tri-fold boards, post-it notes and other materials necessary for the Title III staff to	Supplemental materials for our Title III Project Adelante program and supplies to implement our program as presented in our narrative

**Part E: Budget**

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

Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.	implement the program \$ 700.00	Total for supplies and materials in this category= \$ 700.00
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$ 13177.86</b>	