



**PS/MS 334 THE ANDERSON SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 03M334 THE ANDERSON SCHOOL**  
**ADDRESS: 100 W77TH STREET**  
**TELEPHONE: 212-595-7193**  
**FAX: 212-496-2854**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 03M334      **SCHOOL NAME:** The Anderson School

**SCHOOL ADDRESS:** 100 W77th Street

**SCHOOL TELEPHONE:** 212-595-7193      **FAX:** 212-496-2854

**SCHOOL CONTACT PERSON:** Jodi Hyde      **EMAIL ADDRESS:** [jhyde@schools.nyc.gov](mailto:jhyde@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Paul Radvany

**PRINCIPAL:** Jodi Hyde

**UFT CHAPTER LEADER:** Samantha Skolnik

**PARENTS' ASSOCIATION PRESIDENT:** Sarah Gardner

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 03      **CHILDREN FIRST NETWORK (CFN):** 407

**NETWORK LEADER:** Sandra Litrico

**SUPERINTENDENT:** Sara Carvajal

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Jodi Hyde	*Principal or Designee	
Samantha Skolnik	*UFT Chapter Chairperson or Designee	
Sarah Gardner	*PA/PTA President or Designated Co-President	
Charlie Conway	Member/Teacher 3-5	
Jennifer Buckner	Member/Parent 6-8 at Large	
Stephanie Kang	Member/Teacher at Large	
Nicole Goodman	Member/Teacher LS	
Dana Rosen	Member/Parent K-2 Rep	
Paul Radvany	Member/Parent 3-5 Rep	
Khairah Klein	Member/Teacher at Large	
Heidi Seroy	Member/Parent 6-8 Rep	
Mindy Wigutow	Member/PTA Rep to SLT	
Christine Stiefvater	Member/Parent K-4 at Large	
Nicole Chandonnet	Member/Teacher AMS	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Anderson School/PS 334 is a unique K-8 New York City public school located on the Upper West Side of Manhattan. It serves a citywide population of students who are highly intellectually gifted, i.e., those with cognitive abilities in the top 2-3%. The Anderson School has moved to a new location, 100 W 77<sup>th</sup> Street, where it shares a building with four other schools. Last year, we added a Kindergarten and a 1<sup>st</sup> grade class. Each year we planned to grow the following grade level. However, our growth was stopped and this year we went back to two classes in Kindergarten. There are now three each in 1<sup>st</sup> and 2<sup>nd</sup> grades and two each in Kindergarten and grades 3<sup>rd</sup> through 8<sup>th</sup>. There are approximately 572 students in all. The Anderson School empowers its students to discover and meet their intellectual and creative potential. The mission of The Anderson School is to meet the distinct academic, emotional and social needs of highly intellectually gifted New York City children, nurturing their passion for learning and developing their ability to contribute positively and meaningfully to the world.

Through a judicious combination of accelerated and enriched instruction, taking into account the curricular mandates of New York State and the new Common Core Standards, our curriculum stresses depth of insight, creative problem solving and divergent thinking. In addition to a rigorous course of academic study, our students enjoy a wide range of ancillary subjects, such as the arts, chess and physical education. Our teachers are innovative and nurturing educators whose awareness of the academic and emotional needs of intellectually gifted children inspires teaching that is both dynamic and challenging. Students also benefit from the talents and professional expertise of our parent body, as well as the educationally rich resources of New York City.

We believe in educating the whole child, and are committed to helping our students develop self awareness, a love of learning and a sense of responsibility toward others both within the school and in the community at large. As a result, our students graduate not only with a solid and extensive set of academic skills and also with an appreciation and understanding of the complex world in which they live.

The Anderson community is united around the idea of gifted education and serving the specialized needs of its student body. Overall, our student population is characterized by intense curiosity, creativity, and the ability to grasp new material very quickly. Helping these children reach their fullest potential is the central value that binds the Anderson community together.

The Department of Education tests elementary school students for gifted education programs with the Otis Lennon School Ability Test ("OLSAT") and the Bracken School Readiness Assessment. Families may apply to Anderson if the child receives a score at or above the 97<sup>th</sup> percentile. Sixth and seventh graders are required to pass an onsite evaluation that includes a writing prompt and math assessment.

In 1987, the Anderson Program was established inside PS 9 through the joint initiative of parents and administrators in District 3 to provide a more fitting environment for highly gifted students. Anderson began as two grades and grew over the years to a full complement of grades K-5. In September 2003, a second joint initiative added a middle school to Anderson to provide much needed middle school seats to gifted students. In September 2005 Anderson converted from a program to become a school.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Anderson School				
<b>District:</b>	03	<b>DBN #:</b>	03M334	<b>School BEDS Code:</b>	310300010334

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

We analyzed several data and assessment tools for our needs assessment. For overall school performance, we used the School Quality Review, Learning Environment Survey, and the School Progress Report, the Common Core Standards, Student State Test Scores, test results of the Specialized HS Exam, as well as a review of student work. For our mathematics review, we used the following: Periodic Assessments provided by Acuity, standardized test scores, teacher created assessments, Everyday Math Program assessments, Minute Math, and math portfolio pieces.

### School's Trends

Students at the Anderson School are exceeding grade benchmark levels in all areas. Through the evaluation of this data we determined that our students score exceedingly high in the area of math. All students in Grade 6 during the 2009-10 school year scored at a level 4 on the NYS Math test.

#### **NYS Math Test - May 2010**

Grade Level	% Level 3	% Level 4	Avg Standard Score
3	23.6	76.4	741
4	10.9	87.3	740
5	8.9	91.1	744
6	0	100	760
7	3.1	96.9	726
8	30	66.7	716

In order to meet the high mathematical needs of Anderson students we are constantly looking for methods of advancement and enrichments. Chess instruction has been a method we have used to provide our students with an additional opportunity for mathematical and logical thinking. To continue to provide students with rigorous and challenging enrichments we have begun a school bridge program offering students practice applying strategy, skill, concentration, and problem solving.

The results of the 2009-10 ELA Test demonstrated the high level of student learners at The Anderson School.

### **NYS ELA Test - May 2010**

Grade Level	% Level 3	% Level 4	Avg. Standard Score
3	32.1	67.9	729
4	56.4	43.6	715
5	35.7	64.3	725
6	45.3	54.7	718
7	21.9	78.1	735
8	53.3	45	703

The data analysis shares that there are not as many students earning a Level 4 on the ELA as on the Math. Through the analysis of individual student results it was determined that most students scoring a Level 3 did so by missing one question, 76% in the 3<sup>rd</sup> grade. Although all of the students did not miss the same question there was a trend in missing questions involving critical thinking. With that in mind we determined the majority of the students' required additional help in critical thinking and higher order skills. Last year we began direct instruction of Edward deBono's Six Thinking Hats and other thinking skill programs. We will continue to provide these enrichments to meet the needs of our students.

## **School's Accomplishments**

### **Technology Integration**

In order to provide Anderson students with a 21<sup>st</sup> century environment we have made technology growth a focus for this school year. A full time Library Media Specialist has been hired for our school, Donna Berry. We have a part time technology teacher working to develop a seamless K-8 technology curriculum. In addition, the Anderson School continues to partner with a technology consultant to support project based learning projects and the development of our curriculum.

We appreciate the fact that our students thrive in settings that integrate technology. We have made significant investments in technology at our school, including the hiring of a technology director and coach, the purchasing of SmartBoards and Elmo Document cameras for each classroom, two laptop and laptop carts, professional development trainings and one-on-one coaching for teachers and students, and the creation of a school website (Google) with individual teacher-class webpage (which includes homework and project assignments and emailing capabilities between teacher-student/parent). We also purchased several educational programs like Study Island math program, as well as encourage the use of Googledocs, voice threads, and Brain Pop. With our increased investment in technology, alongside the school placing a high value on technology literacy, we plan to continue to focus on technology integration for our teachers as a goal during this school year.

### **Accelerated curriculum and alignment to the Common Core Standards**

During the past few years, the faculty at The Anderson School has worked diligently to review the accelerated curriculum model and to better align the curriculum from grade to grade. This was all done while keeping in mind the New York State standards, as well as performance benchmarks set by the disciplines.

Beginning this past summer Anderson teachers worked together to examine the National Common Core Standards and our curriculum. As part of a pilot program, teachers received professional development on the new standards. Teachers then worked in teams to dissect the curriculum and creatively develop new units of study to meet the expectations of the standards.

Anderson teachers dedicated many summer hours to reviewing our reading and writing curriculum and realigning it to meet the expectations of the Common Core Standards. The Common Core Standards identify three distinct text types for writing instruction: Opinion, Narrative, and Informative/Explanatory. In addition, students need to be able to write literature responses. The Common Core Standards are explicit in what the final outcome needs to be for college readiness. However they allow teachers to be creative in the path taken to get to the end. Anderson teachers used the standards guide to write engaging and creative units of study based on essential questions.

Overall, the math scores have been traditionally high at Anderson. Several years ago a math committee comprised of teachers, administrators, and parents was formed to address numerous concerns about the math curriculum and programs. The math committee decided to create a comprehensive math survey for parents and interviewed selected students regarding their experiences with math. The purpose was to identify parent and student concerns with the current math program. The committee worked in teams clustered by grade levels. The middle school teachers began to research using one program to be used in grades 5-8 to encourage consistency and ensure students were mastering the content. The Kindergarten through fourth grade teachers met with a highly successful former Anderson math teacher that assisted them with compacting curriculum and creating EDM pacing calendars to make time for enriched activities. Additionally, based on teacher observations, and analysis of student work, we saw the need for supplements that would solidify the basic facts of addition, subtraction, multiplication and division. Data that was gathered indicated that parents were concerned that students were not being taught traditional methods of long division and double digit multiplication and lacked an understanding of the basic facts. This data was confirmed with various assessments including formal and informal assessments. The math committee made several revisions to the curriculum based on this data, including: adopting a unified program for grades 5-8 from the Prentice Hall series, adding Minute Math to early grades to solidify the basic facts, creating pacing calendars to compact EDM curriculum for the inclusion of other types of activities including Continental Math League, and ensuring the seventh and eighth grade students are prepared for the upcoming changes in Regents examinations including the elimination of Math A and Math B Regents and the new Algebra Regents. Currently, we continue to review and address areas of improvement in our mathematics model, as well as identify ways to differentiate mathematics instruction and provide support for students who are finding the acceleration challenging. For example, teachers provide challenge problems for advanced mathematics students. We provide extended day and lunchtime assistance to students who are not performing well or who have questions regarding their work.

Although the analysis of the math curriculum resulted in some realignment and the infusion of supplemental programs, the beginning of the school year proves we have been somewhat successful, however, not completely. There continues to be difficulty in the transition from the lower grades to the middle school math curriculum. Continuing to analyze the math curriculum and supplement it with skills and strategies from other programs is critical. A math staff developer has been hired to assist in improving the transition. The current 5<sup>th</sup>/6<sup>th</sup> grade math teacher will team teach in the 4<sup>th</sup> grade math classes to further support the impending transition.

In regard to our English Language Arts program, we will continue with an AUSSIE literacy consultant to work with the faculty across all grade levels. She continues the conversation on differentiation

strategies as well as the use of the Fountas and Pinnell benchmark system. She was instrumental in taking the ELA scope and sequence that has been created and creating curriculum maps for a more thorough documentation of the work that we do.

### **Project-based Learning**

Based on our data, as well as current research on gifted and talented populations, we promote a project-based learning model at Anderson. Two of our teachers provided a citywide professional development for new Gifted and Talented teachers on project based learning. Our teachers, from K-8, regularly enhance their instruction with projects that the students lead. For example, the third grade classes study the cultures of countries in Africa and South America. As part of this study, students conduct research on challenges the people of these countries face such as: lack of education and clean water. The research is done in groups and public service announcements are created to address the various issues. This integrated project based learning project includes research skills, writing, collaboration, geography, technology, among other areas of study. This is just one of the plethora of projects our teachers create for students.

Teachers are regularly encouraged to be creative and take their class projects to the next level. It is the focus of our studies to insure they are appropriately challenging and engaging for students. It is made clear that the school's philosophy is to engage the students in project-based learning.

### **Enrichment Offerings**

Anderson provides a number of enrichment opportunities for the school, and these offerings are perceived positively by the students and community. In the K-4 classes, students receive art, music, and physical education. They also have a dance instruction component, chess instruction, architecture instruction, bridge, and Spanish. In grade 5, students receive Spanish and Shakespeare as well as participate in a law program, which results in a mock trial in a New York City courtroom and in front of a judge. In middle school, students participate in an electives program in which they can choose from a menu of offerings, including debate team, student council, poetry, culinary, story pirates, physical education, drama, and robotics.

Over the summer months, faculty members continued to examine and develop our social-emotional curriculum to be utilized in Kindergarten through grade 4. This program is based on monthly character traits that are discussed daily during morning meetings and other teachable moments. The conversations are rich and based around conversations of famous quotes related to the character traits. Books are used to support the conversations with art and writing used for student reflections.

In the middle school a similar social emotional curriculum was created to be used during a newly established advisory program. This program is used to provide Anderson students in grades 6-8 with weekly support in a small group setting. Grade 5 students participate in a daily session of social emotional reflection, helping them to become more self aware and expressive of their emotions.

Students in grades 4-8 attend overnight trips to a variety of north east locations. Place based learning is heavily encouraged to support our units of study. This will be the first year for a grade 4 overnight trip. They will visit Plimoth Plantation in Massachusetts as a culminating social studies trip. Grade 5 students will visit Philadelphia overnight beginning in the school year 2011-12. Grade 6 attends a four day trip to Camp Speers where they participate in science and team building activities. 7<sup>th</sup> graders will visit sites in Boston and 8<sup>th</sup> graders visit Washington DC.

## **STRATEGIC COLLABORATIONS AND PARTNERSHIPS**

Reading buddies is a program that pairs Kindergartners with fourth graders to read together. Kindergarten and

Fourth graders share their stories and projects done in class. Fourth graders help support strategies the kindergarten classroom teachers have introduced to students allowing the kindergartners to receive individualized attention from a student that has experienced learning the same strategies.

Through a partnership with Landmark West the K, 1, 2 grade students will become “neighborhood detectives” to learn about UWS by observing, sketching and mapping. To further this neighborhood study, a certified teacher will teach the students about architectural elements of the buildings in the neighborhood and NYC. They will finish this study with a culminating project of creating two and three-dimensional representations of the neighborhood.

Through a partnership with the Salvadori Center, architecture is infused throughout the second grade social studies curriculum. The students learn scale and ratio, mapping and do hands-on work building structures.

Anderson's Early Childhood Dance & Movement Program has been extended to Grades K-2. Students are taught an introduction to dance, then world dance, followed by 20th century dance forms that were developed in

New York. The program integrates several curricular areas including social studies and math.

The school's Chess Program includes grades K-2. Students are introduced to the basic strategies and etiquette of the game while enhancing their ability to think logically, problem solve, and improve higher level thinking skills.

For the first time this year, 3<sup>rd</sup> graders will have instruction in Bridge. A game of mathematical ability and communication, Anderson is the first school in the School Bridge League. Bridge will also be offered as an elective option for students in grades 6-8.

Continental Mathematics League, Inc. provides an opportunity for students in Grades 2-8 to strengthen their mathematical skills through the art of problem-solving. Anderson students participate in several grade-level math meets throughout the year with children from around the country.

Through the Curriculum Arts Program at Symphony Space, artists in traditional Asian art forms come to the third grade classrooms and through demonstration and accountable discussion, elucidate the relationship between Asian cultures and Asian societies. The students experience Indian dancers, Chinese Opera performers and Japanese drummers in the classroom, as well as Japanese artists, Japanese haiku, two visits to the Metropolitan Museum to see Asian art and a culminating performance at Symphony Space. The program is built around two essential questions: How does the culture use the art? And what does the art tell us about the culture?

For the first time, 5<sup>th</sup> graders will participate in the Curriculum Arts Program at Symphony Space to enrich our Latin American studies.

Third graders participate in Carnegie Hall's Link Up! Program. This music program exposes children to classical music and allows them to sing and play recorders at Carnegie Hall.

WordMasters Challenge is a national program for Grades 3-8 that encourages growth in vocabulary and verbal reasoning. Along with thousands of students around the country, Anderson students prepare for and participate in a national competition of high-level word comprehension and logical abilities, which help students learn to think both analytically and metaphorically.

Sixth graders experience Clearwater's Environmental Education Program, which is centered on a 106-foot wooden sailing sloop that serves as a movable classroom, laboratory, stage, and forum. Students prepare for and then spend several hours on an education sail that teaches history, biology, environmental science and navigation along the Hudson River.

Story Pirates, a group of improvisation actors, have joined our AMS electives options, providing our students time to practice their oral presentation skills.

Math Kangaroo is an international mathematical competition with the objective of encouraging elementary and middle school students to master mathematics. Anderson fifth graders recently prepared for and competed in their competitions.

The school's Law Enrichment Program provides fifth graders with the opportunity to see first-hand the workings of our legal system. Students learn core legal concepts through lecture, role play, and scenarios where they take on the roles of attorney, witness, plaintiff, judge, and others found in the court system. Field trip to the New York State Supreme Court provides views of trials, arraignments, and jury quarters. The program's highlight is the mock trial written and tried by students before two judges in the Federal Courthouse.

Camp Speers YMCA in Dinghams Ferry, Pennsylvania provides a 3-day outdoor education experience that Anderson sixth graders look forward to each year. Students are exposed to 1,100 acres of nature, opportunities for social interaction, and a wide array of educational activities including team-building, wildlife ecology, orienteering, ropes courses, and nature hikes.

MathCounts is a national math enrichment, coaching and competition program that promotes middle school mathematics achievement around the country. Creative teaching materials and competitions are used to challenge students and motivate them to develop strong math skills.

The Stock Market Game is a middle school elective that teaches critical-thinking skills, decision-making, cooperation, research, saving and investing. Students learn economic and financial concepts as they are given the chance to invest a hypothetical \$100,000 in an on-line portfolio. Students research and evaluate stocks and then use then information to trade common stocks and mutual funds from the NYSE, Nasdaq and AMEX exchanges.

The Metropolitan Opera Guild's school program engages and educates students in the arts by making curricular connections to music, theater, dance, visual arts, history, literature, and opera. Fifth graders are introduced to the basics of opera while sixth to eighth graders adapt scenes from Shakespeare to the opera format and visit the backstage of the Met Opera.

Dancing Classrooms partnered with us for the first time this past spring. Their ballroom dancing program is now the “graduation gift” we provide to our eighth graders.

For the first time, Kindergarteners will benefit from a newly developed partnership with the Guggenheim Museum. Students will take several trips to the museum as well as have a museum educator visit their classrooms.

A continuing initiative in the 2010-2011 school year is a focus on Wellness, including physical and mental wellness. A Wellness Committee was created comprising of administrators, teachers, parents and students to develop programs that address wellness issues, including nutrition, exercise, socio-emotional concerns, etc. The Committee plans to sponsor speakers at monthly PTA meetings, a game night in our gymnasium, and a listing of healthy snacks. The Committee is also creating guidelines for celebrations that include food during school hours. As part of the initiative, we teamed up with Wellness in the Schools (WITS), a non-profit organization aimed at assisting schools in increasing healthy school lunches and physical activity.

Anderson has long enjoyed associations with numerous cultural organizations. Students across various grade levels attend programs and tours at the Metropolitan Museum of Art, Museum of Modern Art, the American Museum of Natural History, Museum of the City of New York, Bronx Botanical Gardens, Queens Country Farm, New York Historical Society, Transit Museum, Lower East Side Tenement Museum, Franklin Institute & Independence Hall, Boston's Museum of Science, New York City Opera, Asia Society, Symphony Space, Jazz @ Lincoln Center, National Geographic Bee, and Scripps Spelling Bee.

## **School's significant barriers or challenges**

Similar to all schools, our school faces challenges:

### Unique Needs of the Gifted and Talented population

Research indicates and many policymakers argue that gifted and talented should be considered a grouping of special education because of the unique needs of this population. To date, gifted and talented students do not receive additional budget money. This provides a fiscal challenge for our school as we strive to provide for the unique needs of the gifted and talented student.

### Growth Removal

Although Anderson was moved to the new building in 2009 with the intention to grow, this opportunity was taken away in 2010. At this time we will have a third class bubble of students, currently in grades 1 and 2, who will travel through the grades until graduation in grade 8.

### Building Council

The Anderson School's move to the new location had resulted in more space available to our students however we now are challenged by the necessity to share many common spaces such as the auditorium, the cafeteria, the school yard, and the gymnasium. Although the five schools currently occupying this space maintain a good working relationship, there are limitations that are connected to the common spaces necessitating a carefully choreographed dance.

### Internet Wiring

The building we share with four other schools currently operates with a T1 line. This creates a tremendous amount of internet traffic and is a hardship in its functioning. Due to the large amount of internet traffic and the very slow speed, teachers often need to adjust their instruction and lesson presentations. Students often cannot complete research in our building and struggle to share their information on Google documents. Our SmartBoards are not used to their fullest capabilities due to these internet issues.

### Seamless Articulation into Anderson Middle School

Students in the Anderson School transitioning from the elementary school to the middle school are able to do so seamlessly. Although appropriate for many to most of the students there are several students each year that would benefit from attending middle school in another school. The rigorous academic expectations associated with the Anderson School may or may not be appropriate to individual students due to a variety of reasons from varying social emotional needs to academic struggles.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### Goal #1: Literacy

By June 2011, last year's 4<sup>th</sup> graders, the current 5<sup>th</sup> graders, will show a 10% increase in the number of students scoring at a level 4 as indicated on the 2011 NYS ELA Exam (from 43.6% to 53.6%).

### Goal #2: Health and Wellness Awareness

By June 2011, there will be an increase of health and wellness awareness among all members of the Anderson community as measured by pre and post survey results.

### Goal #3: Technology

By June 2011, students will show an increase in their overall technology knowledge through the development of at least one group or individual technology project.

### Goal #4: Math

By June 2011, last year's 3<sup>rd</sup> graders, the current 4<sup>th</sup> graders, will show a 10% increase in the number of students scoring at a level 4 as indicated on the 2011 NYS Math Exam (from 76.4% to 86.4%).

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** LITERACY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the comparative <i>ELA</i> performance of the Target Grade (5<sup>th</sup> grade), as evidenced by a 10% increase in performance of students at proficiency level 4, as compared to their scores last year (NYS ELA Exam 2011).</p> <p>By June 2011, last year’s 4<sup>th</sup> graders, the current 5<sup>th</sup> graders, will show a 10% increase in the number of students scoring at a level 4 as indicated on the 2011 NYS ELA Exam (from 43.6% to 53.6%).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. In order to improve the curriculum we are teaching, and ensure we are meeting and exceeding the higher standards, all Anderson teachers will participate in Professional Development on the Common Core Standards, as provided by:             <ul style="list-style-type: none"> <li>○ a DOE Gifted and Talented Instructional Specialist</li> <li>○ the Network 406 team</li> <li>○ Teacher’s College series of workshops</li> <li>○ Literacy Consultant</li> </ul> </li> <li>2. Every grade level team participates in weekly meetings to evaluate and update the current ELA units of study.</li> <li>3. Grade levels participate in vertical planning meetings to evaluate and update current ELA units of study.</li> <li>4. Students in need will be invited to attend an after school ELA academy to increase preparation time.</li> <li>5. A literacy consultant has been hired to continue to provide support to the classroom</li> </ol>

teachers.

6. Student writing samples from *Appendix C of the Common Core Standards* will be used to evaluate the baseline and follow up writing samples.
7. An item analysis of the 2010 ELA will be conducted to determine the areas, standards, and question types that our students were not able to answer correctly.
8. Teachers will conduct Fountas and Pinnell benchmark reading assessments and set goals with students.
9. Teachers are using data to inform instruction by establishing guided reading groups and literature circles by:
  - Using the Fountas and Pinnell continuum to select strategies for teaching
  - Using leveled libraries to cater to students and their individual reading levels.
10. To provide more practice for the ELA genre of questioning and writing, students will use technology by means of the online Acuity custom assessments.
11. Inquiry Team meetings are conducted with a focus on the bottom 10 students. Teachers will decide on goals and sub skills to focus on to ensure progress in student performance.
12. Teachers will take part in Think Thank activities to discuss and create a toolbox of test taking skills and strategies. A follow up Google Group will be created to share best practices.
11. Higher order critical thinking skills will be focused on through:
  - The implementation of Edward deBono's Six Thinking Hats curriculum in K-2 classes.
  - Ensuring higher order thinking skills are written into the units of study and assessments.
  - Using Bloom's Taxonomy to generate higher order thinking questions.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Through a combination of school and parent funds we provide our teachers with a range of professional development experiences appropriate for teaching gifted students.</p> <p>We use our Contracts for Excellence allocations for professional development, including paying for sub coverage so our teachers can attend training and intra- and inter- school visitations. We also used the allocations to support our teachers in attending off site training that is appropriate for gifted education.</p> <p>We hired a full time Library Media Specialist.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2011, last year's 4<sup>th</sup> graders, the current 5<sup>th</sup> graders, will show a 10% increase in the number of students scoring at a level 4 as indicated on the 2011 NYS ELA Exam (from 43.6% to 53.6%). Results will be issued in NYStart.gov.</p> <p>Acuity data will show evidence of gradual progress before and after ELA exams to support goals.</p>

Subject/Area (where relevant): **HEALTH AND WELLNESS  
AWARENESS**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase student, parent, and teacher health and wellness awareness.</p> <p>By June 2011, there will be an increase of health and wellness awareness among all members of the Anderson community as measured by pre and post survey results.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Anderson School will provide awareness education and physical activities to promote the learning of health and wellness in the school community.</p> <ol style="list-style-type: none"> <li>1. We will host a health and wellness awareness day.</li> <li>2. Students will participate in community service-fundraising walkathons to support outside organizations.</li> <li>3. Health experts within the community will speak to parents and students.</li> <li>4. Lower grade classes will participate in trips to local farmer’s markets.</li> <li>5. For the second year, Anderson will participate in the Wellness in the Schools cafeteria program, which supports providing healthy foods to students.</li> <li>6. Parents will participate in the School Foods Partnership monthly meetings.</li> <li>7. Preparation of food in classroom to increase exposure to healthy food.</li> <li>8. Publishing parties and birthday celebrations will eliminate sweets and unhealthy eating traditions.</li> <li>9. Students will prepare healthy food recipes in the K-3 science classes.</li> <li>10. A schedule will be created for K-3 students to utilize the new playground, in addition to current recess time.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>We allotted funds for two full time PE/Health certified faculty members.</b></p> <p><b>Through a combination of school and parent funds the following opportunities will be available to improve health and wellness awareness:</b></p> <ul style="list-style-type: none"> <li>• <b>Field trips to support wellness education</b></li> <li>• <b>Fundraising fitness events</b></li> <li>• <b>Purchase of pedometers</b></li> <li>• <b>Purchase recess activity opportunities</b></li> <li>• <b>Wellness in the Schools</b></li> <li>• <b>Teacher professional development</b></li> <li>• <b>Dance K-2</b></li> <li>• <b>8<sup>th</sup> graders participate in ballroom dance</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Surveys- Pre and Post</b></li> <li>• <b>Individual goal setting and evaluation, as needed</b></li> <li>• <b>Participation in fitness events</b></li> </ul>

Subject/Area (where relevant): TECHNOLOGY

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop the use of technology by Anderson students.</p> <p>By June 2011, students will show an increase in their overall technology knowledge through the development of at least one group or individual technology project.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. The Anderson School will hire a full time Library Media Specialist.</li> <li>2. Improve the utilization of technology as a means for communication of data between home and school.</li> <li>3. Improve the utilization of technology as a means for increasing student practice for the NYS exams by means of the online Acuity custom assessments, thus improving academic technology usage at home.</li> <li>4. All teachers will have Smartboard in their classrooms and receive professional in-house development as to the best practices.</li> <li>5. The Anderson School will hire a part time technology pedagogue who will develop a K-8 seamless technology curriculum.</li> <li>6. The Anderson School will hire a part time technology intern to ensure the proper functioning of our technology equipment.</li> <li>7. The Anderson School will receive technology curriculum support from a technology consultant.</li> <li>8. Teachers and administration will participate in technology professional development within and outside of the school.</li> <li>9. Students in the Anderson Middle School will be participating in a weekly technology course.</li> <li>10. Technology grants will be written by a grant writing the committee.</li> </ol>

	<p><b>11. Classes have access and utilize the school wide Brainpop online videos and educational resources.</b></p> <p><b>12. Develop and implement a Student Technology Agreement</b></p> <p><b>13. Parents and Students will participate in an Internet Safety assembly.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The SLT determined a need for a seamless, developmentally appropriate K-8 technology curriculum.</p> <p><b>Part time Technology teacher hired.</b>  <b>Technology Consultant hired.</b>  <b>Part time Technology intern hired.</b>  <b>Full time Library Media Specialist hired.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>We will continue to provide teachers technology professional development.</b></p> <p><b>We will regularly observe technology in use via walkthroughs.</b>  <b>The Anderson School will have a seamless K-8 technology curriculum.</b>  <b>Technology projects completed by students.</b></p>

Subject/Area (where relevant):

**MATH**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve the comparative <i>Math</i> performance of the Target Grade (4<sup>th</sup> grade) as evidenced by a 10% increase in performance of students at proficiency level 4 (NYS Math Exam 2011).</p> <p>By June 2011, last year’s 3<sup>rd</sup> graders, the current 4<sup>th</sup> graders, will show a 10% increase in the number of students scoring at a level 4 as indicated on the 2011 NYS Math Exam (from 76.4% to 86.4%).</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"><li>1. We will hire a math consultant from Math in the City to collaborate with 3<sup>rd</sup> and 4<sup>th</sup> grade teachers.</li><li>2. Anderson’s current 5<sup>th</sup> grade math teacher will conduct weekly math mini lessons in the 4<sup>th</sup> grade classrooms.</li><li>3. Teachers will participate in a Math Think Tank to discuss testing strategies for the state exam. A Google group will be developed to share our best practices.</li><li>4. The Inquiry team will conduct a needs assessment for the bottom 10 students in testing grades to determine skills in which students need to focus on and provide continual, small group support.</li><li>5. To provide more practice for the math genre of questioning and short answers, students will use technology by means of the online Acuity custom assessments.</li><li>6. The 2010 item analysis will be reviewed by math teachers to determine areas of need.</li><li>7. Students in need will be invited to attend an after school math academy to increase preparation time.</li><li>8. A 4<sup>th</sup> grade teacher will participate in a series of professional development sessions with math expert, Lucy West. The teacher will turnkey the information to her grade level colleague.</li></ol>

	<p><b>9. Teachers will ensure that higher order mathematical thinking skills are implemented in class discussions, assessments, and lesson plans.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Through a combination of school and parent funds we provide our teachers with a range of professional development experiences appropriate for teaching gifted students.</p> <p><b>We use our Contracts for Excellence allocations for professional development, including paying for sub coverage so our teachers can attend training and intra- and inter- school visitations. We also used the allocations to support our teachers in attending off site training that is appropriate for gifted education.</b></p> <p><b>We hired a math consultant from Math in the City.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>By June 2011, last year's 3<sup>rd</sup> graders, the current 4<sup>th</sup> graders, will show a 10% increase in the number of students scoring at a level 4 as indicated on the 2011 NYS Math Exam (from 76.4% to 86.4%). Results issued in NYStart.gov.</b></p> <p><b>Acuity data will show evidence of gradual progress before and after the NYS math exam to support goals.</b></p>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	2	0
1	0	0	N/A	N/A	0	0	2	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	1	0
5	0	0	0	0	0	0	1	0
6	0	0	0	0	0	0	1	0
7	0	0	0	0	0	0	1	0
8	0	0	0	0	0	0	3	0
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Grade K-2 students receive small group instruction in reading and writing strategies throughout the school day. Grade 6-8 students are provided with small group instruction in extended day and after school. Grades 3-8 students will participate in an ELA afterschool intervention program to provide additional instruction based on needs.
<b>Mathematics:</b>	Grade 6-8 students are provided with small group instruction in extended day and after school. Grades 3-8 students participate in a Math Academy to provide additional instruction based on needs.
<b>Science:</b>	Grade 6-8 students are provided with small group instruction in extended day and after school.
<b>Social Studies:</b>	Grades 5 students participate in an advisory weekly session. Grade 6-8 students are provided with small group instruction in extended day and after school.
<b>At-risk Services Provided by the Guidance Counselor:</b>	We have 1 social worker serving IEP mandated students. The social worker also meets with many individual students based on needs.
<b>At-risk Services Provided by the School Psychologist:</b>	Psychologist participates in PPT meetings to discuss students referred by teachers and completes follow up administrative paperwork.
<b>At-risk Services Provided by the Social Worker:</b>	Social worker participates in PPT meetings to discuss students referred by teachers and completes follow up administrative paperwork.
<b>At-risk Health-related Services:</b>	We conduct various health-related support sessions and instruction for students (i.e. asthma and HIV) The building school nurse offers the “Open Airways” program to students with asthma in grades 3 and 4.

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 1st                      Number of Students to be Served:     1     LEP      Non-LEP

Number of Teachers     1                          Other Staff (Specify)     Classroom teachers    

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

There were three ELL students last school year. Two of the students have graduated from the program by passing the NYSESLAT. One is remaining in the program and he is in the first grade. None of the Kindergarten students qualified for services however we are providing at risk services due to observations. The ELL student in the first grade took the NYSESLAT exam in spring 2010. His scores reflect an advanced proficiency level in English. His listening/speaking skills have greatly improved, however he still remains challenged in reading/writing, specifically in phonemic awareness and spelling.

The first grader has improved and reads above grade level. He still needs some small group assistance developing ideas and spelling difficult words.

There are several Kindergarten and 1<sup>st</sup> grade students that speak and listen well in English, at grade level but would benefit from learning strategies from the ELL teacher.

We have continued with a part time ELL teacher. She conducts a program that is partially push-in and partially pull-out. The first grader receives 180 minutes per week of push-in instruction with the ELL teacher. The at-risk students receive one to two sessions per week with the ELL teacher.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Classroom teachers are learning methods and techniques of providing interventions and support to ELL students within their classroom. The ELL teacher pushes in to the class and models these techniques. In addition the ELL teacher participates in grade level meetings with the teachers to provide professional development.

**Section III. Title III Budget**

School:     The Anderson School     BEDS Code:     310300010334    

<b>Allocation Amount: ZERO</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - F Status ELL Teacher	\$15,000	<b>Two days per week to meet the needs of the ONE ELL student and provide at risk instruction to the other students.</b>

<b>Supplies and materials</b> - High interest guided reading books	\$500	<b>Leveled Books</b>
<b>Educational Software</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,500	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

We assess all home language surveys at the end of September each year to determine the number of families that speak a different language in the home. Once we collect and analyze that data, our parent and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native language.

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

We have had great success with reaching out to parents who speak a language other than English in the home. As a citywide school, we are grateful that the DOE has services available to schools that need them. Fortunately, we have been able to handle translation within house staff and parent volunteers.

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

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

We assess all home language surveys at the end of September each year to determine the number of families that speak a different language in the home. Once we collect and analyze that data, our parent and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native language.

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.

We have been able to handle translation within house staff and parent volunteers.

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>.

We will continue to use in house staff and parents as necessary.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** N/A **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

We have had one Student in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

When we have a STH our Parent Coordinator and Social Worker provide support to the parent and to the student.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The Anderson School						
<b>District:</b>	3	<b>DBN:</b>	03M334	<b>School</b>		310300010334	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7	v	11
	K	v	4	v	8	v	12
	1	v	5	v	9		Ungraded
	2	v	6	v	10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.2	96.7	96.9
Kindergarten	50	74	54				
Grade 1	57	78	78				
Grade 2	55	54	81				
Grade 3	56	55	52				
Grade 4	56	56	57				
Grade 5	56	56	57				
Grade 6	64	64	64				
Grade 7	63	63	64				
Grade 8	61	62	64				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	0				
<b>Total</b>	<b>518</b>	<b>563</b>	<b>571</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	99.8	99.8	98.7

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	6.4	6.9	6.9

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	1	1

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	4	2
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	1
Number all others	5	3	5				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	22	25	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	7	4
# receiving ESL services only	1	3	TBD				
# ELLs with IEPs	0	0	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.8
				% more than 2 years teaching in this school	45.5	60.0	65.4
				% more than 5 years teaching anywhere	18.2	20.0	34.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	96.2
American Indian or Alaska Native	0.0	0.4	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	97.8
Black or African American	8.7	8.9	8.4				
Hispanic or Latino	9.7	7.5	8.4				
Asian or Native Hawaiian/Other Pacific	23.0	23.4	23.3				
White	58.3	57.4	59.5				
<b>Male</b>	47.7	47.4	49.0				
<b>Female</b>	52.3	52.6	51.0				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	X				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient							
Economically Disadvantaged	-	-	-				
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>0</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	91	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	13.4	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	24.8	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	52.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 406</b>	District <b>03</b>	School Number <b>334</b>	School Name <b>Anderson</b>
Principal <b>Jodi Hyde</b>		Assistant Principal <b>Aimee Terosky</b>	
Coach		Coach	
Teacher/Subject Area <b>Alexandra Karlson/1<sup>st</sup> grade</b>		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Marcie Shaw</b>	
Related Service Provider		Other <b>Jennifer Lanni / ESL Teacher</b>	
Network Leader <b>Sandra Litrico</b>		Other	

### B. 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>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>573</b>	Total Number of ELLs	<b>1</b>	ELLs as Share of Total Student Population (%)	<b>0.17%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1.  
Upon registration to our school, a parent is given the Home Language Informational Survey (HLIS). When a child is deemed eligible for testing, he/she will be administered the Lab-R exam within 10 days as per CR Part 154. If the child is identified as needing ESL services based on his/her Lab-R results, he/she is placed in the appropriate classroom and is serviced by a fully certified ESL teacher. The parents are provided with an orientation within 10 days of a child's enrollment, where parents are informed on their rights and program options for services. At orientation, parents are informed of programs available in NYC through the DVD in the EPIC toolkit. At the end of the orientation, parents are given a Parent Choice Survey form asking for the selection of a second language program. Because this is the third year that we have ESL students, there are no trends in parent program selection. Our family is content with the push-in/ pull-out model within a free standing ESL program.

In the spring we administer the New York State English as a Second Language Achievement Test (NYSESLAT) in order to evaluate English language learners placement for the following year.

2.  
The faculty responsible for initial screening and administering the HLIS and Lab-R are the teachers of ESL, Jennifer Lanni and Spanish, Nicole Chandonnet. The ESL teacher is fully certified by state and city in ESL.

3.  
Entitlement letters are sent out by the ESL teacher as soon as the Lab-R is administered to inform parents of their child's status and raw score. The Parent Survey and Program Selection forms are also sent at this time. We have one family continuing services and have been able to communicate with them directly and in a timely manner. The ESL teacher monitors the return of the entitlement letters.

4.  
As the parents fill out the forms, we review the form and place the student in the appropriate class. Since our school is an application school the parents are very familiar with the school and its offerings. They have been through a long testing and application process in order to be accepted. With so few students in need of services the parents understand the offerings we provide.

5.  
This is the third year we have ESL students with a total of one family. There is no trend in parent program selection to report. The one family chose free standing ESL service.

6.  
Our free standing ESL program is aligned with our parents' request. In the event we see a surge of students eligible for ESL services, we will provide program offerings that align with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

### ELL Program Breakdown

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	1	<b>Newcomers (ELLs receiving service 0-3 years)</b>	1	<b>Special Education</b>	0
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	0	<b>Long-Term (completed 6 years)</b>	0

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.

	ELLs by Subgroups									Total	
	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		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>											0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0

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														0
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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

**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														0
Chinese														0
Russian														0
Bengali														0

## 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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### 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 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).
  - e. Describe your plan for ELLs identified as having special needs.

1a. Our organizational model for ESL instruction is the Push-In/Pull-Out model.

1b. Our program model is Homogeneous since we have one student who is officially ELL at present.

2. Our staff is organized in order that four 50 minute periods per week for the advanced ELL and seven 50 minute periods per week for the beginning ELLs would be provided and two 180 minutes of ELA per week; 8 periods of 50 minute periods per week would be provided for beginning and intermediate ELL students.

2a. ESL: The fully certified ESL teacher uses ESL pedagogy and methodologies to ensure comprehension appropriate instructional strategies to increase understanding in acquisition of second language English.

ELA: Our ELA literacy block allows time for ESL teachers to push into the classroom to provide services to our ELLs. The advanced level student receives 180 minutes of explicit ESL by a certified ESL teacher.

NLA: Currently, we do not have a NLA program. If the need arises, we will create necessary programs to comply with CR-154. Students speaking languages other than English at home would have books in their own language in their classroom libraries. NLA component will be provided only if the parent choice and the student body warrant the opening of a dual-language program.

In each program model content area based instruction is delivered. The ESL teacher assists classroom teachers to make content instruction more comprehensible particularly in critical language (at present, Russian for the advanced ELL and vocabulary of mathematics problem solving using CALLA and Sheltered Instruction methodologies.)

How do you differentiate instruction for ELL subgroups?

4a. SIFE (Students with Interrupted Formal Education): At present we do not have SIFE students. If we do in the future, we will test them to see if they have English language skills. If these students need assistance with the English language, we would hire an assistant teacher who speaks their native language and stays with them in the classroom to help the student with all necessary work. Our ESL teacher would also provide service for these children.

4b. ELLs in US schools less than three years (newcomers): At present, our official ELL as per CR-154, the student receives 180 minutes per week of ESL service with a fully certified teacher. If we were to have more newcomers with languages the ESL teacher does not speak, we would provide a bilingual faculty member who speaks the child's native language to meet frequently to teach upgrade the level of English competency. If we have several newcomer ELLs, we would create a group who would work with the bilingual ESL teacher. If we had newcomers in the upper grades, the ESL teacher would provide service to prepare the children for the ELA.

4c. At present we do not have ELLs in need of service from 4-6 years. If we had students receiving service from 4-6 years, our ESL teacher will provide a class to work on their needs developing all English language skills.

4d. At present we do not have Long-Term ELLs. If we did, we would develop long-term plans, including regular meetings with the students' classroom teachers. We would create a portfolio of the children's continued progress in English, and affirm the rights and responsibilities of their parents.

4e. At present all of our ELLs are identified as gifted and talented. We consider the giftedness component as the students learn the English language. If any student had special needs in addition to giftedness and ESL, we would work as a team with other professionals who focus on other special needs. If we had students with an IEP or 504 accommodations, we would make the appropriate accommodations as per CR-154 and Special Education rights.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Arts and Native Language Support**

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. At present our ELLs do not need a targeted intervention program. If we were to have students in need of intervention we would provide an after school program in ELA, math, science and art for the above listed ELL subgroups. At present we have the Wingspan Arts program in which the ELLs student is enrolled in a music program that also focuses on English language development.

6. At present our students do not need transitional support for proficiency on the NYSESLAT. In the event that we have students in need of transitional support, they work a language tutor and the ESL teacher. We would also provide support for the parents. These students will also receive test modifications for two years following proficiency on the NYSESLAT.

7. Currently we are not considering new programs and improvements that will affect our ELLs for the upcoming year.

8. Currently we have no programs that will be discontinued.

9. Our ELLs are afforded equal access to all school programs. Our after school Wingspan program and Renaissance at PS 9 is open to all of our ELLs. All aspects of our curriculum involve differentiation where individual needs are met.

10. The instructional materials used to support our ELL include Smart Boards, Fountas and Pinnell assessments, and good instruction.

11. Currently we do not have Transitional Bilingual or Dual Language. If we did have a need for these programs, we would hire staff that is fluent in the students' native languages. At present the ESL teacher provides books and writing materials in our ELLs' native language of Spanish and Russian.

12. The required ESL services support our ELLs ages and grade level. Materials are provided for our first grader that correspond directly to age and grade level.

13. Activities that assist newly enrolled ELL students before the beginning of school include the ability for parents to contact the Spanish and ESL teachers for materials and reading lists for use during the summer.

14. Spanish is the language all K-8 students learn at the Anderson School.

### 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)?

Currently, PS 334 does not have a Dual Language Program. In the event that we have the need, we will create a Dual Language Program that is self-contained and sequential. Language will be separated by subject and theme and taught by two teachers, one who teaches the curriculum in English and one who teaches the same curriculum in Spanish.

### 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.

Professional Development for classroom teachers includes: an AUSSIE literacy consultant who provides support to teachers on appropriate pedagogical strategies for ELLs. Our Network 406 provides additional professional development to our faculty. The fully certified ESL teacher is a resource to our classroom teachers and provides support in meeting the student's needs. We have very few out of classroom staff, however, those we do have participate in the consultant meetings.

At this time we do not need staff support to assist ELLs as they transition from elementary to middle and high school. In the event that we have ELLs transitioning we will provide staff and parents of ELLS meetings. These meetings will ensure a smooth transition.

Our ESL teacher will participate in grade level meetings to provide support and guidance to the classroom teacher with the ELL student in order to assist in meeting their academic language needs.

### 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?

Once we identify our students as ELL, parents meet informally with the ESL teacher to determine which program is most appropriate for their child. Parents are provided with a compact disc outlining the available programs and benefits of the Department of Education programs for ELL students. After the parents select a program for their child, the school holds two informational meetings per academic year to discuss the programs and student progress. In the spring the school meets with parents to discuss the NYSESLAT. The Anderson School holds two yearly parent-teacher conferences during which student progress is discussed with the parents, classroom teacher and ESL teacher. Parents ensure that their child work on academic assignments daily, they read with their child every day, and they create a supportive home environment for learning and studying. In the event that we have 15 parents that choose a bilingual program in two contiguous grades, we will accommodate to serve as per CR-154.

Parents also visit the school during open classroom tours where they can speak directly with the ESL teacher and observe the learning process of their child.

The Anderson School parents are very involved with all aspects of the school. There are numerous activities for social and academic development of all students, including our ELLs.

## 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)														0
Intermediate(I)														0
Advanced (A)		1												1
Total	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
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)								
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?

brother made tremendous leaps in one year, going from a beginner to proficient in all areas. We expect to have the current ELL proficient in all areas as evidenced by the next NYSESLAT.

Our first grade ELL took the NYSESLAT exam in Spring 2010. His scores reflect an Advanced proficiency level in English. His listening/speaking skills have greatly improved, however he remains challenged in reading/writing, specifically in phonemic awareness and spelling. The ESL and classroom teachers have developed a guided reading program for him to improve his reading comprehension and stamina.

The ELL continues to use his native language during his summers in Russia, when communicating with his family, and at his weekend schooling.

### 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.

Although only one child has officially qualified for ELL services we are providing language support to a total of 14 students. We feel these students are in need of this language support to be successful and achieve their best. The certified ESL teacher is able to provide small group work for these students. She supports the students and the teachers as an intervention teacher.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		