



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** ANNA GONZALEZ COMMUNITY SCHOOL

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

PRINCIPAL: DEVITO      EMAIL: DDEVITO@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 School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Devito	*Principal or Designee	
Bryant	*UFT Chapter Leader or Designee	
Lugo	*PA/PTA President or Designated Co-President	
Venzen	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Manzo	CBO Representative, if applicable	
Simms	Member/Teacher	
Fries	Member/Teacher	
Noreiga	Member/Parent	
Cousins	Member/Parent	
Bell	Member/Parent	
Thomas	Member/Teacher	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

**Updated 2/15/13**

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

**Updated 2/15/13**

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Administrators should create protocols for classroom environments, excellent instruction, and high quality student work that are consistently implemented throughout the school and vigorously monitored. The Principal should create a monitoring schedule for all supervisors to ensure that all teachers regularly receive targeted, high quality feedback and are held accountable for results. 2012 **JIT pp. 6-7**

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

By June 2013, the capacity of all classroom teachers to use data, set goals, and create plans which accelerate student learning will increase to a developing level as measured by teacher observations [4 informal and two formals which use the language of Danielson aligned to following domains: Designing Coherent Instruction (1e), Questioning and Discussion Techniques (3b), and Using Assessment in Instruction (3d)] and student achievement data (Scantron).

### **Instructional strategies/activities**

1. Teacher Effectiveness.
  - a. In collaboration with the Network Deputy (Meghan Kelley) and Leadership Academy Coach (Steve Buschbaum), school level administrators (Devito & Vaughn) will engage in norming the Danielson Framework domains Designing Coherent Instruction (1e), Questioning and Discussion Techniques (3b), and Using Assessment in Instruction (3d), by walking through each classroom as a group (In October 2012, January 2013, and April 2013) and rating teachers using low inference transcripts, comparing notes and supporting judgments with evidence, in October, February and May. The principal (Devito) and assistant principal (Vaughn) participated in the Danielson Intensive with Achievement coaches from the Network (Tweedy, Nunez, Kelly) and the Achievement Coach from Tweed (Astrid) in February where they normed and calibrated the Danielson rubric for three sessions with facilitator from the Teacher Effectiveness Unit (Astrid) and selected Network Staff (Tweedy, Nunez, Kelly).
  - b. As per a confidential calendar frequent cycles of formative observation (two informals per term) and summative feedback (one formal per term) aimed at strengthening teacher practice will be the data used to create professional development plans for specific teachers (Vaughn, DeVito).
  - c. Teachers (open to all teachers on a voluntary basis- agendas and sign in sheets available) will engage in ongoing individual professional development with administrators around their informal and formal assessments. Every month as per the school calendar set forth in the handbook the administrative team meets to discuss trends and patterns in teacher effectiveness using the informal and formal observations. The team (Vaughn, Devito) will focus on the actionable feedback to ensure it truly is specific and actionable.
  - d. As per the school calendar, the principal (Devito) will meet with content teams (all teams within the building – grade teams, ela/ss team) and

untentured teachers (Fries, Simms, Rodriguez) quarterly ( October, January, April, June) to review grading, student work, ccss, iep and feedback with teams.

- e. The school is programmed so that every teacher one common prep (period 8 schoolwide) to plan units of study and review student work and achievement data (sources Skedula, Scantron, Aris, Acuity, Quarterlies, and student portfolios).
- f. Teachers will engage in after school professional development sessions with the Principal (Tuesday and Friday afternoons from 3:00 – 5:00; 12 teachers voluntary basis open to all teachers) , which focus on norming and applying a common core aligned rubric (From Acuity and 2013 NYS testing rubric). Teachers will apply the “Looking at Student Work Protocol” to identify gaps in achievement and plan instruction during Saturday professional development sessions (voluntary open to all teachers), Faculty and grade conferences (mandated for all teachers twice a month) .
- g. Results of quarterly common assessments (December, January, February, and June) will be reviewed by teacher teams (Ela, Math, Social studies) during inquiry sessions 9Saturdays open to all voluntary and twice monthly grade and faculty conferences (mandated twice a month for all teachers January – April) . Alignment to the standards will be the focus of Saturday sessions during the backwards design workshops in September and October. These meetings are facilitated by the Principal (DeVito).
- h. The creation of a data specialist position (Mr. S. Thomas) so that teachers can receive timely data reports from technology generated assessments (Achieve 3000, Revolution Math, Perf Ed Reading and Math December; February; May).
- i. The consultant from classroom Inc. (Mr Attivissimo) will meet with the Principal weekly (Thursday mornings) to debrief on classroom implementation of academic intervention program during the extended school day and regular school day sessions.
- j. The leadership academy will supply a leadership coach (Steve Buschbaum) to support the principal by meeting monthly around this goal.
- k. A handbook with key dates and policies was deelped by the Principal (DeVtio) reviewed at the opening day Faculty conference in September, signed for by all teachers.
- l. An analysis of observation recommendations was done in December by the assistant principal(Vaughn) and principal (DeVito). Professional development plans for individual teachers have since been developed by the assistant principal (Vaughn) and the principal (DeVito). Professional development sessions are offered weekly on Tuesdays and Fridays after school for two hours a session and are facilitated by the principal. First the sessions are offered as an after school activity. Teachers who need the professional development and do not attend will receive the professional development during school hours (period 8 common prep for debrief sessions) push in support from PBIS Coach Doughty), Classroom Inc. Consultant Attivissimo, Special Education Specialist (F status) Martin, and Deputy Network Leader Kelly. Because the observation recommendations are aligned to Danielson framework, the professional development is so aligned. Teachers requiring more intensive ongoing support receive ongoing, daily professional development on a daily basis from the coaches in the form of classroom visits, planning sessions and inter-visitations from the afore mentioned.
- m. After reading Schmoker’s work (Chapter 2: How We Teach) and discussing the research presented in the chapter during mandated professional development sessions at the start of the school year facilitated by the Principal (DeVito) , all teachers were given a flow of the day, which is based on Madeline Hunter’s framework. This is clearly posted on magenta paper in each of the classrooms. Teachers are expected to have full lesson plans which include all components of the flow of the day. Implementation is monitored during walk through, informal and formal observations to ensure that teachers are implementing the is lesson structure with efficacy. The administrative team reviews results of informal and formal observations to identify if teachers are implementing the model with efficacy during monthly meetings on Friday afternoons. Resulting conversations with teachers address areas identified as needing improvement and support is provided by administrators,

coaches and/or outside consultants, including f-status specialist and network staff during the common preparation period (8) . This is facilitated by the principal and is monitored daily by the assistant principal (Vaughn) and principal (DeVito) during walkthroughs, informal and formal observations.

- n. Identified teachers attended a series of six – four hour professional development sessions on Saturdays in September and October on planning using backward design (Voluntary open to all teachers) . These sessions were facilitated by the principal (DeVito).
- o. Teachers (voluntary open to all) who wish to participate are invited to study group sessions focusing on Danielson Framework (Domain 1 (Tuesday) , 2 (Wednesdays) & 3 (Fridays) )facilitated by the principal on Tuesdays, Wednesdays and Fridays for two hours after school (3:00 – 5:00).

**Evidence**

- 1. Observations
- 2. Skedula(electronic grade book)
- 3. Focused Learning Walks
- 4. Conferencing
- 5. Lesson Plans
- 5. Cabinet Agendas and attendance sheets

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: SIG

**Service and program coordination**

- 2 teachers (Mr. Thomas data specialist; Ms. Doughty PBIS Coach)
- Classroom Inc. consultant (Mr. Attivissimo)
- Datacations – Software system electronic gradebook
- Common Core Professional Development-Principal and all teachers both voluntary (weekly), common preaps (weekly-voluntary) and mandated sessions(2xmonth)
- Bi weekly grade team meetings (mandated
- Weekly content area meetings (voluntary)
- Weekly School wide inquiry (paid per session – no volunteers- changed to looking at student work (At both voluntary after school and Saturday sessions and mandated faculty and grade conferences.



trends identified by this team.

3. Teachers of Ells (open to all teachers) will engage in a study group which focuses on strategies (Strategies that work with English Language Learners) to support Ells during common preps facilitated by Pearson facilitator (still in process) twice a week in May.
4. Special education specialist(Deirdre Martin) will facilitate special education and Ell teacher team grade meetings twice monthly to review student data and monitor progress around individual education plans during mandated meetings. These meetings are facilitated by F status special education supervisor (Deidre Martin).
5. Faculty and grade meetings (first and third Mondays of the month) will focus on inquiry teams and are facilitated by Diana DeVito. Inquiry teams (all teachers) will review student work on common assessments and review the data to identify gaps in student achievement and engage in action research to close the gaps. The teams identify a school wide strategy (currently graphic organizers and providing feedback (rubrics) ) These meetings are facilitated by the f-status special education supervisor and the principal twice monthly.
6. The AIS programs developed by Classroom Inc. are the basis of our AIS extended day and Health programs. These programs are a blend of technology based and paper and pencil based activities around a theme. Themes were identified for specific groups of students based on both teacher interest and student population (702 816 – sports network; 703, 704 What’s up magazine; 812 Community Clinic; 813, 817 Chelsea Bank; blended group of level three students in ela west end law). They introduce students to the world of work while integrating skills identified as needing improvement. These programs serve as transition support as well as students engage in world of work problem based activities. Student exit projects will be embedded into this program. JHS 296 will hold an exit project fair in June.

#### Evidence of Success

1. Agendas, minutes and sign in sheets (Saturday sessions, Tuesday sessions, Friday sessions, Wednesday sessions will be maintained by the Principal DeVito).
2. Increase in percentage of students passing core courses Bulletin board updates, weekly newsletter ( Eight times a year [October;December;February;march;arpicl;may;June] -twice quarterly using Datacations progress and report card data).
3. Student portfolios – maintained in all classrooms ongoing
4. Acuity data as Ela and Math Common assessments January February and March
5. Rallye common assessment practice test April

#### Budget and resource alignment

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here:   SIG  

#### Service and program coordination

- Pearson Ell (tbd) 15 sessions April May
- Special Education specialist twice weekly January - June
- One full time PBIS coach (Doughty)

- Classroom teachers (per session voluntary weekly; all for twice monthly mandated)
- School wide Inquiry Team (voluntary per session open to all; mandated twice monthly sessions)

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Teachers should provide students with examples of quality work that set a high level of expectation that should be the goal for all students. Teachers and school leaders should monitor and evaluate if students rise to the challenges set. *JIT pp 4-5*
- Teachers should provide specific written feedback to all students, helping them to know exactly what improvements are needed. Rubrics should also be developed outlining specific criteria for student work to support students in developing, evaluating and revising their work. School leaders should monitor classrooms to ensure that all teachers provide quality feedback and make best use of rubrics. *JIT pp 4-5*
- The school leaders, working with teachers, should develop a common set of classroom routines and expectations that are consistently applied across the school. School leaders, with the support of the Network, should provide PD that focuses on developing best instructional practices for promoting greater active student participation in learning. School leaders and the Network should, through the observation process, ensure that these strategies are implemented. *JIT pp 4-5*
- The school should develop and enforce a consistent grading policy that requires students to submit all work and does not allow students to opt out of assignments by earning a zero. *JIT pp 4-5*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

By June 2013 90% of classroom teachers will develop proficient rigorous learning tasks and activities aligned with instructional outcomes that allow for multiple points of access for all students as measured by data analysis of both formal and informal observations and student work.

**Instructional strategies/activities**

1. Teachers and administrators will engage in a series of three professional development sessions (4 hours each) which first review research on the effects of grading policies on student achievement and then requires teachers to work collaboratively to develop a grading policy which organizes the school for effort while holding students accountable for rigorous work. This grading policy will be introduced to the

entire staff during a grade conference. After its adoption this policy will be posted in all classrooms and programmed into Skedula (electronic grade book). The principal monitors the input and course products of all students. Failure rates of teachers is heavily monitored. Beginning mid-January, Coaches and the f-status specialist will push in as per a schedule to classrooms of teachers who have a high failure rate.

2. The network support specialist will meet weekly with the Ela teacher team during common planning to support the generation of standards based learning objectives and the inclusion of rigorous questioning in teachers' lesson plans.
3. Planning, questioning and student engagement is the focus of all informal and formal observations as indicated by the language of Danielson in the narrative, commendation and recommendation sections of the observation report. Follow up professional development sessions will be ongoing during the school day, as well as after school.
4. Each teacher will receive a copy of Focus (Schmoker) and Framework for Effective Teaching (Danielson). These will be anchor texts for all subsequent professional development sessions.
5. Professional development sessions after school will be offered in January around Danielson's Framework for the following domains 1 (planning) and 3 (instruction), which includes among other things effective planning, engagement, questioning, and assessment. These are organized as a series of three where teachers will use the 3a protocol (on Naitonal School Reform website) to Danielson's text, view appropriate videos on the DOE website, and engage in research based strategies around these domains using Schmoker's work on authentic literacy (Focus), Marzano's work on instructional strategies, including setting objectives, providing feedback, rubrics, and questioning and discussion (Instructional Strategies that Work), Webbs Depth of Knowledge and Bloom's Taxonomy. Teachers will set goals for themselves and create an action plan for themselves (12 teachers X 4 hours a week X twice a week).
6. Teachers will review data at a four hour Saturday session (5 teachers x 4 hours x 3 quarterly sessions).
7. Curriculum materials which are varied and diverse including digital and online resources were purchased to support all learners. Achieve 3000 for all students, Revolution Math for all students, Classroom Inc. simulations and Rosetta Stone for all Ells are technology based programs which include an assessment, differentiated activities aligned to the data, and progress monitoring. Professional development for teachers responsible for using the systems is provided by the company consultants. Professional development for administrators on the monitoring systems is provided by these consultants to the administrative team regarding monitoring systems. Teachers voted on purchasing academic vocabulary books to structure vocabulary development (\$20,000 textbooks).
8. Teachers assessed students in November as to their instructional and independent lexile levels (Scantron and QRI-IV). Materials around topics with differentiated test have been distributed (i.e, Reader's Theater, Primary source books; Learning ABC – online access to differentiated text, differentiated text of stories in literature textbooks, online version of the Literature textbook).
9. There is a bulletin board schedule included in the handbook with a rubric. Teachers are accountable to that schedule. Bulletin boards are reviewed for standard setting work. Teachers receive feedback on the bulletin boards using the rubric and are held accountable for the student work that is posted. The expectations that all student groups will be represented on those bulletin boards.
10. Teachers will meet with the principal in March during after school study group sessions to read Marzano's work on Feedback and discuss implementation during teacher team meetings. The expectation will be that all teachers will provide students with formative commentary so that students will have a clear idea of how to improve.
11. Beginning in February, the expectation for teachers is that lesson plans will indicate the differentiation and scaffolding of instruction for hot list of students. These strategies will be discussed at pre-observation and post observation conferences.

12. Trends in student achievement data for SETSS students indicated little no improvement was made last year as referenced in the progress report and NYS assessment data in Ela and math. The School Intervention Team reviewed the individual education plans of this sub-group and decided to move to a push in SETSS model. The network staff has been working closely with the team to use flexible scheduling to provide this service to this population

**Evidence**

1. Observations
2. Agendas and attendance sheets (professional development and teacher team)
3. Student Work
4. Pre and Post observation notes
5. Lesson Plans

**Budget and resource alignment**

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here:       SIG      

**Service and program coordination**

- F- status Ell/Sp ed specialist
- Per session sessions grading policy
- Weekly network support

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

### **Major Recommendation**

- Students and teachers should be involved in the development of a school wide behavior policy. This should include clear and high expectations for behavior and a manageable set of consequences and rewards to motivate students. The policy should be implemented across the school with fidelity and monitored closely. JIT 2012
- The Principal should require teachers who teach Zero Hour to submit lesson plans and individual student support plans to address the needs of students who attend these sessions. The effectiveness of Zero Hour should be evaluated using data to check that students who do attend are benefiting and are receiving the support that they are entitled to receive. Teachers should be held accountable for student progress.

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

By June 2013, there will be full implementation of Positive Behavior Intervention Supports (levels 1-3), whereby behavioral expectations are clear and encouraged through a structured school wide behavior modification system as evidenced by a 10% decline in school level suspension and increase of attendance rate by 3%.

### **Instructional strategies/activities**

1. Teachers will engage in a series of work sessions over the summer where they will meet with a Positive Behavior Intervention Systems ( PBIS ) facilitator to research various frameworks and develop a set of expected behaviors for our students and lesson plans to teach those expectations, create a progressive discipline plan, and a develop a reward system . This system will be rolled out to the entire staff in September at the first faculty conference.
2. Expectations will be posted in all areas of the school.
3. The PBIS coach meets monthly with the student government to discuss implementation of school dance (materials and supplies provided by school, prizes or rewards from the case (materials provided from the school), trips to the theater (funds provided by the school) field day (funds provided by the school); materials for project based learning days –Saturday program.
4. A PBIS coach (teacher) will be hired and function as a coach (per session) specifically to support this framework and use OORS data and Skedula (anecdotal records, cutting reports, attendance) , and lead the PBIS committee meetings which will take place weekly after school for two hours each week.
5. The PBIS coach will meet weekly with the principal and consultant for leadership training and progress monitoring.
6. Teachers are teamed in small clusters to support common students. Ela and math teachers that share classes are situated next door to each other.

All teachers have common preps every day.

7. All students are mandated for zero hour (extended day). The teacher/student ratio during this period is 1:10.
8. All staff and students engage in the PBIS framework. This involves a highly structured framework which provides rewards for students who demonstrate behavioral expectations. Students earn Tiger Dollars printed on specific colored paper (supplies ink and paper) from teachers and staff for demonstrating behaviors indicated on the matrix and taught to students through cool tools (lesson plans). The showcase in the main lobby contains items PBIS (supplies) students purchase using the Tiger Dollars they earned. The student government engages in all phases of planning school wide events, such as the Valentine's Day dance (supplies).
9. The Classroom, Inc curriculum based on computer simulations of authentic workplaces. The simulations are the cornerstone of the project based learning units and provide a theme to the additional academic intervention activities. They are designed to help young people acquire cross-curricular competencies as they meet typical challenges of a day at work. Students' decision-making career role is extended through a variety of other activities in which they apply standards-aligned skills. These skills in need of improvement are identified by Scantron data, which is an adaptive test that gives granular data that can be used to identify and close gaps in achievement.
10. A Classroom Inc. consultant will meet weekly with teachers during common prep periods to plan for individual student needs. The consultant will review student data, which is monitored through embedded systems within the program, and provide support around planning for identified areas in need of improvement.
11. There are two blocks of thirty students who have been identified as proficient or above as measured by NYS assessment data and/or Scantron baseline assessment data. These students are programmed to receive enrichment (Regents Math or Law) during the zero hour period.
12. As of February there will be specific schedule of mandated teacher team periods for content and grade team meetings. These will be facilitated by teacher leaders and/or f-status personnel. Teams will be required to fill out a form which identifies hot listed students, their areas of strengths and areas in need of improvement, and an action plan for those identified students. These minutes are to be submitted to the principal for review and shared at the school wide inquiry team, which will meet once a week for two hours after school.
13. Self contained special needs students and students identified as at risk of dropping out due to their age, academic ability, and engagement (overage and under credited) are programmed to receive advisory services from a licensed guidance counselor on a daily basis. The guidance counselor will use the Overcoming Obstacles curriculum, as well as other materials, depending on the needs of the students. Students will participate in the coop aide program where after meeting certain criteria, students will work as school aides for a paycheck for a total of four hours a week.
14. To support metacognition and goal setting, students and teachers monitor Skedula, electronic grade book once a week during extended day to monitor core course work. Students create a goal for themselves. Beginning in February students will have the opportunity to stay after school or during lunch (common prep for teachers) to make up work and receive small group tutoring. Grades will be updated by classroom teachers on an ongoing basis. The PBIS committee is responsible to monitor and coordinate this service.
15. A hot list of at risk students has been generated and distributed to teachers. The sub-groups include attendance, overage under credited, student with SWDs and ells. Achievement of these students will be the focus of the teacher team meetings facilitated by teacher leaders, f-status

specialist, Network support staff, and coaches, as per the principal and will be heavily monitored by the same by session notes on required forms and school wide inquiry meetings. Data will e mined by the data specialist.

16. All teachers are required to teach the extended day block which is embedded in the school program and referred to as period one. Teacher student ratio is 1:10, except for the Regents enrichment. Wherever possible a special education teacher and a general education teacher are paired together. Beginning in February, after the Classroom Inc. training teachers of individual simulations will be grouped according to teams addressing the same classes where one math, one Ela and one sp ed teacher service thirty students from the same cluster of students serviced during the regular school day. These students are grouped according to homeroom. These teachers serve on the same grade team meeting, which meet twice monthly with the principal.
17. Math is triangulated where the students scoring level three and four on the NYS assessment, or students scoring a level two who show ability as identified by Performance Ed Skedula, are pulled out for Math regents classes during extended day every day and for a double period during the regular school day, also on a daily basis. Students not identified as such report to their regular classroom teacher where the teacher student ratio is significantly reduced.

**Budget and resource alignment**

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

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: SIG

**Service and program coordination**

- F status teacher
- Coach
- Classroom, Inc. consultant
- Special education teachers
- School based support team

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Administrators should clearly communicate to staff and the SLT the results of a thorough data analysis that includes performance trends over several years and compares the performance of subgroups. This communication should be designed to establish a sense of urgency and direction, and a renewed commitment to goal setting and achievement of goals. 2012 *JIT p 9*

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility

6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- The JHS 296 community will strengthen relationships with parents by improving communication, involving parents in decision-making, providing opportunities for collaboration, encouraging volunteers, supporting effective parenting strategies, and focusing together on student learning as measured by greater parent involvement at school events (attendance sheets).

### **Strategies to increase parental involvement and engagement**

1. The principal will facilitate one hour workshops at the beginning of most PTA meetings (last Wednesday of every month 6:00 – 8:00). The PTA President (Lugo) and the principal (“Devito) will meet monthly as per the school calendar (December – June) to generate the agenda for these workshops.
2. The principal will meet monthly as per the school calendar with the SLT (last Wednesday of every month 3:00-5:00) to discuss the budget and the efficacy with which the systems are implemented and monitored.
3. Parents will be included in the planning of graduation, senior trip, and prom activities via committee meetings (monthly December – June via Parent Coordinator, Community Worker Vazquez, and PTA president Lugo).
4. Parents are invited to visit informally with the principal for “Coffee with the Principal” on a monthly basis (last Wednesday of every month from 5:00 – 6:00) as per the school calendar.
5. September Open House (September 8, 2012) was held where parents met with the new principal from 6:00 – 8:00 and then attended meetings with their child’s classroom teachers around expectations and systems and structures.
6. School Messenger notifies parents of individual student attendance and important upcoming events (daily). Information is put into the system daily by Mr. Rivera, Family Worker, and Ms. Hope, parent coordinator. The principal was added to the phone database and monitors data call reports nightly. Reports are printed and reviewed daily with Family Worker Rivera and Parent Coordinator Hope. The principal follows up with phone calls to parents nightly as needed.
7. Parent access to the Skedula grade book which allows parents to monitor student progress in real time. Log in information is sent quarterly with progress report or report card. Mr. Braster (apo) is responsible for generating these reports with Mr. S. Thomas, Data Specialist.
8. Access to teacher email via Skedula (ongoing-daily-all teachers and administrators)
9. Eight progress reports sent home (4 progress reports and 4 report cards). Assistant Principal Braster is responsible for maintaining this system and generating documents-twice quarterly.
10. School messenger calls homes with important announcements and student specific attendance data. Information uploaded by Hedy Levine, secretary, Mr. Rivera Family Worker, and Ms. Hope Parent Coordinator.
11. Family worker to monitor attendance and schedule home visits daily ongoing.
12. Parent coordinator, Ms. Hope, who is always available to parents for support, referrals and information daily ongoing
13. Monthly newsletter and calendar in English/Spanish mailed home monthly Principal DeVito and Parent Coordinator Hope
14. Ms. Hope, parent coordinator provides English/Spanish translation at IEPs, conferences and school events daily-ongoing.
15. Copies of new PBIS framework mailed home and :

presented at PTA/SLT meetings Ms. Lugo Ms. Devito December January progress updates monthly at PTA/SLT PTA President Lugo and Diana DeVito Principal

16. CEP review by Diana DeVito principal and PTA President Lugo monthly PTA?SLT meetings monthly last Wednesday of every month

**Budget and resource alignment**

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: SIG

**Service and program coordination**

- Family worker Mr. Rivera
- Parent coordinator Ms. Hope
- Administrators Mr. Braster, Mr. Vaughn, Ms. DeVito
- Teachers (Simms, Fries, A. Thomas, Emmanuel )
- PTA (Lugo, Cousins, Noreiga)
- Community Worker(Ms. Vasquez)

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	PBL(Sports Network, What's up Magazine, Chelsea Bank)  Health (Community Clinic)	1:10	Period 1 4 days Extended day After school (Classroom Inc) 3 Periods a week on average for identified students
Mathematics	PBL(Sports Network, What's up Magazine, Chelsea Bank)	1:10  (1:5) iep	Period 1 4 days a week 1 X week (Classroom Inc)
Science	PBL	1:10	
Social Studies	PBL (West End Law)	1:10	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory	Small Group Counseling	1 X day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

Teachers engage in professional development on a voluntary basis after school. Professional development is focused on 1e of the Danielson Framework on planning coherent lesson plans. The agendas are set by the teachers and discussion is monitored by the principal. Teachers come prepared with a lesson plan that the group norms and calibrates through revision of the plan.

Teachers engage in mandatory individual professional development at least three times a semester. After every informal observation there is a conversation regarding what the expectation is for the next classroom visit. The feedback is time bound and teacher generated. The assistant principal and principal monitor implementation daily via walkthroughs, snapshots, informal and formal observations.

The entire staff meets twice a month for 40 minutes to engage in pure inquiry where student work is monitored and teachers engage in action research to find research based strategies that are designed to close the achievement gap.

Teachers will be invited to participate in a study group around *Strategeis that work with Ells* on two consecutive Saturdays for 6 hour sessions. These sessions will be facilitated by the principal.

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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



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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <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>
------------------------------------	------------	----------------------	-----------	---	---------------

## 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: Continuted 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="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

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

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

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

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

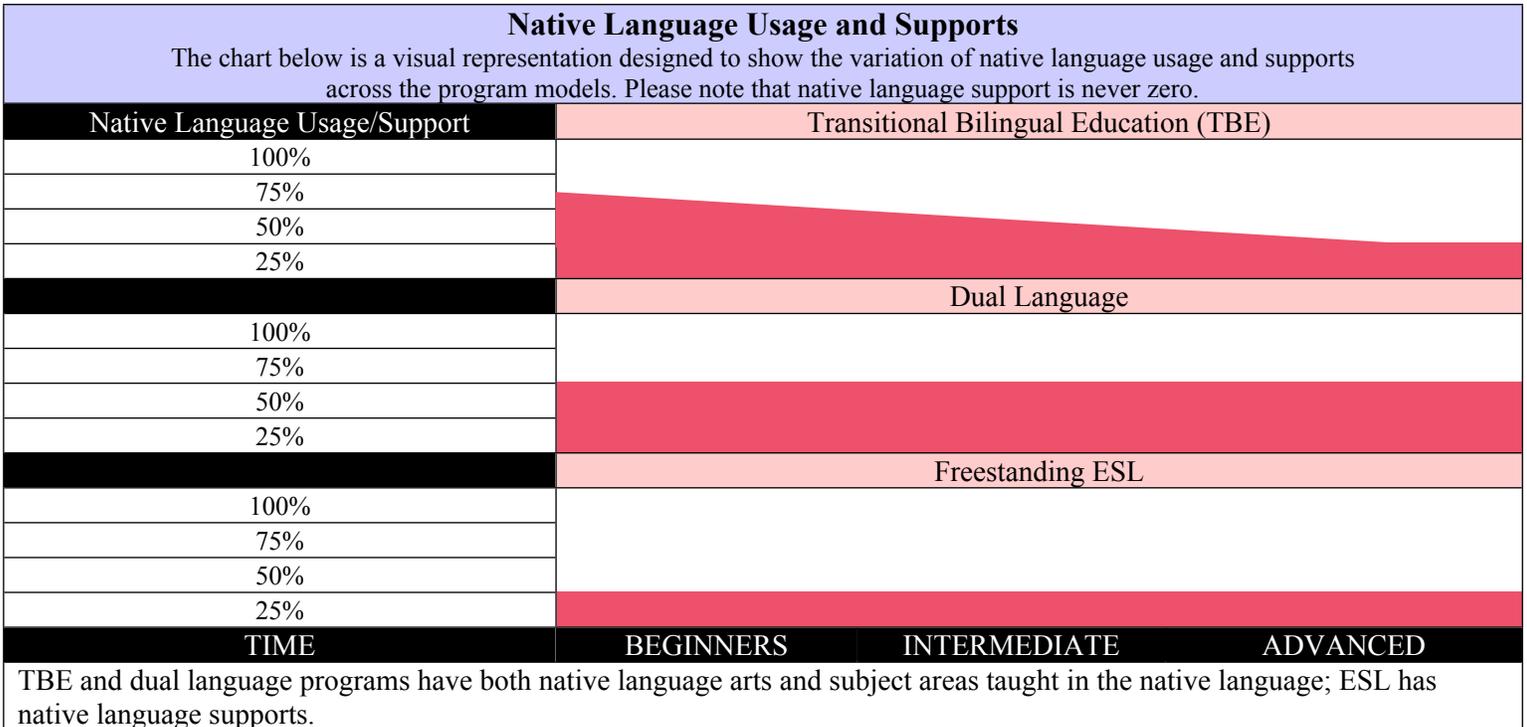
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

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

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 Language) for mainstream students. In the future we might offer other languages, e.g., French, which would then be offered to our ELLs as programming considerations allow.

### **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

### **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:

- Common Core Standards and Second Language Learners
- Second Language Acquisition and the Workshop Model
- Scaffolding Instruction and the Teaching of Reading for English Language Learners
- Differentiating Instruction in the Multi-level ESL classroom
- Classroom Management and Grouping- Mini lesson/Group/Share
- Facilitating Social Interaction while developing Academic Language for our English Language Learners
- Preparing our ELL students for Exams: ELA, STM, NYSESLAT, ELE, SCI
- Administering the NYSESLAT: A Test Sampler
- Read Alouds and the English Language Learner
- Note Taking Skills for Second Language Learners (reference the ELA Listening section)
- Using Data to Drive Instruction for ELLs
- Analysis of the NYSESLAT and Scoring with Rubrics
- English as a Second Language in an Interdisciplinary Approach

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.

## 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.

## Part V: Assessment Analysis

### 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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>							2	3	8				
	<b>I</b>							2	5	5				
	<b>A</b>							6	7	5				
	<b>P</b>							2	8	9				
READING/ WRITING	<b>B</b>							3	6	12				
	<b>I</b>							5	12	9				
	<b>A</b>							2	3	5				
	<b>P</b>							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				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading 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 models, RTI training for teachers, intervisitations and instructional rounds. Teacher Teams will evaluate the data, discuss and share from multiple sources, teachers of ELLs will share TANS: Teacher Assessment Notebooks and how they are charting the progress of ELL students, a quarterly evaluation of Acuity and Scantron data, and re-evaluate and revise during the 2011-2012 school year. An analysis of the New York State Mathematics Examination (STM), which is offered in translated versions, indicates a fairly consistent level of scores of students taking the exam in English and Spanish. As in our ELA results, most students scored Levels 1 and 2, one student who took the test in English scored Level 3 and one student who took the test in Spanish scored Level 4. This is a slight decrease from the previous school year. There were more Level 1 scores in the Spanish test, 23 students scoring Level 1, this might be explained by the influx of Newcomers. As for Level 2, 14 students scored Level 2 on the English STM test and 15 scored Level 2 on the Spanish STM examination.

In a review of the NYSESLAT, the data patterns across the grades and levels indicate that approximately half of our ELLs are Beginners (48.7%), approximately 32.9% Intermediate, and 18.4% Advanced. In reference to the NYSESLAT Modality Report, students who have a "P" Proficient in the listening/speaking subtests need more instruction in the reading and writing modalities to achieve a total score of Proficient. Teachers use the results of our ELL Periodic Assessments to plan lessons, address student needs, and do an item analysis to differentiate instruction. The Native Language is used as indicated in instructional plans, as support, and according to guidelines for usage and support in the instruction of Native Language Arts and in the content areas of mathematics, science and social studies. For our beginners and intermediate students there is a greater use of the native language in instruction, as the students progress, and for our advanced students, there is more use of English in the content area classrooms.

The Anna Gonzalez Community School I.S. 296 evaluates the success of our program for ELLs by supervisory observations, intervisitations, Interm Assessment results and by growth in the NYSESLAT, Modality Reports for the NYSESLAT by subtests, the New York State English Language Arts Examination, State Mathematics Examination, El Examen de Lectura en Español (ELE) the reading test in Spanish, and the NYS Science examination. We also evaluate our programs by teacher observation and assessments, data and the TANS: Teacher Assessment Notebooks, formal and informal evaluations, self-evaluation, by parental involvement, participation in our SES and Title III programs, as well as clubs, presentations, and providing equal access and opportunities for our English Language Learners in all aspects of our school community.

## 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**

---

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**

---

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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Anna Gonzalez Community School	DBN: 32K296
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 2
Describe the direct instruction supplemental program here and include the
<ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>

## Part B: Direct Instruction Supplemental Program Information

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 Monday and Wednesday, from 3:10 to 5:10. The time line is from November 2012 to May 2013. The classes are taught by experienced, content 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 38 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 40 students in grades 7, and 8 with approximately 20 students from each grade. There are two groups: a beginners group and an intermediate/advanced group.

In addition to this supplementary support, there is a Saturday component which students may participate. An ESL licensed highly qualifeid teacher will provide English as a secon language classes for English Language Learners. She will implement a theme based unit of study which requires math and literacy skills. Only English will be spokes. Each student will be assessed and language acquisition goals will be identified for each participant.

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., Arabic. The intermediate and advanced students will be instructed in English. These students are highly motivated to achieve and want extra help in order to properly prepare for the many exams they will take, as well as to excel in their content area studies while improving their English and Spanish 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. This is a complement and supplement 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. Teachers have daily common preparation periods. In addition the Esl and bilingual teachers meet twice a month to review student achievement data. The Bilingual/ESL Coordinator meets with the subject area teachers of mainstream ELL teachers as well. Our math and literacy teachers work closely with all the members of the Bilingual and ESL Department during planning sessions during common planning periods.

Bilingual and Esl teachers attend school wide instructional meetings with gen education and special education teachers. Our budget narrative includes the purchase of supplies and materials. Our program will focus on literacy and language acquisition through thematic units rooted in the content areas. Each thematic unit will include a trip to provide tactile experiential learning aligned to the theme of the unit. Supplies include folders for portfolios, chart paper, markers, highlighters, materials for projects, pens, overhead transparencies, construction paper, 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: All teachers of ELLs will be invited to participate in a study group with the following structure:

Title III Book Study

Title Classroom Instruction that works with English Language Learners

Author: Jane D. Hill and Cynthia L. Bjork

This workshop is a two-day professional development session that introduces the ELL applications and explains how to use them in a classroom. Participants will reflect on their current practice and their own understanding of the use of the strategies. Participant's goals for this workshop are:

- Understand how McREL identified strategies to enhance student achievement
- Learn about the importance of stages of second language acquisition and their instructional implications
- Know how to apply the instructional strategies for ELLs in K-12 mainstream classes

The workshop focuses on nine categories of instructional strategies (shown below) that research shows has a high probability of enhancing student achievement for all students in all subject areas at all grade levels. This text focuses on these strategies as they apply to ELLs.

Agenda Items include

1. Stages of Second Language Acquisition
2. Cues and Questions
3. Setting Objectives
4. Providing Feedback
5. Summarizing
6. Non-linguistic representation
7. Practice and homework
8. Cooperative learning

## Part C: Professional Development

9. Advance organizers
10. Similarities and differences
11. Note taking
12. Reinforcing effort
13. Providing Recognition
14. Generating and testing hypotheses

### Stages of Second Language Acquisition-

Students acquiring a second language progress through five predictable stages

#### Effective ELL instruction

- reflects students' stages of language acquisition
- Helps students move through the language acquisition levels
- Engages ELLs at all stages of language acquisition in higher level thinking activities.

### 2. Cues and Questions

Learning another language is complex

It is important to provide ELLs with concrete, contextual cues so they are on task for learning

ELLs access their background knowledge and connect to cues and questions more quickly when teachers use real objects, pictures and shorter simpler sentences.

It is important to engage ELLs in higher order thinking

Increased wait time

### 3. Setting Objectives

Language acquisition objectives must be set in addition to content learning objectives

Teachers can learn to set specific language objectives that facilitate students' academic learning and can design academic opportunities that build language proficiency

Setting language objectives involves determining language functions and language structures

### 4. Providing Feedback

## Part C: Professional Development

Feedback should be timely and realistic in order for students to know how they are doing

The Word MES strategy can provide reinforcement and feedback for Ells

Feedback should be appropriate to the language level of the Ell

### 5. Summarizing

Summarizing works best when visuals are presented to the Ell

Summarizing helps students analyze information on a deep level

Reciprocal teaching helps Ells understand text

Summarizing creates an awareness of the explicit structure of information.

### 6. Non-linguistic representation

Words alone cannot convey meaning to Ells

Nonlinguistic representations help Ells

Nonlinguistic representations include objects, pictures etc.

Seeing is remembering

### 7. Practice and homework

Tiered language helps Ells

Homework for Ells should focus on speaking and listening

Show expectations of outcomes

### 8. Cooperative learning

Cooperative learning provides for meaningful interactions and language modeling

### 9. Advance organizers

Organizing information visually helps memory

### 10. Similarities and differences

Identifying similarities and differences helps Ells expand their second language skills and deepens understanding of content

### 11. Note taking

Note taking is a powerful skill, so a variety of note taking skills and formats will be reviewed and

### Part C: Professional Development

practiced

12. Reinforcing effort

Encourages ELLs to realize there is a link between effort and outcome

13. Providing Recognition

Recognition for legitimate achievement is a powerful tool in student motivation and engagement

14. Generating and testing hypotheses

Generating and testing hypotheses will enhance students' ability to enhance understanding of and the ability to use knowledge.

The dates for these workshops which will be open to all teachers are as follows: January 26, 2013 and February 2, 2013.

The dates for these workshops which will be open to all teachers are as follows: January 26, 2013 and February 2, 2013.

### 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. 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. [?][?][?][?]

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		