



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** I.S. 238 – SUSAN B. ANTHONY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q238

PRINCIPAL: PETER LEDDY

EMAIL: [PLEDDY@SCHOOLS.NYC.GOV](mailto: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	
Rosa Bivens	*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	
Jan Halsbond	Member/Teacher	
Mark Gadson	Member/Teacher	
Chrisovalis Gailas	Member/Teacher	
Jillian Hunt	Member/Parent	
Dechan Dancey	Member/Parent	
Johnnie Madison	Member/Parent	
Sundra Dancey	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

- To increase our score of 6.9 on the Safety & Respect portion of the 2011-2012 Learning Environment Survey to 7.5.

### **Comprehensive needs assessment**

- Based on results on the 2011-2012 Learning Environment Survey, this area was identified as an area in which improvement is needed.

### Instructional strategies/activities

- August 30, 2012
  - Professional development for Deans and Special Education teachers on Positive Behavior Strategies for the Special Education Student present by the Executive Leadership Institute
- September 2012 to October 2012
  - Faculty meeting with staff to review the changes to the New York City Citywide Standards of Intervention and Discipline Measures
  - Creation and distribution of the Susan B. Anthony Code of Conduct
  - Assembly of all grades to review the Code of Conduct
  - Distribution of the New York City Citywide Standards of Intervention and Discipline Measures to all students and staff, along with the student and parent contract
  - Collection of student and parent contracts
  - Creation of a classroom referral system
  - Purchase and implementation of a CAASS (Comprehensive Attendance Administration and Security System)
  - Photos of all students and staff taken
  - Creation and distribution of student and staff identification cards
  - CAASS will be used to record late students and issue late passes that are digitally time stamped
  - CAASS will be used during lunch periods to reduce wait times for lunch
  - Efficient scheduling of staff in the cafeteria
  - Use of Hall Duty and Cafeteria professional assignments as per the UFT contract for teachers not assigned homeroom, testing, or IEP maintenance
  - Review of daily post schedule of School Safety Agents with the Level III
  - Designated assistant principal for the Online Occurrence Reporting System (OORS) to record incidents
  - Review of OORS data at monthly Safety Committee Meetings
  - Creation of a Student Council comprised of 12 students (one student from each grade from each floor)
  - Student Council will meet with the principal once a month and the parent coordinator twice a month to go over school issues
  - Creation of a Saturday Detention program
  - Creation of a Early Morning Detention program
- December 2012 to June 2013
  - Re-assess current system based on pre-survey data
  - Continued implementation of systems created in September
  - Expansion of CAASS to morning entry procedures

**Strategies to increase parental involvement**

- The school will share information at on PTA meeting designed to raise awareness about safety and discipline.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013

## **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**

- To provide frequent and informative feedback to teachers that impacts the quality of instruction in three areas using Danielson's framework. By June 2013 75% of all teachers will demonstrate proficiency in three areas of instruction: Coherent planning, using questions and discussion to promote critical thinking and the use of assessment to revise and inform instruction.

### **Comprehensive needs assessment**

- Based on our observations and student progress and performance this area was identified as needed for improvement in student performance.

### **Instructional strategies/activities**

Beginning in September 2012 and continuing through June 2013 we will conduct the following activities needed to achieve this goal:

- In-house professional development in September 2012 and November 2012 by school leaders and the UFT Teacher Center facilitator to deepen understanding
- Grade conferences in September with a focus on the creation of cohesive assessment calendars and assessment norming
- Grade conferences in October with a focus on DOK and questioning to promote critical thinking in classrooms with a shift to higher order questioning that emphasize learning with answers supported by text.
- Use of online ARIS Learn resources for targeted professional development to discuss and develop strategies for strengthening teacher practice, using evidence from classroom observations
- Use of research articles to support professional development based on observations
- Scheduled intervisitations to observe the impact of DOK leveled tasks to promote inquiry and questioning.
- Utilization of Smart Technology response clickers to address the use of formative assessments to meet the needs of scholars
- Professional development on the integration of technology to assess scholars' understandings before, during, and after lessons
- Provision of feedback to teachers regarding the impact of coherent planning on the quality of lessons, student homework assignments, and their ability to meet the needs of scholars
- Use of Danielson domains to observe (including mini and formal observations) and provide feedback regarding teacher effective based on the ability to meet instructional objectives
- Use of Teach Boost observation software to provide timely electronic feedback to teachers
- First year teachers assigned mentors and scheduled for at least 40 hours for the school year.
- Key personnel and resources include: Principal, Asst. Principals, Coaches, Lead Teachers, Teachers, and Network Support staff.

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

- Teacher teams will collaborate to inform families about assessments via the use of calendars and letters with clear expectations.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013

### **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**

- To actively assess and support the IEP goals of Students with Disabilities, and where applicable, determine appropriate opportunities for least restrictive environment programming

#### **Comprehensive needs assessment**

- Based on low scores on the NYS ELA exam for students with disabilities, this area was identified for improvement.

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

- August 30, 2012
  - Professional development for Deans and Special Education teachers on Positive Behavior Strategies for the Special Education Student present by the Executive Leadership Institute
- September 2012 to October 2012
  - Creation of an IEP Review team through the use of the Circular 6 Professional Assignments as per the UFT Contract
  - Lateral programming of Self Contained 12:1 classes with General Education classes for grades 6 and 7 in Math, Literacy, Science, and Social Studies to allow for least restrictive environment placements as appropriate
  - Lateral programming of Integrated Co-Teaching classes with General Education classes for grades 6 and 7 in Math, Literacy, Science, and Social Studies to allow for least restrictive environment placements as appropriate
  - Special Education liaisons will attend first CFN meeting on Flex-Programming as part of the Special Education Reform and turn-key information at the school level regarding flexible scheduling
- November to June 2013
  - Special Education liaisons will meet with teachers, related service providers, SAT members, and administration to provide professional development on flexible scheduling
  - Schools will conduct meetings on an on-going basis, with CFN support, in order to identify students who are candidates for participation in least restrictive environment and create opportunities for individual student participation in least restrictive environment
  - Teachers, related service providers, SAT members, and administration, will collaborate and meet at the school level to discuss individual students and create supportive opportunities for SWD participation in LRE
  - Continued reviews and assessments of student IEP's
  - Professional development opportunities in SESIS
  - Saturday IEP meetings to accommodate parents

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

- Teachers, administration, and SAT members will regularly communicate with parents.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013

### **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**

- To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE). Specifically, in literacy, social studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will engage in mathematical study which requires fluency, application, and conceptual understanding

#### **Comprehensive needs assessment**

- To prepare for the implementation of the Common Core Learning Standards.

#### Instructional strategies/activities

August 2012

- Math, Literacy, Science, and Social Studies teachers will meet during the week of August 27 to August 30, 2012 to review the CCLS library and to begin creation of the 8 CCLS tasks required by the Citywide Instructional Expectations (CIE) for 2012-2013

September 2012 to June 2013

- Creation of Grade Leader compensatory position in Math, Literacy, and Science
- Grade Leader will teach a reduced schedule of classes ranging from 16 to 20 per week
- Grade Leaders will assist teachers with the implementation of the CCLS task
- Purchase of Skedula and professional development on the application to assist teachers in properly monitoring student data
- Common Preparation Planning periods programmed once a week for the core subjects and regularly monitored by administration
- Grade teams will meet every Thursday from 2:20PM to 2:57PM as per the SBO vote regarding extended day
- School leadership will meet weekly with administrators and teacher leaders, join team meetings on a regular basis, and coordinate this work across grades
- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development
- Teacher teams will meet regularly to design and edit formative and summative assessment tools in order to constantly review curriculum maps for changes
- Teachers will devise and use rigorous tasks to assess student performance and to evaluate curriculum
- Teachers will participate in using protocols to look at student work that support a clear picture of student ability and achievement, instructional adjustments based on looking at student work, interim assessments, and data
- Develop systems to evaluate the success of teacher teams and leadership development so that professional growth of staff is consistently expanded – as per the QR recommendation of *“Although teacher teams have agendas and minutes, the school currently does not have a system to measure and evaluate the effectiveness of teacher teams. As a result, the school is unable to determine whether teacher meetings are effective and meaningful in furthering student learning and in developing effective leadership ability.”*
- Literacy teachers will design a task that asks students to read and analyze informational texts and write opinions and arguments
- Math teachers will engage students in cognitively demanding tasks that requires them to demonstrate their ability to model and/or construct and explore the reasoning behind arguments to arrive at viable solution
- In mathematics, teachers will reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade as per the Citywide Instructional Expectations. In literacy, teachers will infuse opportunities for students to engage with a balance of literacy and informational text as well as text sufficiently complex for the grade band

**Strategies to increase parental involvement**

- Curriculum nights held for each grade level at the beginning of the year and several parent workshops throughout the year.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds and human resources to implement this action plan from September 2012 to June 2013

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA			
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

## HIGHLY QUALIFIED TEACHERS (HQT)

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

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

### Recruitment

In order to recruit teachers we work closely with our Network HR point, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

### Retention and Support

In our efforts to retain highly qualified teachers and ensure that they have the supports and strategies to grow professionally we are highly invested in professional development opportunities. We offer professional development to teachers on current topics provided by administrators, lead teachers, as through the support of our Partnership Support Organization, CEI-PEA and our UFT Teacher Center facilitator.

We believe that strong support for our teachers encourages success and retention of highly qualified teachers. All professional development is research based and evidence based. We plan professional development using research based strategies and a research based teaching framework. We believe in individualized professional development plans that are designated to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development mainly through the observation process which utilizes Danielson's Framework for Teaching (2007) as well as understanding student data and looking at student work. Teachers self assess on a regular basis and confer with school leaders.

Research based strategies (RBI's) are emphasized in our trainings and via the mini and formal observation process. Intervisitations are encouraged for all teachers as well as participation in external professional development opportunities. Additionally, our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development. First year teachers are assigned Mentors.

We are committed to ensuring that our teachers have the resources and support needed to succeed. We encourage celebrations of success and sharing of good practices across grades and content areas.

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

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

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

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**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.

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Moldonado/Mae Fong</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>238</b>
School Name <b>Susan B. Anthony</b>			

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

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

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

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

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

### D. School Demographics

Total number of students in school	<b>1571</b>	Total Number of ELLs	<b>190</b>	ELLs as share of total student population (%)	<b>12.09%</b>
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## Part II: ELL Identification Process

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	2	2					6
<b>Push-In</b>														0
<b>Total</b>	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
SIFE	38	ELLs receiving service 4-6 years	38
		Special Education	26
		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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

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							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
<b>TOTAL</b>	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

## 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.

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

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		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

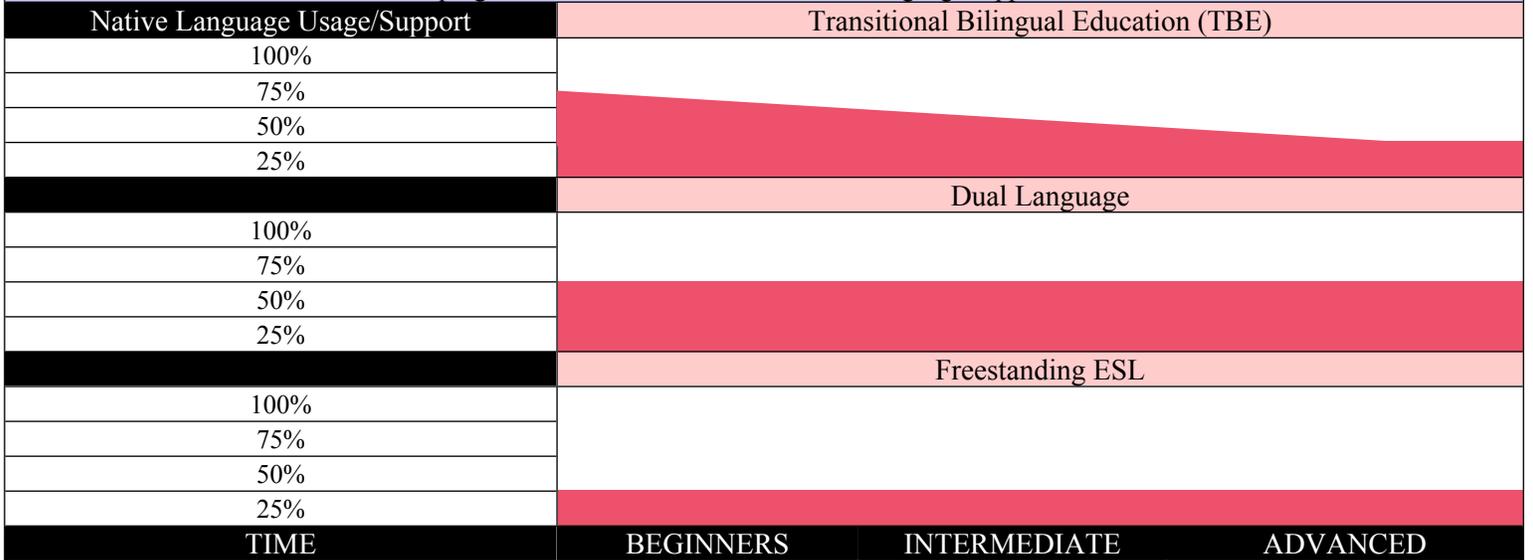
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

## 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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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.

### 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 levels, based on the NYSELAT and LAB-R scores. Most ESL classes are comprised of 12 – 15 students. Students are assembled by grade and proficiency levels. Each group receives the allotted time required under CR Part 154. Beginners and intermediate groups receive 360 minutes per week and the advance group receives 180 minutes per week.

In the ESL program, Native Language support is provided whenever possible. Although content courses are taught in English, students make use of native language dictionaries and receive oral translation from peers or teacher whenever needed and possible. Homogenous grouping by language is often used in the ESL and content area classroom so that a more advanced ELL may help support a newcomer in his or her native language.

### Supplemental Services

The goal of our supplemental services for ELLs are to accelerate English proficiency in both our newcomer and long term ELL students. While we know that students acquire their Basic Interpersonal Communication Skills early, we recognize that developing their Cognitive Academic Language Proficiency takes longer, but is truly vital for their academic success. To this end, our ELLs participate in a Literacy and Math after school program through Sports and Arts three days a week in order to build upon their CALP and get extra help with reading and math. Many of our ELLs participate in our Soaring High Literacy and Math after school program two days a week. Effective January 2012, there will be a Saturday enrichment program for Science to prepare our 8th grade students for the NYS exam and further develop our ELLs academic language proficiency.

### **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.

Paste response to questions 1-3 here

### Professional Development

Professional Development has been provided through our network Rosa Delgado. The Jose P. training is provided by Ms. Delgado during after school workshops. The primary focus of the Jose P training is as followed:

- English Language Development Proficiency Descriptors
- Effective Practices
- Conditions for learning
- Four Principles of Language Acquisition
- Language Proficiency
- Communicative Competence
- Applying the four Principles of Language Acquisition
- Description of Proficiency Levels
- Understanding by design
- Six types of Instructional scaffolds
- A framework for teaching ELLs: Curriculum Mapping and Planning

Professional development will also be provided by our ESL teacher and content area teachers who have participated in the workshops provided by OELL. Thus far teachers have participated in workshops focusing on improving vocabulary skills and incorporating the I-Pad 2 to enhance instruction provided by OELL.

To ensure that all teachers and support staff working with ELLs receive professional development, during the designated city-wide PD days, professional development will be provided through our network by our ELL consultants.

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.

Records of all ELL professional development hours are maintained by the assistance principal on a spreadsheet and teachers are notified as to their Jose P. status.

## 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?

Paste response to questions 1-4 here

Some parents are participating in the Parent Association and they are working to increase the parental involvement of our ELL parents through phone master, meetings and letters all of which are translated into the parents' native languages. Monthly parent orientation meetings will be held for our parents to further explain the programs available and to answer any questions. Translators are available at each parent orientation meeting.

Beginning in October 2011, SBA resumed the parent academy which is held one evening during the week and on Saturdays. This program will enable our non-English speaking parents to learn English through Rosetta Stone and computer skills. Bilingual pedagoges also provide lessons on reading and writing skills for our parents. Based on the needs of our parents the PTA also provides workshops on once a month on Saturday mornings for our parents.

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.

## 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				
	P							14	13	25				
READING/ WRITING	B							21	24	26				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>							17	13	19				
	<b>A</b>							17	22	18				
	<b>P</b>							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
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

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 followed: twenty-one (21) beginners, seventeen (17) intermediate and eighteen (18) advance. In the seventh grade twenty-five (25) results were beginners, fifteen (15) intermediate and twenty-nine (29) were advanced. In the eighth grade there were twenty-nine (29) beginners, nineteen (19) intermediate and eighteen (18) advanced students. The overall performance is as follows:

Transitional Bilingual Education – 44 students tested in grades 6-8  
(11 sixth graders, 17 seventh gradera and 16 eighth graders)

After analyzing the data it is obvious that our students continue to struggle in reading. In total 41% of our English Language Learners in the Transitional Bilingual classes received a status of beginners on the NYSESLAT exam. On the 6th grade 18% or 2 out of the 11 students tested in the TBE class received a level A on the NYSESLAT.

Freestanding English as a Second Language – 147 students tested in grades 6-8.  
(45 sixth graders, 50 seventh graders and 52 eighth graders)

37% of the sixth grade class and 44% of the eighth grade class are at the beginner level based on the results on the NYSESLAT exam. 39% overall of ELL students are beginners, 27% are intermediate, and 34% are advanced.

In order to ensure that our ELL students become proficient readers and writers we must focus on implementing strategies that addresses and incorporate the following: innovative and interactive technological activities, activities that addresses language acquisition, comprehension, content, learning style, social preference and the culture capita of our ELL students.

Our baseline assessments in the content areas and our Acuity results have been instrumental with instructional preparations. After analyzing the data our staff has determined that many of our ELLs have difficulty with inference, spelling, grammar and following directions. (listening)

Teachers are including strategies and activities to address the weaknesses of our students.

### Reading Results

The results from the New York State ELA exam reveals similar patterns for both the ELLs and the General Ed students; in that most students in grades 6,7 and 8 reading scores decreased. In 2011 42.2% of the ELLs scored a level 1 and in 2010, 49.1% of our ELLs achieved Level 1, which was a 6.9% loss.

### Mathematics Results

The data indicates that most ELLs in grades 6,7 & 8 are scoring at level 2. (47.6% in 2010), which is an increase of 4.8%. The number of students scoring at Level 1 has increased from 35%.0% in 2006 to 38.4% in 2010. The number of ELLs scoring Level 3 & 4 also decreased from 21.2% in 2006 to 13.8% in 2010. This is a difference of 7.4%.

The data indicates in both Math and Literacy that our English Language Learners are experiencing losses, and the gap between the GE and Ells is approximately double. The results are similar whether the math exam is taken in English or Spanish Literacy

## 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**

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

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

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

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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### 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:

Susan B. Anthony currently has 198 students identified as requiring ESL services. 25% of which have received zero years of service. Combined with the number of students receiving three years or less of service, 70% of our students have received less than 3 years of service or no service at all. While 30% of our ESL students achieved proficient on the Speaking and Listening of the 2012 NYSELAT, only 7% of our ESL students were proficient in Reading and Writing on the 2012 NYSELAT. The focus of the direct instruction will be reading and writing in an effort to help students achieve proficient.

Students in grade levels sixth, seventh, and eighth will be serviced. Beginner, Intermediate, and Advanced students will be serviced.

Students will receive direct instruction from three certified ESL teachers. The instruction will take place after school on Tuesdays, Wednesdays, and Thursdays. There will be a total of 10 hours of direct instruction over the three days provided by the three teachers. The after school program will begin on October 16, 2012 and end on April 18, 2013. Instruction will be delivered in English.

Teacher will be using the Inside series from National Geographic Learning, for the direct after school instruction, as well as during regular classes. The Inside series comes with leveled classroom libraries and also leveled writing workbooks that will be used by the students. In an effort to address the needs of our students that have not received services, teachers will be using Inside the U.S.A. from National Geographic learning. Additionally, use of the Rosetta Stone computer application and Pearson's Success Maker program will be used.

### 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

### Part C: Professional Development

Begin description here:

Our Lead ESL teacher will attend Network PD sessions and also work with the Network ESL person during school hours. The Lead ESL teacher will then turnkey ELL teaching strategies once a month during the department meetings held every Thursday, between the hours of 2:20PM and 3:00PM covering each of the core subjects.

Lead ESL teacher will attend the Network PD: Reaching our ELL's: Aligning NYS ESL Standards and CCLS approaches on December 20, 2012.

All three ESL teachers will attend the Demystifying ELL Data Training Series offered in February, dates to be determined, by the Office of English Language Learners (January series filled and have been offered February seats).

### 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:

Many parents of ELLs are ELLs themselves. The focus of the parent engagement portion of the program will be to educate the parents on what their children are currently learning in their classes, what is covered during the after school program, the progress of their children, current learning strategies, ways to assist their children with their school work, and information regarding local programs that can assist them and their children with obtaining citizenship, the new deferred action policy, health services, etc...

Guidance counselor, Gonald Moncion, will provide services to parents for three hours on Saturdays, 9:00AM to 12:00PM, beginning January 5, 2013 and three hours on Tuesdays, 5:00PM to 8:00PM, beginning January 8, 2013. The Parent Academy will begin on January 5, 2013 and continue through May 25, 2013.

Parents will be notified through backpacked letters sent home with students, mailings, direct phone contact by school staff, and messages delivered through the School Messenger system.

### Part E: Budget

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

Allocation Amount: \$

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