



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

THE ANDERSON SCHOOL

SCHOOL NAME : _____

03M334

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

PRINCIPAL: _____ **JODI HYDE** _____ **EMAIL:** _____ **JHYDE@SCHOOLS.NYC.GOV** _____

SUPERINTENDENT: _____ **DR. ESTHER FRIEDMAN** _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jodi Hyde	*Principal or Designee	
Stephanie Leung	*UFT Chapter Leader or Designee	
Roxanne Feeley	*PA/PTA President or Designated Co-President	
Paul Radvany	Member/ 5-8 parent at large	
Laura Mount	Member/ 6-8 parent rep	
Mindy Wigutow	Member/PTA rep to SLT	
Megan Alexander	Member/K-2 parent rep	
Nicole Chandonnet	Member/ 6-8 teacher rep	
Tim Rodgers	Member/ MS teacher at large	
Diane Kirksey-Floyd	Member/ 3-5 teacher rep	
Nicole Cardinale	Member/ Elementary teacher at large	
Deborah Lopez	Member/ 3-5 parent rep	
Khairah Klein	Member/ K-2 teacher rep	
Rina Cohen Schwarz	Member/ K-4 parent at large	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 85 percent of Anderson students will effectively use evidence to support persuasive/argumentative writing across subject areas and grades, as evidenced by the pre and post writing tasks.

Anderson students in K-8 will show progress in using evidence to support persuasive/argumentative writing by engaging in at least one literacy task that is embedded in our rigorous curriculum and aligned to the CCLS.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This is the third year that the Anderson School has worked on the CCLS. The staff has been reevaluating and reworking their units of study to fill gaps and eliminate overlap between grades. In addition, the adoption of the CCLS by New York State and preparation for the adoption of PARCC assessments in 2014 requires an increased focus on the reading and writing of non-fiction, informational, and persuasive/argumentative texts.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Throughout the school year Anderson teachers and administration participate in weekly meetings to develop rubrics, evaluate writing samples, and determine next steps.

All students will engage in teacher designed persuasive writing/argumentative writing tasks.

Rubrics will be established using the CCLS at a level appropriate to meet the needs of the Anderson population.

Teachers will meet in Teacher Teams to discuss and evaluate student work.

Current units of study will be re-evaluated and reworked utilizing Hess' Depth of Knowledge framework.

Teachers will participate in a series of three CCLS and writing Professional Development workshops addressing the different grade levels.

Anderson writing units of study will be memorialized on the ATLAS website.

Teachers across grades will review units for congruence.

Units of study will be reviewed for gap analysis.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the school year the Anderson School offers many opportunities for parent involvement. The principal offers grade focused morning meetings in the fall and spring. There are parent workshops, newsletters, and websites. Classes celebrate student achievement with publishing parties. Middle school parents have daily access to the Engrade grading system for up to date information.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and relationships with university schools of education such as Columbia University Teachers College, Bank Street College of Education, Fordham University and Hunter College of the City University. Teachers of the Gifted also procure the Gifted Extension Education Certificate.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Through a combination of school and parent funds including a private PTA grant, staff will be paid per session and per diem to enable uninterrupted hours of curriculum development and planning, software and technology purchases. Additionally, a budget line was created to enable hiring an assistant principal to support teachers and curriculum development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 85% of our middle school population will complete 85% of our required community service hours as evidenced by documentation including: logs of completed hours, photographs, sponsor letters, and student reflections. Students will demonstrate an increase in attitude and awareness of social responsibility (as evidenced by pre and post survey results). The community service program will nurture a sense of social responsibility and global citizenship and will inspire students to understand that they can effect powerful change through community action.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Anderson School has been aiming to organize a community service program for a few years. Since students come from all over the city, it is important to develop a sense of belonging and community at the campus. Establishing a community service program empowers students to use their critical thinking, their skills, and their voices to see the issues in the community, to become part of the solution, and to ultimately strengthen the community.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

One of the tenets of an Anderson education is to prepare students to lead gratifying lives and make meaningful contributions to the greater community. Anderson has established a Community Service Program that seeks to:

Engage students in activities where they work together to solve problems and successfully contribute to their community

Nurture a sense of social responsibility and global citizenship

Inspire students to understand that they can effect powerful change through community action.

Structure of the program

Students are required to meet hourly minimums for each year while in the middle school

6th grade must fulfill at least 10 hours of service

7th and 8th grades: must fulfill at least 15 hours of service each year

Students are allowed to exceed hourly minimums

Students will participate in a Community Service Program Orientation at the beginning of the school year detailing the program

Students keep track of all community service events on a log sheet with a supervisor signature from the place of service.

Log sheets will be turned in to Community Service Advisors

Administrative role

Program will be overseen by Community Service Advisors

Advisors will:

Collect hourly log sheets

Answer any questions from students regarding their service projects

Program Leader role

Collect all log sheets from Advisors on a bi-weekly basis

Attend Professional Development opportunities offered by the NYCDOE

Provide students with up to date community service programs and ideas in and outside of school

Conduct surveys before implementing the program and after completion of the program

Organization

Students can work in teams or groups to organize school wide events (drives)

Students in service learning elective or Anderson Student Council can organize community events

Communication

Students will attend an orientation meeting at the beginning of the school year to kick off the Community Service

Program

Information will be posted on the school website under the Community Service Program tab

Recognition

Students in 6th, 7th, 8th will receive a final print out of their community service hours completed along with the end year report card

8th grade students will receive a certificate of completion with hours

Two 8th grade students will be presented with an Outstanding Citizen Award at graduation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the school year the Anderson School offers many opportunities for parent involvement. The principal offers grade focused morning meetings in the fall and spring. There are parent workshops, newsletters, and websites.

Specific to the Community Service initiative, parents will assist with supervision of all off-campus events at a ratio of 2:1. In school events are to be supervised by teachers/staff with help of parent volunteers as needed.

Parents will receive e-blast newsletters home with guidelines, up to date events, hourly log sheets, and pictures/articles highlighting student work

The initiative will be introduced during the fall Principal's morning meeting. Program head will email parents via eblast to disseminate information to each grade.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and relationships

with university schools of education such as Columbia University Teachers College, Bank Street College of Education, Fordham University and Hunter College of the City University. Teachers of the Gifted also procure the Gifted Extension Education Certificate.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Through a combination of school and parent funds including a private PTA grant, staff will be paid per session and per diem to enable uninterrupted hours of curriculum development and planning, software and technology purchases. Additionally, a budget line was created to enable hiring an assistant principal to support teachers and curriculum development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students will demonstrate an increase in their health and wellness awareness among all members of the Anderson community as evidenced by the results of a pre and post survey.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Student health and wellness awareness has been a focus for the Anderson community. It is determined that our needs continue to be the reinforcement of these critical life skills as well as the need to maintain social and emotional health. Anderson students often experience anxiety as a result of their intrinsic desire to achieve. Stress management and mindfulness techniques have been found to be effective and will be piloted this year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The Anderson School will provide awareness education, social emotional education, and physical activities to promote the learning of health and wellness in the school community. During the 2011-12 school year, the Anderson School will provide its K-8 students and community with a variety of opportunities for health and wellness education.

Expert speakers will present sex education for students in grades 5, 6, and 7.

Nutrition and wellness education will be integrated into our science and health curriculum.

A schedule will be set for student exploration and play with the new Imagination playground.

Students will participate in child meditation/mindfulness practice.

Students in first grade will participate in movement and math walks around the neighborhood.

Students will participate in a variety of field trips to support healthy food choice.

All of the schools in the building will participate in a wellness day.

The school cafeteria will participate in Wellness in the Schools (WITS).

**A Resolution A grant will be used to create a health and wellness/technology room to increase physical activity.
Sports teams will support physical activity.
Morning programs will support student participation in physical activities.
A schedule of additional movement time will afford K-4 students increased playground time.
Stress management techniques are offered by our school guidance counselor to students in the testing grade students.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the school year the Anderson School offers many opportunities for parent involvement. The principal offers grade focused morning meetings in the fall and spring. There are parent workshops, newsletters, and websites.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**We have allotted funds for a full time PE/ Health certified faculty member.
The Anderson School will continue to enrich student wellness knowledge through a combination of school (FSF) and parent funds. Professional development, conferences and literature resources will be explored using the PD budget lines. Per session, training rate, and per diem funds will be utilized to provide teacher support in the implementation of these programs.**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve the comparative ELA performance of the TARGET GRADE (current 5th graders) as evidenced by a 14% increase in the number of students performing at a proficiency level 4, as compared to their 4th grade performance level.

By June 2012, last year's 4th graders, the current 5th graders, will show a 14% increase in the number of students scoring at a level 4 as indicated on the 2012 NYS ELA Exam (from 16% to 30%).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Last year's NYS ELA test documented fewer 4th grade students receiving a Level 4. Due to the severe decrease in the number of students earning a Level 4 we determined a need to focus on this group of students and work to improve their performance on the grade 5 exam.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Throughout the school year a variety of methods will be employed to offer students and teachers additional support to achieve this goal.

All teachers will participate in Teacher Team meetings evaluate and discuss student work.

Students in need will be invited to attend an after school ELA academy to increase preparation time.

A full time assistant principal, with extensive coaching experience, has been hired to systematically and purposefully organize teacher teams.

An item analysis of the 2011 ELA will be conducted to determine the areas, standards, and question types that our students were not able to answer correctly.

Teachers will participate in a series of three CCLS and writing Professional Development workshops addressing the different

grade levels.

Teachers will conduct Fountas and Pinnell benchmark reading assessments and set goals with students.

Teachers are using data to inform instruction by establishing guided reading groups and literature circles by:

Using Fountas and Pinnell continuum to select strategies for teaching.

Using leveled libraries to cater to students and their individual reading levels.

The 5th grade teacher is piloting the use of an iPad in the classroom as a teaching tool.

Higher order critical thinking skills will be focused on through the implementation of Edward deBono's Six Thinking Hats curriculum and ensuring higher order thinking skills are written into the units of study and assessments.

Using Bloom's Taxonomy and Hess' Depth of Knowledge to generate higher order thinking questions.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Throughout the school year the Anderson School offers many opportunities for parent involvement. The principal offers grade focused morning meetings in the fall and spring. There are parent workshops, newsletters, and websites. Classes celebrate student achievement with publishing parties.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and relationships with university schools of education such as Columbia University Teachers College, Bank Street College of Education, Fordham University and Hunter College of the City University. Teachers of the Gifted also procure the Gifted Extension Education Certificate.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Through a combination of school and parent funds we provide our teachers with a range of professional development experiences appropriate for teaching gifted students.

We use our Contracts for Excellence allocations for professional development, including paying for sub coverage.

NYSTL funds provide us with books to support the after school academies.

The Network provides support with professional development opportunities for teachers.

A budget line was created to support the hiring of a full time Assistant Principal able to support the curriculum development and item analysis.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	N/A
Mathematics	N/A
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/ Sandra Litrico	District 03	Borough Manhattan	School Number 334
School Name P.S. 334 Anderson			

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

Principal Jodi Hyde	Assistant Principal Robert Schliessman
Coach N/A	Coach N/A
ESL Teacher Laila Lyngstad	Guidance Counselor Gail Ridder
Teacher/Subject Area Mary Lou Kozol/Common Branch	Parent type here
Teacher/Subject Area Samantha Skolnik/Common Branch	Parent Coordinator Marcie Shaw
Related Service Provider N/A	Other N/A
Network Leader Sandra Litrico	Other N/A

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	561	Total Number of ELLs	2	ELLs as share of total student population (%)	0.36%
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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. 

Paste response to questions 1-6 here

English Language Learner (ELL) students are identified upon entering the New York City school system through completed Home Language Identification Surveys (HLIS), which are available and translated in multiple languages when needed. Completion of the HLIS survey is overseen by our Spanish teacher, Nicole Chandonnet, who conducts an informal interview with parents at this time. Ms. Chandonnet is bilingual in Spanish, and uses translated information or translators if available for other languages. At this time, parents are informed of their options regarding ELL programs available in NYC schools. Within 10 days of enrollment and based on the information provided by the parent, and the HLIS the ESL teacher (Ms. Lyngstad) identifies those students who are required to take the Language Assessment Battery test (LAB-R), which determines English language proficiency as well as ELL eligibility, and corresponding ELL placement for the child. Spanish speaking students determined to be ELLs are then administered the Spanish LAB-R by the certified bilingual teacher, Ms. Chandonnet. English language learners who are already in the New York City school system are identified by Ms. Lyngstad after office staff runs an RLAT Exam History Report on ATS which also gives their NYSESLAT language proficiency score. This score will help group and service the current ELL students accordingly. In addition, the office staff runs the RNMR Report on ATS, which provides the last three years' scale scores and modality results for Reading/Writing and Listening/Speaking. Ms. Lyngstad also uses the RLER Report on ATS, which shows the revised NYSESLAT and Eligibility Roster. Mr. Schliessman, the school's test coordinator, reviews the NYSESLAT exams for each child to ensure that all four components are administered. (The NYSESLAT is the New York State English as a Second Language Achievement Test, which is administered in the spring; this score determines future placement and services for all English Language Learners.)

2. Within 10 days of ELL identification through the LAB-R, The ESL teacher, Ms. Lyngstad, notifies the parents that the LAB-R was administered to their child. The parents receive an entitlement letter if their child qualifies as an ELL or a Non Entitlement letter if they do not. Outreach: the entitled parents are also sent an invitation from the parent coordinator, Ms. Shaw, to a parent orientation at the school with the ESL teacher who will supply them with information regarding the program choices available to their child in NYC (Transitional Bilingual, Dual Language, and freestanding ESL). The parents watch the Chancellor's video, available in their native language, explaining the 3 different program types available citywide, Transitional Bilingual, Dual Language and Free Standing ESL. Parents also receive a brochure in their native language explaining the various options available for English Language Learners. The parent orientation is ongoing throughout the year, for parents of newly enrolled ELLs.

3. Within 10 days of student enrollment, the ESL teacher, Ms. Lyngstad, sends the ELL entitlement notification letter home to parents upon ELL eligibility, as well as the invitation to the orientation. Follow-up phone calls are offered both by the ESL teacher and the Parent Coordinator. Upon completion of the parent orientation, the Parent Survey is distributed as well as the Program Selection letter. Both are collected by the ESL teacher, Ms. Lyngstad, and stored in a file in the main office. The parent coordinator, Ms. Shaw, ensures that all surveys and Program Selection forms are returned and oversees the records. Parents are informed by the parent coordinator, Ms. Shaw, that if these forms are not completed and returned their child must be placed in a Transitional Bilingual Program as per CR-Part 154.

4. After the forms are collected by the parent coordinator, the ESL teacher, Ms. Lyngstad, reviews the parents' choices and places the students accordingly. Since The Anderson School is an application school, the parents have chosen the school and are very familiar with

the school and its academic offerings. They have been through a long testing process in order to be accepted. Parents are happy to receive ESL services. If they desire a service we do not offer we assist them in finding a school that does.
 5. This is the third year that we have had ESL students in our school. Each year all the parents have chosen Freestanding ESL for their children.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	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										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	2									2
Total	2	0	0	0	0	0	0	0	0	2

Number of ELLs in a TBE program who are in alternate placement: 0

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
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. We have a push in/pull out model at our school.

1b. Our program model is homogeneous. We only have two ELLs currently and the ESL teacher pushes into each student's class.

2. ESL is delivered through the mandated 360 minutes of instruction for our beginner student and the 180 minutes mandated minutes for our intermediate student, ELA is embedded in all ESL instruction. This translates to 4, 50 minute periods for our intermediate student and 8, 50 minute periods for our beginner student.

3. ESL instruction is delivered using ESL methodologies such as Total Physical Response, realia, and scaffolding. The ESL teacher also provides instruction in phonics, reading, writing, social studies and mathematics. The classroom teachers and ESL teacher collaborate in advance regarding lesson plans. The ESL teacher provides content area support with realia, additional picture books on the subjects studied, and through discussions with the students.

4. Currently we do not have an NLA program and therefore, we do not evaluate a child's native language. We do support their native languages by providing books in their native language throughout the content areas, as well as glossaries and dictionaries.

5.a. Currently the Anderson School has no SIFE students. In the event that we do receive SIFE students, we will provide mandated services according to their proficiency level and provide an assistant teacher that speaks their native language.

b. Students who have been in school less than three years receive instruction based on their needs. The student receives instruction that is rich in language development which emphasizes phonics and reading strategies. If the student's proficiency level is beginner, they receive instruction for 360 minutes a week.; if intermediate they receive 180 minutes a week. The ESL teacher works very closely with the classroom teacher and together they develop scaffolding techniques to help enhance the students' learning. The ESL teacher will also help the students with the state test preparation and use resources such as the Kaplan Test Prep Guides.

c and d. Currently we do not have any Long Term ELLs. If we did, we would develop long term plans, including regular meetings between the classroom teacher, ESL teacher and administrator to ensure strategies are being used and developed to foster their language growth.

6. At the 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 has special needs in addition to giftedness and ESL, we would work as a team with other professionals who work on their special needs. If the ELL-SWD has an IEP both the mandated goals and the integrity of their IEP will be honored, as will the ELL mandates.

7. Not applicable, see question 6

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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

8. At present, our ELL students 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 subgroup. At present, we have the Wingspan Arts Program in which the ELL students are enrolled.

9. Students that have tested at the proficient level will receive transitional support as needed. The ESL teacher will check with the classroom teacher to see if any additional support is needed. Students will also receive testing accommodations on all state/city tests.

10. Currently we are not considering any new programs or improvements for the upcoming school year.

11. No programs will be discontinued for next year.

12. ELLs are afforded equal access to all programs in our school. Our after school Wingspan Program and Renaissance are open to our ELLs. All aspects of our curriculum involve differentiation where individual student needs are met.

13. Instructional materials used to support ELLs include dictionaries, glossaries, authentic literature, games, Smart Boards, and Fountas and Pinnell assessments. In addition to these materials, the use of ESL methodologies support the students .

14. Currently we do not have a Transitional Bilingual or Dual Language Program. At present our two students are provided with books across the content areas, glossaries and dictionaries in their native language.

15. Required services support the two ELL students' ages and grade levels (both are early childhood). Materials include big books, picture books, phonics games and puzzles for vocabulary building.

16. Activities that assist newly enrolled ELL students before the beginning of the school year include parents being able to contact the Spanish and ESL teacher for materials, and reading lists that are provided for use during the summer.

17. 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)?

Paste response to questions 1-5 here

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.

1. Professional Development for ELL classroom teachers includes: our Network 406, which provides professional development to our faculty, in particular to the ESL teacher during periodic professional development meetings. Topics this year include "Instructional Expectations for ELLs," "looking at Student/Teacher Work," "Authentic Assessment for ELLs," "Persuasive to Argumentative Writing," and "Building Academic Language." The Network has also provided ELA and math workshops for Common Branches teachers in grades K, 1, 3, 4 and Middle School teachers in grades 5 and 6. Topics include "Focus on the CCLS and NYC Instructional Initiatives," "Planning Units of Study for Reading and Writing Genres: Nonfiction and Argumentative," "Lesson Design in Math Correlated with CCLS," and "Best Practices for Building Math Capacity." The certified ESL teacher, Ms. Lyngstad, is a resource to our classroom teachers and provides support in meeting the students' needs. The school's Occupational Therapy teacher, Ms. Jacobson, has provided PD on OT methods to all early childhood teachers this year.

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

3. In addition to the workshops and staff developments mentioned in question 1, our ESL teacher will provide staff development in ESL methodologies and techniques to train the staff as per Jose P. An attendance sheet will be created for each session and it and any handouts from the PD will be filed in the main office.

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?

1. Once we identify our students as an 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 for the ELL students. After the parents select a program for their child, the school holds two informational meetings per academic year to discuss the program and the students' 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 teachers and ESL teacher. Parents ensure that their children work on academic assignments daily; they read with their child every day and they create a supportive home environment for learning and studying.

2. Currently we do not partner with CBOs or outside agencies.

3. The needs of the parents are addressed through the PTA, as well as workshops for parents about topics featured in our Social and Emotional Curriculum. We have 20 families who need translated documents (Albanian, Arabic, Bengali, Chinese, Hindi, Russian, Spanish, and Thai). Parent volunteers act as oral and written translators for these families.

4. 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. We have annual visits from a psychologist to talk about sex education, and a visit from the D.A.'s office to talk about cyberbullying. We have 20 families who need translated documents (Albanian, Arabic, Bengali, Chinese, Hindi, Russian, Spanish, and Thai). Parent volunteers act as oral and written translators for these families.

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	0	1	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													
READING/ WRITING	B													
	I													
	A													
	P													

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M334 **School Name:** The Anderson School

Cluster: 04 **Network:** 406

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

Part A: Needs Assessment Findings

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

We assess all home language surveys at the end of September each year to determine the number of families that speak a language other than English in the home. A pedagogue also interviews every family that is new to the DOE to determine this information. Once we collect and analyze that data, our parent coordinator and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native languages.

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. This year, the school's written translation needs are: 9 Chinese, 3 Russian, 2 Spanish, and one each for Albanian, Arabic, Bengali, Hindi, and Thai. This year's oral interpretation needs are: 2 Mandarin, 6 Cantonese, 3 Russian, 2 Spanish, and one each for Albanian, Arabic, Bengali, Hindi, and Thai. Findings were announced to the school community by the principal. Notices such as the Parents' Bill of Rights and safety plan procedures are backpacked home.

Part B: Strategies and Activities

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

We assess all home language surveys at the end of September each year to determine the number of families that speak a language other than English in the home. A pedagogue also interviews every family that is new to the DOE to determine this information. Once we collect and analyze that data, our parent coordinator and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native languages.

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 in-house with school staff and with 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.