



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ___THE SUSAN B. ANTHONY ACADEMY I.S. 238_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____29Q238_____

PRINCIPAL: ___PETER LEDDY_____ **EMAIL:**PLEDDY@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____LENON MURRAY_____

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
Peter Leddy	*Principal or Designee	
Juan Tineo	*UFT Chapter Leader or Designee	
Julian Jones	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patrick Sullivan	Member/Teacher	
Pedro Rojas Sanchez	Member/Teacher	
Dianne Joyce	Member/Teacher	
Sundra Dancey	Member/Parent	
Sophie Franklin	Member/Parent	
Robin Murray	Member/Parent	
April Bolton	Member/Parent	

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

- By June 2012, the Students with Disabilities group will demonstrate progress towards achieving state standards as measured by an increase in the performance index from 78 to 140, the effective annual measurable objective (EAMO) as calculated on the 2012 New York State Report Card using the 2012 New York State English Language Arts Test.

Comprehensive needs assessment

- The 2011–12 New York State NCLB status of the Susan B. Anthony Academy is Restructuring (advanced) Focus. This is in part due to the Students with Disabilities sub-group not meeting Annual Yearly Progress in English Language Arts. Our goal is to meet AYP in 2012-13 to enable the Susan B. Anthony Academy to be officially identified as a School in Good Standing by New York State.

Instructional strategies/activities

The school will implement the following:

- Professional development for staff on instructional strategies and assessment techniques for SWD
- Focus on 2011-12 city-wide instructional expectations in ELA and literacy
- Focus on 2011/12 city-wide teacher practice expectations using a research based rubric on excellence in teaching.
- Teacher teams collaborative look at student work to determine gaps and plan for academic support
- Teachers provide differentiated instruction and support to students to support achievement of ELA goals.
- Teacher teams collaborate at least once per week during extended day time and during early dismissal days to analyze data and plan for meeting ELA goals.
- Responsible Staff Members: Assistant Principal of ELA, ELA lead teacher, data specialist will be responsible for this initiative
- Implementation Timeline: September 2011-June 2012.

Strategies to increase parental involvement

- Provide parents with direct access to their child's record of academic progress which includes:
 - Class performance data
 - Attendance data
 - Anecdotal information
- Provide each parent timely notice when their child is assigned a teacher who is not highly qualified as per section 200.56 of the Title I Final Regulations

- Provide parents with frequent reports on their student's progress. Specifically, the school will provide report cards after each marking period is completed. In addition, parents will receive four progress reports (one per marking period) to alert parents of any academic issues.
- Parent Coordinator will conduct workshops for parents on ELA and/or literacy strategies and resources.
- Parent Coordinator will train parents on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- School leaders regularly attend hiring fairs to identify and recruit highly-qualified ELA teachers.
- School leaders and the secretary will work collaboratively with the network Human Resources Director to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors assigned to support struggling and/or unqualified teachers.

Service and program coordination

- Sports and Arts in Schools Foundation will continue to provide after school tutoring services to at-risk students
- Effective February 2012 students will begin attending a Saturday program that will prepare students for the NYS exams in ELA and Math

Budget and resources alignment

- Tax Levy FSF
- Title I
- SINI Grant

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

- By June 2012, the Limited English Proficient student group will demonstrate progress towards achieving state standards as measured by an increase in the performance index from 85 to 141, the effective annual measurable objective (EAMO) as calculated on the 2012 New York State Report Card based on the 2012 New York State English Language Arts Test.

Comprehensive needs assessment

- The 2011–12 New York State NCLB status of the Susan B. Anthony Academy is Restructuring (advanced) Focus. A trend analysis of the data reflects that although the Limited English Proficient student group met EAMO for 2011, the Performance Index target was through Safe Harbor. For 2012, our goal is for the Limited English Proficient sub-group to achieve a Performance Index of 141 – EAMO for ELA. Ultimately, our goal is to meet AYP in 2012-13 to enable the Susan B. Anthony Academy to be officially identified as a School in Good Standing by New York State.

Instructional strategies/activities

- Professional development for staff on instructional strategies and assessment techniques for SWD
- Focus on 2011-12 city-wide instructional expectations in ELA and literacy
- Focus on 2011-12 city-wide teacher practice expectations using a research based rubric on excellence in teaching.
- Teacher teams collaborative look at student work to determine gaps and plan for academic support
- Teachers provide differentiated instruction and support to students to support achievement of ELA goals.
- Teacher teams collaborate at least once per week during extended day time and during early dismissal days to analyze data and plan for meeting ELA goals.
- Responsible Staff Members: Assistant Principal of ELA, ELA lead teacher, data specialist will be responsible for this initiative
- Implementation Timeline: September 2011-June 2012.

Strategies to increase parental involvement

- Provide parents with direct access to their child's record of academic progress which includes:
 - Class performance data
 - Attendance data
 - Anecdotal information
- Provide each parent timely notice when their child is assigned a teacher who is not highly qualified as per section 200.56 of the Title I Final Regulations
- Saturday program for parents of ELL students

- Parent Coordinator will conduct workshops for parents on ELA and/or literacy strategies and resources.
- Parent Coordinator will train parents on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- School leaders regularly attend hiring fairs to identify and recruit highly-qualified ELA teachers.
- School leaders and the secretary will work collaboratively with the network Human Resources Director to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors assigned to support struggling and/or unqualified teachers.

Service and program coordination

- Students will participate in the Soaring High Literacy, Math and Science after school program three days a week.
- Students will attend the Saturday enrichment program for Literacy, Math and Science to prepare students for NYS exams.

Budget and resources alignment

- Tax Levy FSF
- Title I
- Title III

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

- By June 2012, the Students with Disabilities group will demonstrate progress towards achieving state standards as measured by an increase in the performance index from 97 to 150, the effective annual measurable objective (EAMO) as calculated on the 2012 New York State Report Card based on the 2012 New York State Math Test.

Comprehensive needs assessment

- The 2011–12 New York State NCLB status of the Susan B. Anthony Academy is Restructuring (advanced) Focus. A trend analysis of the data reflects that although the Students with Disabilities group met EAMO for 2011, the Performance Index target was through Safe Harbor. For 2012, our goal is for the Students with Disabilities sub-group to achieve a Performance Index of 150 – EAMO for Math. Ultimately, our goal is to meet AYP in 2012-13 to enable the Susan B. Anthony Academy to be officially identified as a School in Good Standing by New York State.

Instructional strategies/activities

The school will implement the following:

- Professional development for staff on instructional strategies and assessment techniques for SWD
- Focus on 2011-12 city-wide instructional expectations in Math
- Focus on 2011-12 city-wide teacher practice expectations using a research based rubric on excellence in teaching.
- Teacher teams collaborative look at student work to determine gaps and plan for academic support
- Teachers provide differentiated instruction and support to students to support achievement of Math goals.
- Teacher teams collaborate at least once per week during extended day time and during early dismissal days to analyze data and plan for meeting Math goals.

Strategies to increase parental involvement

- Provide parents with direct access to their child's record of academic progress which includes:
 - Class performance data
 - Attendance data
 - Anecdotal information
- Provide each parent timely notice when their child is assigned a teacher who is not highly qualified as per section 200.56 of the Title I Final Regulations
- Provide parents with frequent reports on their student's progress. Specifically, the school will provide report cards after each marking period is completed. In addition, parents will receive four progress reports (one per marking period) to alert parents of any academic issues.

- Parent Coordinator will conduct workshops for parents on Mathematics strategies and resources including the Common Core Learning Standards.
- Parent Coordinator will train parents on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- School leaders regularly attend hiring fairs to identify and recruit highly-qualified Math teachers.
- School leaders and the secretary will work collaboratively with the network Human Resources Director to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors assigned to support struggling and/or unqualified teachers.

Service and program coordination

- Sports and Arts in Schools Foundation will continue to provide after school tutoring services to at-risk students
- Effective February 2012 students will begin attending a Saturday program that will prepare students for the NYS exams in ELA and Math

Budget and resources alignment

- Tax Levy FSF
- Title I
- SINI Grant

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

- By June 2012, the principal and assistant principals will increase the frequency of unannounced, frequent mini-observations and formal observations to provide teachers with actionable feedback aligned to a research-based rubric for effective teaching.

Comprehensive needs assessment

- Susan B. Anthony Academy will meet the 2011-12 city-wide instructional expectation of strengthening teacher practice through the use of a research based rubric as a guide for effective teacher practice in the observation-feedback cycle.

Instructional strategies/activities

- Instructional leaders will conduct a minimum of four formal observations and eight mini-observations for each teacher during the school year
- Teachers will participate in learning walks focused on the Danielson framework competencies
- Full day Professional Development/Teacher teaming day is planned for March 19, 2012 as implemented by pending SBO vote.
- ½ day Profession Development/Teacher teaming days are planned for February 13, 2012, March 5, 2012, and May 7, 2012
- Teachers work in collaborative teams to plan and prepare instruction that meets high levels of achievement on the teacher effectiveness rubric, with a focus on the examining student work and creating rigorous curriculum and tasks.
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: September 2011-June 2012.

Strategies to increase parental involvement

- Provide parents with direct access to their child's record of academic progress which includes:
 - Class performance data
 - Attendance data
 - Anecdotal information
- Provide each parent timely notice when their child is assigned a teacher who is not highly qualified as per section 200.56 of the Title I Final Regulations
- Parent Coordinator will conduct workshops for parents on the Common Core Learning Standards.
- Parent Coordinator will train parents on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- School leaders regularly attend hiring fairs to identify and recruit highly-qualified teachers.
- School leaders and the secretary will work collaboratively with the network Human Resources Director to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors assigned to support struggling and/or unqualified teachers.

Service and program coordination

- School leaders set up and follow a schedule for teacher observation and feedback using the standards of best practice as outlined in the research-based rubric.

Budget and resources alignment

- Tax Levy FSF
- Title I

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

- By June 2012, all students will have been engaged in at least one literacy and math task embedded in a unit of study aligned to the Common Core Learning Standards.

Comprehensive needs assessment

- Integrating CCLS to the existing curriculum and providing opportunities for all teachers to engage in the design and implementation of CCLS units as a means for increasing academic success and rigor for students
- Integrating CCLS to the existing curriculum and providing opportunities for all teachers to engage in the design and implementation of CCLS units to ensure that teachers are better prepared to serve future students in meeting the demands set forth by the impending changes in assessments and accountability

Instructional strategies/activities

- School leaders and teachers will attend network sponsored professional development on the CCLS and assessments.
- Teachers will participate in network sponsored PD on team facilitation, ELA and Math CCLS standards.
- Network instructional staff will provide on-site professional development for school leaders, lead teachers and identified staff.
- Target population: Teachers, Teacher Teams
- Responsible Staff: Principal and Assistant Principal
- Implementation Timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Provide parents with direct access to their child's record of academic progress which includes:
 - Class performance data
 - Attendance data
 - Anecdotal information
- Curriculum synopses will be revised and edited toward implementation and alignment to the CCLS; these documents will be sent home to parents three times this year (2nd marking periods, 3rd marking period and 4th marking period.)

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrators and teachers will be granted time for participation in professional development with our PSO, CEI-PEA, for the purpose of developing an improved understanding of the requirements set forth by NYS's revised teacher evaluation system
- School teams participate in and turnkey Network professional development focused on 21st century curriculum development and mapping, integrated curriculum units, essential questions, data analysis and formative assessment.

- School teams participate in and turnkey Network lab-site professional development focused on Writing Units of Study aligned to the CCLS

Service and program coordination

- Teachers will participate in professional development designed to create Common Core aligned curricular units and tasks, as well as formed teacher teams to create Common Core-aligned curricular units and tasks.

Budget and resources alignment

- Tax Levy FSF
- Title I
- Inquiry Team Funds

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	50	33	19	7	96	14	16	48
7	75	49	30	34	140	12	15	42
8	56	50	37	40	162	10	8	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	<ul style="list-style-type: none"> • Read 180 Enterprise Edition - The Read 180 program is an interactive literacy program for intermediate ESL students in the 6th and 7th and 8th grades . The program is designed to service students who are below grade level in reading. READ 180 is offered five days a week for two classes. Each class is ninety minutes a day and services twenty-four students. The ninety minute segment is divided into four twenty minute rotations: whole group, small group, independent reading and a computer component. • Rosetta Stone- A computer based language-learning program that builds language fluency and word recognition for beginner ELL students and their parents. • Achieve 3000 – Achieve 3000 provides Internet based individualized instruction. Each student is initially given a test that establishes their Lexile level, and then their reading assignments throughout the program are individualized based upon this level.
Mathematics	<p>To address the needs of our lower tier mathematics students we provide the following services: Reduced class size, additional instruction and tutoring during our extended day program, differentiation through the use of manipulative, visuals, narratives and technology. We are currently in the process of using Success Maker for at-risk students in Math.</p>
Science	<p>Extended Day and small group tutoring. State of the art science lab is free at all times for teachers to conduct lab experiments in an optimal setting. We have retained the services of a Science Specialist to provide individualized professional development to teachers. We also established a vibrant partnership with the <i>Hall of Science</i> to provide “hands on” science based activities.</p>
Social Studies	<p>Extended Day and small group tutoring. The school hosts a Social Studies “Jeopardy” tournament as a creative and rewarding way to enhance student retention of the Social Studies Curriculum.</p>
At-risk Services provided by the Guidance Counselor	<p>Group, individual and parental counseling during and after the school day. The school identifies any impediments to high achievement including emotional, social, and neurological factors.</p>

At-risk Services provided by the School Psychologist	Testing for initial and reevaluations. Consultation with parents prior to and during EPC meetings. Meetings with ACS representatives and teachers are conducted on an as needed basis.
At-risk Services provided by the Social Worker	Home visits with a focus on absence and lateness.
At-risk Health-related Services	Primary focus on Asthma health education. Questionnaires given out and mini-workshops conducted.

**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

SUSAN B. ANTHONY ACADEMY I.S. 238'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 SUSAN B. ANTHONY ACADEMY I.S. 238 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, SUSAN B. ANTHONY ACADEMY I.S. 238 will:

School Responsibilities

The Susan B. Anthony Academy will:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the NYS learning standards
- Conduct parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Specifically, these conference will be held twice a year in both the fall and spring terms
- Provide parents with frequent reports on their student's progress. Specifically, the school will provide report cards after each marking period is completed. In addition, parents will receive four progress reports (one per marking period) to alert parents of any academic issues.
- Provide parents reasonable access to staff. Staff will be available for consultation with parents during parent-teacher conference days and evenings. Staff will also be available during the regular school day by appointment.

- Provide parents with direct access to their student's academic record, by assisting parents with accessing ARIS and also hard copy records

Parent/Guardian Responsibilities:

We as parents will support our children's learning in the following ways:

- Monitor attendance
- Monitor completion of homework assignments
- Monitor and encourage our children to wear the school uniform
- Participating in my children's education
- Communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail
- Serving on the policy advisory groups such as the Title I Parent Committee, the School Leadership Team, and the Parent Teacher Association

Student Responsibilities:

As students we will be responsible to:

- Do our homework everyday
- Read at least thirty minutes every day outside of school
- Bring home all information given to us to our parents
- Wear the school uniform everyday
- Respect our teachers and other school personnel
- Respect our peers

Additional Required School Responsibilities

The Susan B. Anthony Academy will:

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and in a language that parents can understand
- Provide parents information in a timely fashion about Title I, Part A programs that includes an explanation of the school's curriculum
- Provide to each parent an individual student report about the performance of their child on the state assessment in math and ELA.
- Provide opportunities for regular meetings for parents to offer suggestions and to participate in decisions about the education of their children.

Response Plan for Schools In Need of Improvement (SINI)

School DBN: _29Q238_____ School Name: _____ The Susan B. Anthony Academy _____

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

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

Category: Basic Focused Comprehensive

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

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

For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For two consecutive years The Susan B. Anthony Academy (I.S. 238) Students with Disabilities subgroup failed to make their Annual Yearly Progress as evidenced by the New York State Grade 8 ELA Exam. Our goal this year is for our Students with Disabilities to demonstrate progress towards achieving basic standards in literacy, as measured by a 5% increase on the 2012 NYS ELA Exam as compared to the 2011 NYS ELA Exam. This goal was created as a direct response to our students (SWD) not meeting their AYP in Literacy. This group was identified by a careful analysis of the 2011 ELA results, including the item skill analysis in ARIS. Therefore, progress for our students with disabilities subgroup is a priority for this school year

Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The Susan B. Anthony Academy (I.S. 238) will implement a Saturday Program of Instruction as the intervention to support the improved achievement in Literacy of our Students with Disabilities in Grades 6, 7, 8. Our Saturday Program will span four months and will concentrate on the specific needs of our Students with Disabilities in order to prepare them for the NYS ELA Exam. The teachers will provide grade appropriate small group and individualized instruction in Literacy. Therefore, the skills and strategies will be taught by service providers who have demonstrated an expertise in literacy instruction and are skilled in working with special education students and their needs. The program will run for 9 Saturdays. Each session will be for three hours. The duration of the program will be from January 21, 2012 through April 14, 2012 servicing the majority of our Student with Disabilities population.

Part B: For Title I SINI Schools Only

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

The funding for Professional Development will allow the school to implement and sustain Differentiated Instruction, Common Core State Standards and Data Driven Inquiry workshops. There is a need to improve teacher practice to support increased student performance. Teachers of Students with Disabilities will have an increased opportunity to improve their practice, deepen content/subject knowledge and increase their understanding of the needs and strengths of Students with Disabilities. Teachers will collaborate and craft alternative strategies in order to promote greater student success. These Professional Development workshops will take place during the Winter Break, February 21, 22, & 23 and on a monthly basis in after school sessions provided by our Assistant Principals, specialized in house staff and network personnel.

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

As of this date, The Susan B. Anthony Academy (I.S. 238) has two teachers that require mentoring. These teachers receive mentoring from our F-Status coach. Our coach provides on-site professional development in the areas of classroom organization and management, as well as the design of instruction and assessment to new and experienced teachers alike. This mentoring is done in one on one sessions, as well as through classroom inter-visitations and the sharing of best teaching practices.

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

The Susan B. Anthony Academy (I.S. 238) will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

**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 Debra Moldonado/Mae Fong	District 29	Borough Queens	School Number 238
School Name Susan B. Anthony			

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

Principal Peter Leddy	Assistant Principal Wade Burke
Coach type here	Coach type here
ESL Teacher Evelyn Martinez	Guidance Counselor Betty Robles
Teacher/Subject Area Juan Tineo/NLA	Parent Julian Jones
Teacher/Subject Area type here	Parent Coordinator Anthony Mahon
Related Service Provider type here	Other type here
Network Leader Mae Fong	Other type here

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	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	3
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	1
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	2		

D. School Demographics

Total number of students in school	1571	Total Number of ELLs	190	ELLs as share of total student population (%)	12.09%
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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. 

When a student comes to our school as a first time registrant into the NYC school system the parent is given an HLIS to fill out, with assistance by one of our certified ESL teachers. If the HLIS shows the criteria for deeming the student a potential ELL, the student is given an informal interview by one of our ESL teachers and the OTELE (language) code is entered onto the HLIS. If the language is not English, the LAB-R is administered within 10 days of registration, by a licensed ESL teacher. Parents in the meantime receive a placement letter informing them their child is being placed in an ESL classroom. Once the LAB-R is administered and hand-scored the parents are notified by letter of eligibility or non-eligibility for ESL services. If a Spanish-speaking student was administered and did not pass the LAB-R (s)he is administered the Spanish LAB for purposes of determining NL literacy skills, not placement.

The sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance Counselor and the eighth grade Guidance Counselor is only fluent in English. Our guidance counselors assist with the interviews, when needed for translation purposes, to assist the ESL teacher who is a licensed pedagogue.

Within ten days of a student being flagged as an ELL by virtue of the hand-scored LAB-R exam, parents are informed of ESL eligibility through the entitlement letters and are also invited to a parent orientation to learn about the ESL programs offered by the NYC school system (Freestanding ESL/ Transitional Bilingual Education [TBE] and Dual Language [DL]). Parents are invited by a telephone call home in the parents' native language and a letter is also sent in parents' native language. Through these phone calls and letters, parents are invited to an orientation session. At this orientation session, parents view a DVD available online in the major languages represented by our NYC student population. This orientation session is translated by a staff member who speaks the native language of the parents. If a staff member is not available who speaks the native language of the parents, NYCDOE translation services are called to help translate the orientation session. Parents are given a Program choice survey form to fill out, and show their preference of programs. They are then told in their native language that we offer a TBE and Freestanding ESL program. We will assist any parent to find an appropriate DL program is that is their first preference if they still do not want a TBE program for their child. If we get more requests for TBE than our current classes can accommodate we will, in accordance with the Aspira Consent Decree, open another such class, either on one grade or as a bridge class. Parents who do not respond to the orientation invitation are contacted by phone by the parent coordinator or ESL teacher and another invitation is sent. Parents of Spanish speaking students who do not attend or fill out a parent choice survey have their students placed in the default TBE program. Other students are placed in our freestanding ESL program.

Copies of the entitlement, non-entitlement and placement letters are kept on file in our ESL binder. HLIS and Parent choice surveys are kept in the student cumulative folders and copies are kept in the ESL binder as well. All parents are communicated with in their native language, with the assistance of our bilingual staff or by the Translation and Interpretation Unit, if needed.

Parents of English Language Learners from Hispanic background are given the option to have their child/children placed in the Transitional Bilingual Program during the interview with the Guidance counselor. If program selection letters are not returned for ELLs of Hispanic origin, then by default they are placed in the Transitional Bilingual Program.

The trend is that the 99% of Spanish speaking parents registering children requesting their children to be placed in the Transitional Bilingual classes. Other parents opt for the frestanding ESL program. Our models align with parent requests 100%

Each year all ELLs are assessed through NYSESLAT exam and the results enable the ESL teachers to group and service the students. The NYSESLAT results are accessible to the ESL teachers through the ATS RMSR report and this report identifies students' level as "beginners",

"intermediate" and "advanced. and proficient. Once the ELLs are grouped each ESL teacher refers to the RNMR Modality Report to document and address each students needs in the paired scored for Listening/Speaking and Reading/Writing. This report based on the results from the NYSESLAT exam, aid the teachers in providing needed instruction for each student by targeting their area of deficiency. as well as determine the progress of each student by seeing the change in proficiency levels over a period of 3 years.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	191	Newcomers (ELLs receiving service 0-3 years)	116	Special Education	26
SIFE	38	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	37

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	42	9	0	0	0	0	2	0	0	44
Dual Language	0	0	0							0
ESL	74	18	6	38	11	12	35	0	8	147
Total	116	27	6	38	11	12	37	0	8	191

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							11	17	16					44
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	0	0	0	0	0	11	17	16	0	0	0	0	44

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	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
TOTAL	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
TOTAL	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							14	29	22					65
Chinese														0
Russian														0
Bengali							12	12	11					35
Urdu							3	1	5					9
Arabic							2	1	5					8
Haitian							4	1	2					7
French							1	2	2					5
Korean														0
Punjabi							2	0	1					3
Polish														0
Albanian														0
Other							7	4	4					15
TOTAL	0	0	0	0	0	0	45	50	52	0	0	0	0	147

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 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?

Paste response to questions 1-7 here

The organizational models used are that all subjects are departmentalized, students travel together as a group, classes are heterogeneous and our ESL program is a pull-out. The program model for teaching ELLs is "content-based instruction." This model enables grade-level content to be taught in English in ways that are academically comprehensible and engaging to students.

ESL services are delivered based on the levels of each students proficiency. ESL teachers are assigned one proficiency level and students are grouped homogeneously by grade and proficiency level to ensure that the mandated instructional numbers are provided according to CR Part 154.

A newcomers class has been implemented to meet the needs of our SIFE and newcomers to meet their academic needs. Students are taught the fundamentals in English and Mathematics in this class for one year in a co-teaching environment. Literacy, Reading and Social Studies are taught by the co- teachers. Science and Math are taught by certified bilingual teachers in a non-co-teaching environment. To ensure that the proficiency and academic levels of our ELLs are addressed, differentiated activities are a part of all student lessons either via web based activities, leveled libraries, cooperative activites and project based activities.

After the first year, students are transitioned into our ELL program to enhance learning and further prepare them for the ELA exam that they are required to take after one year of being in the country.

To further support our ELLs receiving four (4) years of service and beyond, a team teaching ELLs program was created. This program is for our students receiving ESL services former ELLs (two years or less for achieving proficiency level on NYSESLAT), Long Term English Language Learners and students that have opted out of our Transitional Bilingual program. The ELL program enables our teachers to work in teams (Literacy/Social Studies and Math/Science) to create an educational plan based on the proficiency and academic levels of our students to ensure that they have a clearer understanding of the content areas. To further ensure that our students are receiving the mandated instructional minutes in ESL, the ELL program affords us the opportunity to program ESL classes into their schedule. This

A. Programming and Scheduling Information

eliminates students being pulled from other content areas, while meeting their academic needs.

To ensure that the proficiency and academic levels of our ELLs are addressed differentiated activities are a part of all students lessons either via web based activities, leveled libraries, cooperative activities and project based activities.

Students that are former ELLs receive support for two years from the testing date that they achieved proficiency on the NYSESLAT exam. These students have the option of remaining in the ELL program or transitioning into a traditional general education class. While in their classes, students are given the continued support to ensure academic success.

Students identified with a disability are receive the allotted time for ESL according to CR Part 154. They are also referred to the Guidance Counselor and the PPT for further support.

Literacy

Literacy teachers of our English Language Learners will continue to follow the ELA Curriculum Map which identifies the Essential Learning Objectives that are aligned to the NYS English Language Arts Standards as well as the Core Curriculum State Standards, to focus on improving language acquisition, vocabulary, reading comprehension and writings skills. Our Literacy classes are ninety (90) minutes blocks. Through our formative, summative and diagnostic assessments teachers and students will formulate SMART goals to ensure that our student's academic needs are met. Teachers of our Newcomers, ELL content team and Bilingual students are utilizing National Geographic/Hampton Brown "Inside" textbooks and libraries to enhance instruction. Literacy teachers will utilize educational solutions to improve the reading, writing, listening and speaking skill of our ELLS. The following solutions (web-based and non-web-based) will be implemented and utilized to differentiate instruction by our ELLs based on their academic needs and levels during and afterschool:

- Achieve3000 (reading & writi
- Destination Read / REACH
- Rosetta Stone (reading, writing, speaking and listening

All ELL students will receive the allotted time as required under CR Part 154. ESL students will receive instruction in ESL as follows: Beginners and Intermediate 360 minutes and advance 180 minutes in addition to their regular Literacy block. General Education and ESL teachers will continue to receive Professional Development on strategies to improve learning.

Bilingual students will also receive content based literacy instruction in English and Native Language Arts. (Spanish) They will utilize translated versions of content based English Language Arts materials to assist them in bridging the languages. The ESL, ELA and NLA teachers will incorporate reading and writing skills in their daily instructional periods that are aligned to each content area . NLA is incorporated into the students program and the allotted time is according to the mandates of CR Part 154. To further support our Bilingual ELLs' during the school day. Achieve3000, and Earobics REACH will be utilized to enhance learning during their Literacy classes.

Students will continue to be assessed using our five-week department assessments, diagnostic interim assessments, teacher generated exams and quizzes, reports, essays, conferences and oral presentations. Teachers will identify weaknesses and strengths of each student by analyzing student data from these assessments. All assessments will determine how teachers proceed with the Essential Learning Objectives (ELO) and evaluate the ELA Learning Progression to determine our students' progress.

ESL teachers will be expected to use the balanced literacy/workshop model in instructing students. They created a curriculum map that consist of the Literacy "Essential Learning Objectives to ensure that work is aligned with reading and writing skills taught in the general education Literacy classes. They receive Professional Development from our school based Literacy Assistant Principal, CEI-PEI consultants and Office of English Language Learners

Mathematics

It is also imperative that we focus on improving all mathematic skills. All ELLs will receive at least seven (7) periods of mathematics

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)

A. Programming and Scheduling Information

instruction per week. The activities used by our Math instructors include small group instruction and differentiated instruction. Manipulatives and hands-on activities are also utilized to enhance learning.

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?

Paste response to questions 8-17 here

Our data indicates that we have 116 short term and newcomer students, 38 of which are SIFE. There are 38 ELLs who have been here for four through six years, 11 which are SIFE, and lastly, 35 long term ELLs, with no SIFE students. ELLs with less than a year in the school system are exempt from taking the ELA exam for one (1) year and identified as beginner. To accommodate the academic needs of our students, a Newcomers program was implemented. This program focuses on phonics, grammar, diction, decoding, writing, listening skills etc. An individualized plan has been implemented to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. After being in the country for one (1) year our former Newcomer transitions to monolingual classes. Students will continue to receive the academic support and services (ESL) as they strive towards proficiency in their perspective classes as they utilize resources for middle school students that are high interest and low function.

Transitional Bilingual Education

The Transitional Bilingual Program is comprised of a 6th, 7th grade and an 8th grade class for our Spanish speaking population. These classes are taught by certified Bilingual teachers in the content areas. The Science teacher has a Bilingual extension. Their NLA class is taught by a certified Spanish teacher. The bilingual program provides native language support by beginning at a 90 % Spanish to 10% English ratio and as the students become more English proficient, slowly transition to a 10% Spanish to 90% English. Additionally, students are provided with Native Language Arts five days a week in order to strengthen their literacy in their native language.

Students receive six (6) periods per week of English Language Arts through Literacy blocks. NLA is provided five (5) times per week by a certified Spanish teacher. Students also receive the four (4) periods per week of Freestanding ESL. The Literacy classes are equipped with English libraries from National Geographic Hampton Brown. Students were assessed in September and utilizing Level A and B of the "Inside" curriculum and textbooks. As the students become more proficient in English the levels of the textbook will change to meet their academic needs. Literacy teacher use the workshop model and differentiated instruction during their lessons. The Literacy teacher also incorporates various teaching strategies to meet the learning styles of our students. Phonics is emphasized and computer and/or listening centers are also utilized. Teachers receive Professional Development and support from the various Literacy solutions. Literacy workshops are also provided by the Literacy supervisor.

The Literacy program has been enhanced through the following solutions to ensure that our students become proficient readers and writers:

- Achieve3000
- Destination Read / REACH

These solutions will enable our Literacy teachers to meet the academic needs of our students based on their ability and interest.

Mathematics is taught in Spanish for all levels (beginners, intermediate and advance) of our Transitional Bilingual Program. Professional Development is provided by the Math Supervisor to ensure teachers are current on new strategies and/or methodologies.

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

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Freestanding ESL Programs

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.
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Freestanding ESL Programs

The ESL program is a pull out program which is comprised of three (3) certified ESL teachers. Students are grouped according to their

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

Science:

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?
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- Understanding by design
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- A framework for teaching ELLs: Curriculum Mapping and Planning

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Guidance counselors receive special training in assisting with students' transition from elementary to middle school. The ESL teachers provide training for the guidance counselors on common problems that ELLs face when reaching middle school including skills that they will be required to master and common barriers to success.

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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Parents are also kept informed of the standards and school activities through our Parent Coordinator and Bilingual Guidance Counselor. Our Guidance Counselor and Parent Coordinator keep parents abreast through parent orientation, parent meetings, newsletters, and calendars all of which are translated to meet various parents' language needs.

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%	Page 33
75%	
50%	
25%	

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?

Paste response to questions 8-17 here

Our data indicates that we have 116 short term and newcomer students, 38 of which are SIFE. There are 38 ELLs who have been here for four through six years, 11 which are SIFE, and lastly, 35 long term ELLs, with no SIFE students. ELLs with less than a year in the school system are exempt from taking the ELA exam for one (1) year and identified as beginner. To accommodate the academic needs of our students, a Newcomers program was implemented. This program focuses on phonics, grammar, diction, decoding, writing, listening skills etc. An individualized plan has been implemented to ensure that students are on task and have mastered the targeted skill before proceeding to the next skill. After being in the country for one (1) year our former Newcomer transitions to monolingual classes. Students will continue to receive the academic support and services (ESL) as they strive towards proficiency in their perspective classes as they utilize resources for middle school students that are high interest and low function.

Transitional Bilingual Education

The Transitional Bilingual Program is comprised of a 6th, 7th grade and an 8th grade class for our Spanish speaking population. These classes are taught by certified Bilingual teachers in the content areas. The Science teacher has a Bilingual extension. Their NLA class is taught by a certified Spanish teacher. The bilingual program provides native language support by beginning at a 90 % Spanish to 10% English ratio and as the students become more English proficient, slowly transition to a 10% Spanish to 90% English. Additionally, students are provided with Native Language Arts five days a week in order to strengthen their literacy in their native language.

Students receive six (6) periods per week of English Language Arts through Literacy blocks. NLA is provided five (5) times per week by a certified Spanish teacher. Students also receive the four (4) periods per week of Freestanding ESL. The Literacy classes are equipped with English libraries from National Geographic Hampton Brown. Students were assessed in September and utilizing Level A and B of the "Inside" curriculum and textbooks. As the students become more proficient in English the levels of the textbook will change to meet their academic needs. Literacy teacher use the workshop model and differentiated instruction during their lessons. The Literacy teacher also incorporates various teaching strategies to meet the learning styles of our students. Phonics is emphasized and computer and/or listening centers are also utilized. Teachers receive Professional Development and support from the various Literacy solutions. Literacy workshops are also provided by the Literacy supervisor.

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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)							21	25	29					75
Intermediate(I)							17	15	19					51
Advanced (A)							18	29	18					65
Total	0	0	0	0	0	0	56	69	66	0	0	0	0	191

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	13	18				
	I							13	13	11				
	A							19	28	14				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							14	13	25				
	B							21	24	26				
	I							17	13	19				
	A							17	22	18				
	P							1	8	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	28	3	0	56
7	20	26	1	0	47
8	23	29	6	0	58
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	31	16	131	32	143	21	95	1	470
7	30	23	173	34	171	8	93	0	532
8	48	19	169	26	194	11	66	4	537
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

During the 2010-2011 school year 191 students took the NYSESLAT. There were 56 sixth graders, 69 seventh graders and 66 eighth graders. In the sixth grade the results were as follows: twenty-one (21) beginner, seventeen (17) intermediate and eighteen (18) advanced.

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: 29Q238 **School Name:** The Susan B. Anthony Academy

Cluster: 5 **Network:** 535

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.

Our school use disaggregated data from ATS to monitor the ethnicity of our population
We interview each family and their needs are determined
Based upon interviews conducted by the guidance counselors, parent coordinator, and attendance teacher our findings indicate that there is a significant Non-English speaking parent/guardian population many of whom are recent arrivals to the United States.

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.

There is a need to communicate in English and Spanish. Our school also serves families who speak: Spanish, Haitian-Creole, Arabic, Bengali, and Urdu.
In addition to several other languages, several school staff members speak: Spanish an Haitian-Creole. Oral interpretation services are provided by school staff. Written communication distributed by the school is presented in English and Spanish

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.

Translation services are provided by our administration, guidance counselors, community assistant, parent coordinator, and attendance teacher. All written communication is translated before it is sent to students' homes. Lingualax, a NYC DOE contracted vendor, is also used when necessary.

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

Oral interpretation services are provided by our guidance counselors and school support staff for Spanish and Hatian Creole. When required for other languages we contact Legal Interpreting Services, a NYC DOE contracted vendor.

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 request language information documents for all new students and maintain previous information collected from students regarding languages spoken at home. During the admissions process, surveys are provided to parents/guardians to assess linguistic needs.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Susan B. Anthony Academy	DBN: 29Q238
Cluster Leader:	Network Leader: Mae Fong
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 193
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our English Language Learners continue to struggle in Reading and Math; although there were slight gains the gap is continuing to widen between our ELLs and General Education population. In 2011, there was a decrease in Level 1 in ELA by 7.5% (49.7% 2010 - 42.2% 2011) There was an increase in Level 2 by 6.2% (45.4% 2010 - 51.6% 2011) and an increase of Level 3 by 1.2% (4.9% 2010 - 6.2% 2011). Although there were gains, there were no level 4 in ELA.

In Mathematics our ELLs had a decrease in Level 1 by 8.9% (38.6 2010 - 29.7% 2011), there was a slight decrease in Level 2 by .4% (47.6% 2010 - 47.2% 2011). Our ELLs had gains in Level 3 (11.4% 2010 - 20.5% 2011) and Level 4 (2.4% 2010 - 2.6% 2011).

Based on 2011 NYSESLAT results, 55 ELLs are proficient in listening and speaking. In contrast, only 9 are proficient in reading and writing, which underscores weakness in our ELL population's reading and writing skills. In fact, the majority of our ELLs (71) test at the beginning level in reading and writing.

To address these weaknesses and increase the number of ELLs testing at level 3 and 4 in ELA and math, we have used Title 3 funds to support ELLs through the following after school program. Our after school program, entitled Soaring High, serves our entire ELL population, but is specially designed to push our level 1 students, our SIFE students and our long term ELLs. The goal of the program is to increase students' Cognitive Academic Language Proficiency (CALP) and their content-area skills.

The program will take place on Tuesdays and Wednesdays from 3:10 – 5:10 pm. Three teachers will work 4 hours per week, for 25 weeks, at a rate of \$50.06 per hour, for a total of \$14, 417.28. In order to specifically address our ELLs weaknesses in literacy and math, the tutors are certified literacy and math instructors. Additionally, a certified ESL teacher will be push in to both sessions in order to provide instruction using research-based ESL methodologies to ensure that our ELLs gain access to and understanding of rigorous content- area material. Students will receive an hour in Math and an hour in Literacy on Tuesday and Wednesday. Both sessions will be infused with both literacy strategies and English language development through the teaming of a content-area and ESL teacher.

The teaching teams will use strategies such as: graphic organizers, realia, visuals, dictionaries and translation, flashcards, sentence starters, role play and video clips. In addition, the following computer programs will be available to further develop both content and language: Achieve 3000, Rosetta Stone, Earobic, Destination Read and Destination Math. Many of these programs are also web based so that students may continue their development from home.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

To ensure that our staff are current on strategies and technological resources to support our ELLs, professional development will be provided to our teachers of English Language Learners (Bilingual, Newcomers and content area teachers) by our ESL lead teacher. PD will be conducted three times per year for two (2) hours after school, on strategies and methodologies for teaching English Language Learners. The following topics will be discussed during PD:

- Improving vocabulary skills for ELL
- Utilizing iPads 2 to enhance instruction
- Supporting the struggling reader

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parent Academy

The staff of Susan B. Anthony realizes that academic success is contingent upon parental involvement. Many of our ELL parents do not speak English or are illiterate in their native language, thus making it difficult to assist students with their academic assignment. Realizing this key point for academic success, Susan B. Anthony has created and implemented a "Parent Academy."

This academy will continue to have classes on Wednesday evenings for three (3) hours and Saturday mornings for four hours, four 25 weeks, led by two teachers, at a rate of 50.06, for 100 hours for a total

Part D: Parental Engagement Activities

of \$10, 012.00. Our parents are learning to speak English through mini lessons, group activities and Rosetta Stone. This phase of the academy affords our parents the opportunity to communicate in English on the job, at the school and in every day situations.

Parents in our academy are also learning basic reading, writing and computer skills to improve their communication skills.

Parents were notified of this academy through fliers and our phone master. Information was translated in various languages to meet the needs of our parents

Part E: Budget

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

Allocation Amount: \$

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

