



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 334 THE ANDERSON SCHOOL

DBN (i.e. 01M001): 03M334

Principal: JODI HYDE

Principal Email: JHYDE@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: DR. KAREN AMES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jodi Hyde	*Principal or Designee	
Robert Moy	*UFT Chapter Leader or Designee	
Joy Devries Heinze	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Mindy Wigutow	Member/ PTA Representative to the SLT	
Diane Heith	Member/ K-2 Representative	
Leni Cohen	Member/ K-2 Teacher Representative	
Paula Seefeldt	Member/ 3-5 Representative	
Dianne Kirksey-Floyd	Member/ 3-5 Teacher Representative	
Laura Mount	Member/ 6-8 AMS Representative	
Nicole Chandonnet	Member/ 6-8 AMS Teacher Middle School at Large	
Rina Cohen Schwarz	Member/ K-4 at Large Representative	
Nicole Cardinale	Member/ Teacher Elementary School at Large	
Deborah Lopez	Member/ 5-8 at Large Representative	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teachers will deepen their understanding of and teaching effectiveness in providing accurate and specific feedback to maximize student learning, as evidenced by receiving effective and highly effective ratings on informal and formal observations in Component 3d, using Domain 3 of the Danielson Framework and the Advance Observation and Evaluation System.

Comprehensive Needs Assessment

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

The Anderson School values accurate and specific feedback as a major lever towards student progress and achievement. We recognize this is part of the 2013-14 Citywide Instructional Expectations (a strong instructional focus is evident in teacher feedback). District 3's Superintendent, Ilene Altschul, recommended when she visited in October 2013 that the Anderson School work to "ensure that teacher feedback to students is actionable and meaningful, so that students are aware of their next learning steps." The 2012-13 School Survey notes that 96 percent of the families surveyed feel that the Anderson School provides their children regular and helpful feedback on their work, but only 63 percent strongly agree, indicating an area of improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: all teachers will participate in professional growth practices that shift teaching practices.

1. Activity: a minimum of four observations to observe practices in competency 3d, Using Assessment in Instruction, in particular, feedback to students.
2. Activity: teachers modify their lessons in the area of feedback according to post-observation feedback from administration.
3. Activity: teachers participate in half-day sessions of professional development on feedback.
4. Activity: teachers complete four self-reflections regarding the practice of feedback after PD sessions.

B. Key personnel and other resources used to implement each strategy/activity

1. Administration will conduct classroom observations.
2. Administration and all teachers
3. Network Director of Instruction will prepare and conduct half-day sessions of professional development on feedback.
4. Teachers will complete self-reflections provided by Network Director of Instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 50 percent of observed lessons as recorded on Advance will show an increase in the HEDI rating for by one level from the original lesson observed to the next lesson observed.
2. Review of lesson plans will show 25 percent increase in all teachers recording of questions used to elicit student understanding after post-observation feedback was given.
3. By the end of the 2013-14 school year, administrators, Network Director of Instruction, and teachers will agree with the calibrated rating 75 percent of the time as to whether teacher practice, as observed in a teaching video, represents Highly Effective, Effective, Developing or Ineffective in competency 3d.
4. Review of the four self-reflections will show increased understanding of feedback from the first reflection to the fourth, for all teachers.

D. Timeline for implementation and completion including start and end dates

1. All teachers will be observed, formally and/or informally, a minimum of four times a year (on a rolling basis throughout the year).
2. Modification of lessons will be made within two weeks of the close of the evaluation cycle.
3. Election Day Professional Development marked the first PD session. Half day PD sessions began in November and continue monthly through May (except no April half day, for testing). Feedback will be the topic of the first four sessions.
4. At the end of every PD session (November 2013 through January 2014).

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost associated with this activity.
2. No cost associated with this activity.
3. PTA is paying for childcare costs of students who cannot be picked up at lunch dismissal. Wingspan After School Program is providing additional hours and is offering

a reduced rate to its enrolled students to cover the additional hours needed on the half days.

4. No cost associated with this activity.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents were part of PTA meetings to discuss and vote on the proposed half days of instruction to accommodate PD sessions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Teaching Assistants will be paid through a private PTA grant to provide childcare for those students whose parents cannot pick them up at dismissal on the 6 half days. Six half days have been established for the current school year to allow uninterrupted blocks of time on Teacher Effectiveness work including Feedback.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 90% of teachers will improve their teaching effectiveness in the area of parent communication to maximize student learning, as evidenced by receiving effective and highly effective ratings on informal and formal observations and artifacts in Domain 4, Component 4c of the Danielson Framework, as recorded in the Advance Observation and Evaluation System.

Comprehensive Needs Assessment

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

The Anderson School parent body is involved in every facet of the school, and desires a high level of teacher-parent communication. Two major systems exist: class web sites, and the Engrade Pro Electronic Gradebook for grades 5-8, but improvements are needed to ensure high levels of communication are maintained and in some cases strengthened. Parent-Teacher Communication is part of our responsibility in the School-Parent Compact: "sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community". On the 2012-13 School Survey, only 31 percent of families report that the school web site is one of the best ways to get information, indicating an area of improvement. The Survey also notes that 96 percent of families agree that the school keeps them informed about what their child is learning, but only 59 percent of that number strongly agree, indicating another area of improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

A1. Strategy: all teachers will participate in professional development to improve their understanding and implementation of web design.

- CUNY Technology Intern will provide training in web design and maintenance.
- Teachers will attend lunch time and after school web design sessions.
- Teachers will update their web pages using the strategies taught by the CUNY Tech Intern.

A2. Strategy: Tech intern will perform web site upgrade to make the interface more user-friendly and unified across all teacher pages and home page.

A3. Strategy: Grade 5-8 teachers will participate in professional development to improve their understanding and use of Engrade Pro Electronic Gradebook.

A4. Strategy: Key personnel will oversee Engrade activity by parents, students, and teachers and will act as liaisons to communicate with each group as needed.

2. Key personnel and other resources used to implement each strategy/activity

1. B1. CUNY Tech intern and all teachers
2. B2. CUNY Tech intern
3. B3. Grade 5-8 teachers, Assistant Principal, Guidance Counselor, and outside trainer from Engrade
4. B4. Engrade Pro Teacher-Coordinator, Assistant Principal, and Guidance Counselor

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. C1.
 - By the end of training sessions in March, CUNY Tech Intern will provide a spreadsheet recording how often teachers update web pages, and reflecting an increase of frequency of 20% per teacher.
 - By the end of training sessions in March, all teachers will have streamlined web pages with unified content as measured by a review of the web pages by Administration.
 - 90 percent of teacher web page artifacts submitted by the April 2014 submission deadline, and observation data gathered through May 2014 will demonstrate effective or highly effective practice, including frequent postings and high-quality web content.
2. C2. CUNY Tech Intern will upgrade school web site: class web pages will have uniform characteristics and will link back to the home page by January 2013.
3. C3. Teachers will fill out reflection sheet at start and end of Engrade PD to measure new understandings of the system.
4. C4. Engrade Pro Teacher Coordinator will run monthly reports on student and parent usage, showing a 10% weekly improvement in use by families by Winter 2013, and will share these with the A.P. and Guidance Counselor.

4. Timeline for implementation and completion including start and end dates

1. D1. Web design training:
 - All teachers will receive two 40 minute sessions of web design training at Faculty Meetings in February and March of 2014.
 - Teachers will be offered lunch time web site trainings twice a month from October 2013 through January 2014, and may attend one of two after school sessions in Fall of 2013.
 - Teachers will launch their web pages in September 2013 and will continue to make improvements through June 2014.
2. D2. One 8 hour session in December 2013
3. D3. Engrade trainer will provide PD for grade 5-8 teachers in September 2013.
4. D4. Engrade Pro Teacher-Coordinator, Assistant Principal and Guidance Counselor will begin oversight in September 2013 and continue through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. E1.
 - CUNY Tech Intern will assess teacher need during September and October.
 - Training rate will be paid for after school web design training sessions, one session per interested teacher.
 - Every grade level or departmental team has one common period scheduled per week to allow for web page updating.
7. E2. Tech intern works 3 days per week x 10 months
8. E3. Engrade Pro training session is provided at no additional cost.
9. E4. Engrade Pro Teacher-Coordinator receives 4 preparation periods per month x 10 months to work on Engrade Pro issues.
- 10.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Upgrading our web site will increase parent involvement by increasing traffic to the class sites and the home page. It will also increase frequency of use. Improving Engrade Pro Gradebook teacher use and oversight will increase parent involvement by providing parents with up to date academic information on all students, and by offering support via phone or e-mail to families who need it.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Through a combination of tax levy and parent funds including a private PTA grant, staff will be paid training rate for web design and maintenance training. The PTA grant will fund a full-day session of website upgrades for our Tech Intern. The school web site is provided at no cost to educators by Google. Engrade Pro is funded by a PTA grant, as is our CUNY Tech Intern's salary.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 90% of students in grade 2-8 will participate in at least one academic competition.

Comprehensive Needs Assessment

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

The Anderson School provides an enriched, accelerated education for our students. Part of the experience is to encourage students to participate in academic competitions, some national, which engage them and challenge them to excel. We have a part time math competition coordinator and have various staff members coordinating other events such as WordMasters, Scripps Spelling Bee, GeoBee, Math Team, Debate Team, and Science Olympiad Team. These competitions develop all students' math abilities in grades 2-8, all students' language skills in grades 3-8, knowledge of geography in grades 4 through 8, as well as deepen writing skills, argumentative skills, and science skills to students who pursue those areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy: During the school year, Anderson will provide various opportunities to participate in academic competitions.

1. All students in grade 2-8, including ELLs and SWD, will participate in the classroom math competitions, which develop problem-solving skills.
2. All students in grade 3-6, including ELLs and SWD, will participate in the WordMasters Competitions, which develops vocabulary.
3. All students in grades 4-8, including ELLs and SWD, will participate in the classroom level competition of the GeoBee, which develops vocabulary.
4. All students in grades 5-8, including ELLs and SWD, participate in the classroom level competition of the Scripps Spelling Bee, which develops spelling knowledge and vocabulary.
5. Students in middle school participate by choice in the Scholastic Writing Awards Competition, which develops writing skills.
6. Students in middle school will participate by choice in the Math Team and tournaments, which develop problem-solving skills.
7. Students in middle school will participate by choice in the Debate Team and tournaments, which develop reasoning, research and argumentative skills.
8. Students in middle school will participate by choice in the Science Olympiad team and tournaments, which develop research and presentation skills.

2. Key personnel and other resources used to implement each strategy/activity

Anderson staff provides support for each competition:

1. Our part time math competition coordinator runs the math competitions including: Math Olympiad, Sigma, Continental, Noetic, and Educontest.
2. Classroom teachers run WordMasters. Our reading enrichment teacher coordinates the program and competitions.
3. Our grade 4-6 Science teacher runs the GeoBee program and competition.
4. Our Elementary level Science teacher coordinates the Spelling Bee.
5. Our 7th and 8th grade ELA teacher coordinates the Scholastic Writing Awards Competition.
6. Our Middle School Social Studies teacher runs the debate team.
7. Our 7th and 8th grade Math teacher runs the math team.
8. Our 7th and 8th grade Science teacher runs the Science Olympiad team.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Competition participation rates help us evaluate the effectiveness of each competition.

1. Maintain full participation in math competitions (2012-13, 470 students, 100% of grade 2-8)
2. Maintain full participation in WordMasters. (2012-13, 284 students participated, 100% of grade 3-6)
3. Maintain full participation in GeoBee (2012-13, 347 students participated, 100% of grade 5-8).
4. Maintain full participation in the Scripps Spelling Bee (2012-13, 248 students participated, 100% of grade 5-8).
5. Increase numbers of students participating in the Scholastic Writing Awards by 10% (2012-13, 8 students participated).
6. Increase numbers of students participating in debate team competitions by 10% (2012-13, 20 students participated).
7. Increase numbers of students participating in the math team competitions by 10% (2012-13, 20 students participated).
8. Increase numbers of students participating in Science Olympiad by 10%, and increase the proportion of girls to one third of the total (2012-13, 15 students participated, 2 girls).

4. Timeline for implementation and completion including start and end dates

Competitions begin in Fall and end in late Spring:

1. Math classroom competitions begin October and end in June.
2. Wordmasters begins in November and ends in May.
3. GeoBee takes place in the winter.
4. Spelling Bee takes place in December in classrooms and Spring for finalists.

5. Scholastic Writing Awards take place in the winter.
6. Debate Team tournaments take place all year beginning in October.
7. Math Team competitions begin in Winter and end in late Spring.
8. Science Olympiad prepares all year for one Spring competition.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Math competition coordinator is paid 6 hours of per session per month to oversee math competitions, deliver tests, collect scores, and disseminate scores. Math contests have a registration fee.
2. Wordmasters organization has an annual fee, managed by our Business Manager.
3. National Geographic has a registration fee, managed by our Business Manager.
4. Travel costs for one teacher for two days travel to D.C. if one of our students is a finalist in the National Bee. Managed by our Business Manager.
5. No cost associated with this activity.
6. Debate team teacher leader meets 3x per week x 10 months for a 1.5 hour session at the per session rate. Tournaments are paid at per session rate.
7. Math team teacher leaders meets 1x per week x 10 months for a 1 hour session at the per session rate. Weekend tournaments are paid at per session rate.
8. Science Olympiad team teacher leader meets 2x per week x 10 months for a 1 hour session at the per session rate. Science Teaching Assistant meets 2x per week x 10 months for a 1 hour session at TA hourly rate.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Throughout the school year the Anderson School offers many opportunities for parent involvement. The principal offers grade-focused morning meetings in the fall and spring and announces competition results there and in a monthly parent letter. An SLT subcommittee is developing additional ways to share this information, including on the school and PTA website and on a dedicated bulletin board in the building. Parents are encouraged to attend periodic Debate and Math Team tournaments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Through a combination of school and parent funds including a private PTA grant, staff will be paid per session to pay for teacher team leaders to meet with teams after school and participate in weekend competitions, to pay for the coordination of math contests, and to pay for software and technology purchases. These funds also pay for tournament costs, organization membership fees and registration fees, and contest costs, including travel when applicable.

Goal and Action Plan #4

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

Annual Goal #4

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

By July 2014, third graders will be in the 75th percentile of the city range for early grade progress on the City's Progress Report in math.

Comprehensive Needs Assessment

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

Based on the 2013 New York State Math exam, 97.6% of our third graders performed at or above grade level. However, 2.4% of our 3rd grade students performed at level 2, and 8.4% of our 3rd grade students performed at level 3, (10.8% total), not demonstrating sufficient early grade progress to receive extra credit, as measured by DOE algorithms (67.9 % of the city range). They received from 1.20 to 2.40 early progress points, less than the 2.80 points earned by the 89% of the students who scored a 4. Third grade students will increase student achievement in math, so that by July 2014, third graders will be in the 75th percentile of the city range for early grade progress on the next iteration of the city's Progress Report in math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

9. Strategies/activities that encompass the needs of identified subgroups

6. Teacher team will evaluate student math assessments a minimum of three times (baseline, midline, early spring) using a prescribed protocol for looking at student

work developed during the 2012-13 year.

7. A Third grade teacher will conduct after school Academies for additional math instruction for students who scored in the bottom third on Scantron or Citywide Performance baseline math assessments.
8. Students participate in nationwide math competitions as coordinated by our Math Competition Coordinator.
9. Teachers will use ARIS item analysis from the Spring 2013 math assessment to determine the areas and standards that last year's third grade students were unable to answer correctly,
10. Teachers will work with administration to adapt math units to emphasize the areas and standards identified as areas of need on the state assessment.

10. Key personnel and other resources used to implement each strategy/activity

1. Grade level team and data specialist
2. Third grade teachers and commercial test preparation math materials
3. Third grade teachers and Math Competition Coordinator
4. Data specialist and third grade teachers
5. Third Grade teachers and administration

11. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The data specialist will conduct an analysis of the results of the math Scantron assessment and the math Citywide Performance Assessment, will compare the growth from baseline to midline to early spring for both sets of assessments, and will share this information with teachers.
2. Third grade teachers will give Math Academy students pre- and post-tests using the commercial test prep math materials and will analyze same for growth.
3. The math competition coordinator will conduct an analysis of the results of the math competitions and will share the results with third grade teachers.
4. Third grade teachers will use the Scantron math computer program to compare student progress from the baseline to midline assessments on the areas identified as needing reinforcement.
5. Atlas curriculum development website will be evaluated to show progress in math unit adaptation and to check for Common Core alignment and alignment to the areas of need identified from the NYS assessment.

12. Timeline for implementation and completion including start and end dates

1. A minimum of three times a year between November 2013 and May 2014.
2. Students will meet once a week after school for one hour beginning mid-January 2014 and ending late March 2014.
3. Competition Coordinator will share analysis of results after rounds of testing, a minimum of three times before May 2014.
4. Teachers will give the Scantron baseline and NYC Performance Assessment in October 2013, and the midline assessments in late December 2013. Teachers will compare data in January 2014.
5. Teachers will meet once a month starting in November 2013 and ending in June 2014 to work with administration on adapting math units.

13. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher team comprised of 2 teachers meets 4 x per month x 7 months during school hours.
2. One third grade teacher working 4 hours per month x 2.5 months, for 10 sessions total at the per session rate.
3. Math competition coordinator is paid 6 hours of per session per month to oversee math competitions, deliver tests, collect scores, and disseminate scores.
4. Computer lab will be used by teachers to give the Scantron assessments. Per diem (1 day per teacher) will be provided to allow for scoring of the NYC midline Performance Assessment. Teachers will compare data at grade-level meetings during the school day.
5. Teacher grade-level meetings happen twice a week during the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Principal offers a grade-focused morning meeting that discusses the standardized tests and the school's preparation approach. Third grade's website informs parents of math strategies parents can try at home and provides links to Everyday Math parent support. Every family receives a scheduled time for Parent Teacher Conferences coordinated by the teachers after getting parent input on availability. Families are invited to participate in After School Academies.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

School (tax levy) and parent funds including a private PTA grant will enable staff to be paid per session to pay for after school academies and math competition coordinator analysis work, to enable uninterrupted hours of curriculum development and planning in math, and to allow for software and technology purchases to support the math curriculum.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	iStation program: interactive computer reading program	Small group instruction and individualized instruction	During the School Day
Mathematics	Repeated work and support and Think Through Math Computer Program	Small group instruction Individualized instruction	During the school day Extended day in MS
Science	Repeated work and support	Small group instruction	Extended day in MS
Social Studies	Repeated work and support	Small group instruction	Extended day in MS
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Banana Splits	Small group	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
X Teachers are recruited through a series of team interviews and demonstration lessons. Assignments are considered and assigned after intense consideration regarding teacher strengths and needs, coupled with their collaboration skills. In house and outside professional development opportunities are offered and supported throughout the school year and the summer months.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
X Teachers collaborate during weekly teacher team meetings to create and modify units of study aligned to the CCSS. Teacher teams meet by grade level and by subject area. Teachers conduct intervisitations to witness their colleagues in action, and to learn new strategies and methods (such as Socratic Seminar). Experts in the field are brought into school to offer teachers professional development opportunities. Teachers travel to seminars, workshops, and conferences to learn from experts in pedagogy and in the content area.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
X N/A

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that School-Parent Compact is distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 03	Borough Manhattan	School Number 334
School Name The Anderson School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jodi Hyde	Assistant Principal Denise Jordan
Coach type here	Coach type here
ESL Teacher Laila Lyngstad	Guidance Counselor Gail Ridder
Teacher/Subject Area Samantha Skolnik/kindergarten	Parent type here
Teacher/Subject Area Alyssa Volpe/second grade	Parent Coordinator Marcie Shaw
Related Service Provider type here	Other Robert Schliessman, A.P.
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	576	Total number of ELLs	2	ELLs as share of total student population (%)	0.35%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	1		1											1
SELECT ONE														0
Total	0	0	1	0	0	0	0	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	0	0	0	0	0	0	2
Total	2	0	0	0	0	0	0	0	0	2

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	1													1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)			1											1
Total	1	0	1	0	0	0	0	0	0	0	0	0	0	2

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The Anderson School uses the Fountas and Pinnell Benchmark system to assess early literacy skills of our ELLs. Authentic writing assessments (school-created and citywide performance assessments) are the main ELA assessment tool for Kindergarten and First grade. The ESL teacher also uses LAB-R and NYSESLAT results and takes into account the students' native languages to enhance and differentiate her instruction. Ongoing assessments and collections of student work are assessed to track students learning and effectively plan for instruction for each ELL student. In upper grades formal assessment tools that include the LAB-R, NYSESLAT and the NYC Performance Assessments and NYS Performance Assessments are used to determine an ELL student's early literacy skills as a baseline. Informal assessments for all ELL students include conference logs, journals, and reading and writing folders, among others. Using the data collected from all these sources, teachers are able to create an academic profile for ELLs and analyze their strengths and weaknesses. Our analysis shows that our ELLs struggle with reading and writing more than listening and speaking modalities. Analysis also shows that those ELLs with high literacy in their native language achieve on level literacy in English faster than those ELLs who do not have a solid literacy foundation in their native language. This analysis allows for better scaffolding throughout the day's lessons to make language and content accessible to ELLs. The ESL teacher pushes in to provide all ELLs small group instruction, explicit vocabulary instruction, graphic organizers, visual aids on word charts and word walls to support the ELLs learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

In an analysis of our current ELL student's LAB-R and NYSESLAT we recognized growth in all four modalities, listening, speaking, reading and writing. Our current ELL student advanced from a beginner's level to an advanced proficiency level. Based on these results data indicates that when our ELL students are provided intensive instruction with a push-in teacher providing ELLs individualized instructional support especially in reading and writing our ELL students are able to accelerate their proficiency levels. Providing our ELL students these intensive instructional supports in reading and writing has resulted in one of our second grade ELLs testing proficient on the 2013 NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The pattern across the NYSESLAT modality shows that our student needs intensive instruction in reading and writing and as a result our students have all met their AMAOs. It reveals that our student is progressing in their goals in acquiring English proficiency. The patterns across the four modalities are taken into consideration in differentiating an ELL students instructional decisions. Classroom and the ESL teachers scaffold lessons to address students' strengths and weaknesses as shown in class and on their NYSESLAT test scores. The AMAO data is also used to determine ELL placement and the number of instructional ESL periods mandated.

4. For each program, answer the following:

- a. 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?

A. Our current ELL student progressed across all NYSESLAT modalities. Our ELL student took the NYSESLAT in English. Data indicates that although the ELL student progressed to a high Advance proficiency level the student could benefit from intensive instruction in acquiring higher proficiency levels in literacy skills.

B. Currently, our ELL student does not take any ELL Periodic Assessments. All assessments are provided in English such as E-Class and Fountas and Pinnel. The school leadership and teachers use these ongoing assessment to track and monitor student's

achievement levels. Data indicates that the ELL provided English instruction with ESL support is currently performing reading at grade level.

C. Currently there are no ELL students that qualify for the ELL periodic assessment. However, ELL periodic assessments would be used to determine what classroom and ESL instruction would have to be differentiated in order to support students' English proficiency levels and learning and academic achievement levels.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The Response to Intervention (RtI) model is used to provide our ELLs with differentiated and scaffolded instruction, as well as tracking student's progress. This set of guidance documents assists classroom teachers, instructional leaders, and ELL support services with RtI implementation plan.

Once an ELL student's performance data is analyzed an ELL student's instruction is differentiated in accordance with the tier levels of the RtI model. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make instructional decisions.

Currently our ELL student is performing across all content areas on grade level. The ELL student is grouped with other EP students who are also performing on/ about the same academic achievement levels.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All classroom teachers and the ESL teacher collaborate on articulating content specific standards and ESL strategies being utilized to support student learning in both acquiring English proficiency and higher academic achievement levels.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs in several ways. We measure their AYP, Proficiency level across the four modalities and classroom success.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 - English Language Learner (ELL) students are identified upon entering the New York City school system through completed

Home Language Identification Surveys(HLIS),which are available and translated in multiple languages when needed. Completion of the HLIS survey is overseen by our Spanish teacher, Nicole Chandonnet, who conducts an informal interview with parents at this time.

Ms. Chandonnet is bilingual in Spanish, and uses translated information or other school translators for other languages. If no one is available for translation, an outside contractor is called for translation. At this time, parents are informed of their options regarding ELL programs available in NYC schools. Within 10 days of enrollment and based on the information provided by the parent, and the HLIS the ESL teacher identifies those students who are required to take the Language Assessment Battery test (LAB-R), which determines English language proficiency as well as ELL eligibility, and corresponding ELL placement for the child. Spanish speaking students determined to be ELLs are then administered the Spanish LAB-R by the certified bilingual teacher, Ms. Chandonnet. English language learners who are already in the New York City school system are identified by running an RLAT report which identifies their NYSESLAT language proficiency score. This score will help group and service the current ELL students accordingly. The NYSESLAT is the New York State English as a Second Language Achievement Test ,which is administered in the spring. This score determines future placement and mandated periods of ESL services for all of our English Language Learners.

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.
2. Within 10 days of ELL identification through the LAB-R and the HLIS. Based on these findings the ESL teacher, Ms. Lyngstad notifies parents that their child was determined to need and will be administered the LAB-R test. Based on the results of the LAB-R test the parents will receive an entitlement letter if their child qualifies as an ELL or a Non Entitlement if they do not. The entitled parent is also sent an invitation to a parent orientation to meet with the ESL teacher who will provide them with information regarding the ELL program choices available to their child in NYC. The parents will watch the Chancellor's video, available in their native language, explaining the 3 different program types available citywide:Transitional Bilingual, Dual Language and Free-Standing ESL. Parents will also receive a brochure in their native language explaining the various options available for English Language Learners. The parent orientation is ongoing throughout the year, for parents of newly enrolled ELLs. Currently we explain to parents that the ELL service currently available in the school as a Citywide Gifted School is ESL services and it will be provided to their child. If parents choose TBE or DL we will inform them if and when they become available at the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
3. Within 10 days of student enrollment, the ESL teacher sends the ELL entitlement notification letter home to parents upon ELL eligibility, as well as the invitation to the orientation. Follow ups are offered both by the ESL teacher, and the Parent Coordinator. Upon completion of the parent orientation, The Parent Survey is distributed as well as the Program Selection letter. The program selection is then filled out by the parent and collected by the ESL teacher and stored in a secured file. Parents are informed that if these forms are not returned and completed their child must be placed in a Transitional Bilingual Program as per CR-Part 154. ELLs who are eligible for continued ELL services are sent a Continued Entitlement letter within 10 days of the new school year to inform their parent. These forms are sent in English and a translated version of the students home language.
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.
4.After the students are tested using the LAB-R and identified as ELLs, parents are informed through the Entitlement Letter, and invited to attend a parent orientation meeting hosted by the ESL teacher. During the parent ELL orientation meeting, the three programs being offered in NYC are explained in detail (Bilingual, Dual Language and ESL). Parents also watch the parent orientation video which further explains each program. The video is offered in English and several translated versions. After the video, parents are given the opportunity to discuss and ask questions about these programs with the ESL teacher. After the forms (native language translated forms provided) are collected, the ESL teacher reviews the parents' choices and places the student accordingly. Since the Anderson School is a Gifted/Talented application school, the parents are very familiar with the school and its instructional services offered. All students are tested through a long testing process in order to be accepted and registered. Parents of ELL students are provided orientation on how their child is entitled to and will receive ESL services to support students in acquiring English proficiency and academic achievement levels. If a parent opts for a program we do not currently offer (dual language or bilingual), we will assist them in finding a placement that does.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

A list of all NYSESLAT eligible students is created using info from the ATS RLER and RLAT report. Next, a schedule is created and distributed to the classroom teacher and the principal to ensure the schedule is followed and there are no conflicts. If a student is absent during the testing schedule, the student will be administered the missed parts during the makeup window All ELL students are provided testing accommodations including former ELL students (up to 2 years).

6. 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.) 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. [i](#)
Each year the parents have chosen Freestanding ESL for their child which is available at the school. Parents are made aware that if they prefer a different program the school is unable to provide a TBE or DL program with its current single-digit number of registered ELL students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a. We have a push in/pull out model at our school depending on the English proficiency levels of our ELL students. Students that require more intensive instruction in English proficiency will be pulled out and provided with individualized intensive ESL strategies. More intermediate and advanced students will be provided ESL strategies and academic support with the push-in model.
 - 1b. Currently our push-in model is homogeneous because the school has only one ELL student in need of ESL services. However, the ESL teacher pushes in to the heterogenous class and supports the ELL students in meeting and sustaining proficiency levels in English and academic achievement levels.

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)?

ESL is delivered through the mandated 360 minutes of instruction for our beginner and intermediate students and 180 mandated minutes for our advanced students. ELA is embedded in all ESL instruction. Currently, this translates into (4) 50 minute periods for our advanced student and (8) 50 minute periods for our beginner/intermediate students. Currently, we only have one student at the advanced proficiency level.

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 foster language development and meet the demands of the Common Core Learning Standards.

ESL instruction is delivered using ESL methodologies such as Total Physical Response, realia, and scaffolding. The ESL teacher also provides instruction in phonics, reading, writing, social studies and mathematics with curricula aligned to the Common Core Learning Standards. The content area teachers and ESL teachers collaborate in planning lessons that are aligned to the CCLS but also differentiated to meet the needs of the ELL student.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Currently we do not have an NLA program and therefore, we do not evaluate a child's native language. We do support an ELL student's native language by providing curricula materials if available in their native language throughout the content areas, as well as glossaries and dictionaries. ELL students are also provided web-based sites that provide students with instruction in their native language as well as content specific instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, ELLs are given formal and informal assesments to evaluate the students' language acquisition. Conferring notes, running records, student writing portfolios, ongoing content assessments and formal assessments such as baseline assessments, E-Class and periodic assessments are used to inform and differentiate instruction across content area instruction. The NYSESLAT is currently used as a baseline formal evaluation to determine the ELLs' proficiency level and to measure their English acquisition across all four modalities. Providing ELL students teaching in all four modalities across the school year will also be considered in supporting students to achieve proficiency levels.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6 a. Currently the Anderson School has no SIFE students. In the event that we do receive SIFE students, we will provide mandated services according to their proficiency level and provide both an ESL teacher and AIS teacher who will accelerate students' learning in acquiring both English proficiency and higher levels of academic achievement.

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

c and d. Currently we do not have any ELLs receiving service between 4-6 years or any long Term ELLs. If we did, we would develop a long term plan, including regular meetings between the classroom teacher, ESL teacher and school administration to ensure strategies are being used and developed to foster their language growth and needs.

e. Former ELLs who are year 1 and 2 are given testing modifications. They are given time and a half, directions read and reread as well as a separate location. In addition, students are given support from the ESL teacher if and when needed as determined by formal assessment and ongoing academic class performance. These needs are determined and assessed by the ESL and current classroom teacher of the former ELL that meet periodically to ensure that a student is provided transitional ESL instructional support.

7. 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?

At the present, all of our ELLS are identified as gifted and talented. Students take the DOE Gifted and Talented test, and must score at least 97 percentile to be eligible to attend the Anderson School. We consider the giftedness component as the students learn the English language. If any student has special needs in addition to giftedness and ESL, we would work as a team with other professionals who work on their special needs. If the ELL-SWD has an IEP both the mandated goals and the integrity of their IEP will be honored, as will the ELL mandates.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Although we currently do not have any registered ELL-SWDs, the school would collaborate with the classroom and ESL teacher, and the IEP team as well as the school's leadership where the ELL-SWD student could be scheduled with a flexible program.

Courses Taught in Languages Other than English ⓘ

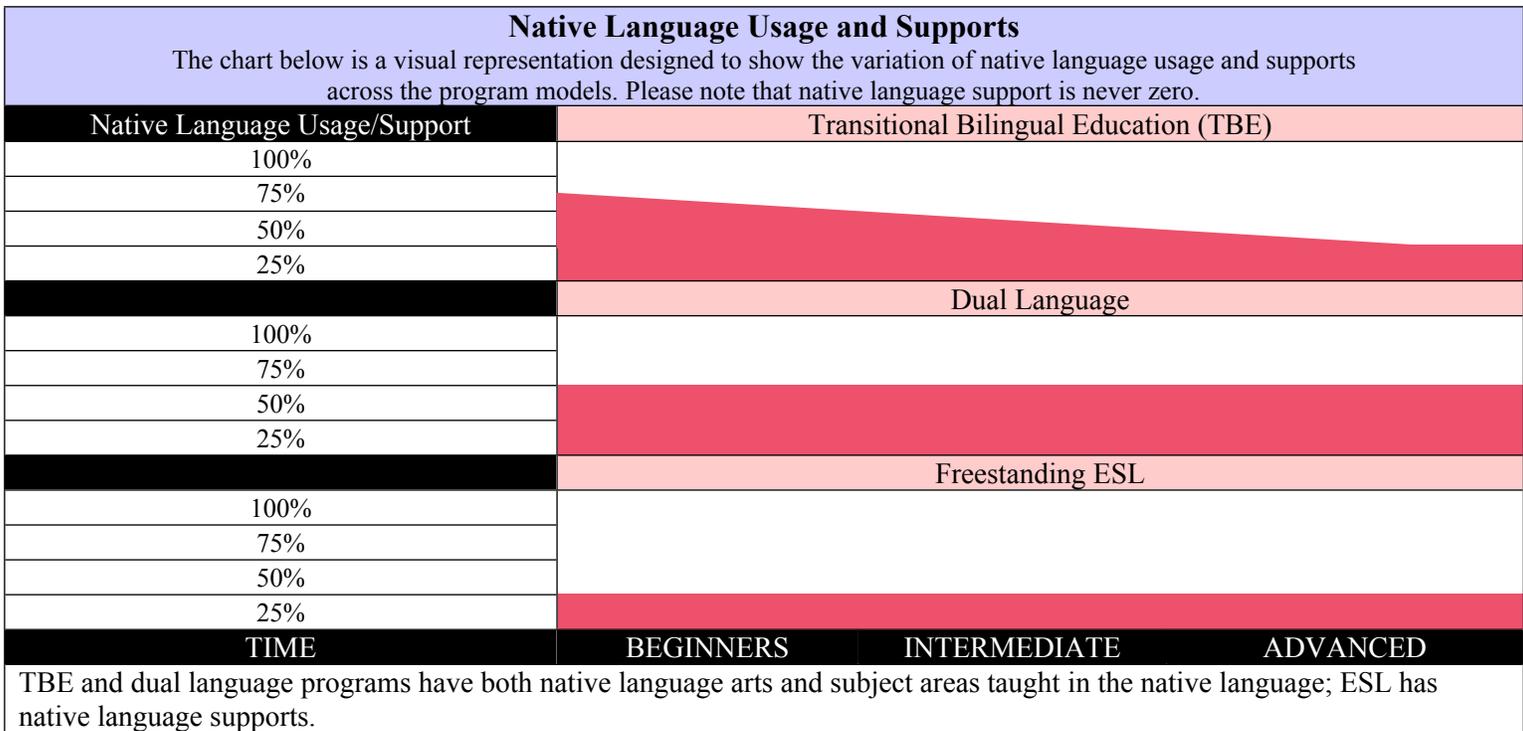
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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	45 minutes per day	45 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



B. Programming and Scheduling Information--Continued

9. 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.
- Currently we offer a computerized phonics and reading program I-Station. This program is designed to differentiate instruction based on the ELL student's academic performance. ESL strategies are also provided by the ESL teacher to support the student's learning during class instruction. The Landmark West Preservation Group works with classes on architecture, developing vocabulary and social studies content. The ESL teacher collaborates with the instructor in order to pre-teach vocabulary and provide additional scaffolding. Small group instruction throughout content areas like math, science and social studies using scaffolding and various ESL methodologies help to address the specific needs of the ESL student.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program, I-Station, with the ESL teacher push-in support model is proving to be highly successful. With this model of supporting ELL students with current phonics and reading programs as well as Common Core aligned curricula our ELL students are able to participate and sustain proficiency levels across all content related assignments and activities. Having the ESL teacher push-in and constantly assessing ELL students performance during class instruction helps the ESL teacher provide immediate differentiated instruction to the ELL students. ELL students' performance indicate that students have been able to sustain academic performance levels with their EP peers in the class.
11. What new programs or improvements will be considered for the upcoming school year?
- All programs and school improvements have concentrated on aligning all curricula to the Common Core Learning Standards. Both the ESL teachers and all classroom teachers meet to assess and align content-specific programs to the CCLS. All pedagogy and the school's leadership work to revise CCLS units of study that have been designed to provide students with engaging and rigorous curricula across all content areas.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all programs in our school programs. Our after school Wingspan Program is open to our ELLs. All aspects of our curriculum involve differentiated ESL instruction where individual needs are met.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include dictionaries, glossaries, authentic literature, games, Smart Boards, Fountas and Pinnell and citywide performance assessments . In addition to these materials, the use of ESL methodologies support their use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Currently we do not have a Transitional Bilingual or Dual Language Program. At present our two ELL students are provided with books across the content area in English. However, glossaries and dictionaries in the ELLs' native language are provided and if curricular materials are available in their native language, it will be provided.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Since we only currently have two ELLs, all of their required services support and resources correspond directly to the content in the ELLs' grade level and individual language needs. Materials the teacher will be using with the class are previewed and vocabulary is pre-taught as well.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Activities that assist newly enrolled ELL students before the beginning of the school year include the ability of parents to contact the Spanish and ESL teacher for materials and reading lists for use during the summer. Parents are invited to Parent workshops where the ESL teacher will provide parents with an overview of the child's curriculum on the grade level, as well as web sites, books and materials that will support the ELL student acquiring English proficiency.
18. What language electives are offered to ELLs?
- A Spanish class is offered to all of our K-8 students including ELL students. Once a week for K-4 students, two to three periods

for middle school students depending on the grade. Eighth grade students take the LOTE exam. All K-2 students have chess once a week, which develops their language skills. All third grade students take a once a week class in Bridge, which develops language skills.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional Development for classroom teachers includes: an Aussie literacy consultant who provides support to teachers on appropriate pedagogical strategies for ELLs. Our Network 406 provides additional professional development to our ESL teacher and faculty. The certified ESL teacher is a resource to our classroom teachers during articulation periods and provides ESL support in class and during grade meetings in differentiating instruction for meeting the students needs.

2. Workshops offered by AUSSIE and Teachers College in reading and writing are recommended for ESL and classroom teachers of ELLs in order to support ELLs as they engage in the Common Core Learning Standards. In addition, teachers are encouraged to attend workshops offered by the school's network (cross curriculum). These workshops are geared toward ELL instruction with Common Core Standards in mind.

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

4. In addition to the workshops and staff developments mentioned in question 1, our ESL teacher will provide staff development in ESL methodologies and techniques to train the staff as per Jose P. Per Jose P, we will be offering professional development workshops this year on best practices and ESL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for newcomer ELLs. The ESL teacher will also attend calendar days at Teachers College and turnkey the workshop to our staff. She will also attend planning meetings with the teachers that she pushes in with to help them plan their instruction, and lunch time meetings to discuss the needs of the ESL population. An attendance sheet is taken for the Professional Development meetings that teachers attend. This ensures that records are maintained.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Once we identify our students as an ELL, parents meet informally with the ESL teacher to determine which program is most appropriate for their child. Parents are provided with a compact disc outlining the available programs and benefits for the ELL students. After the parents select a program for their child, the school holds two informational meetings per academic year to discuss the program and the students progress. In the Spring, the school meets with parents to discuss the NYSESLAT. The Anderson School holds two yearly parent teacher conferences during which student progress is discussed with the parents, classroom teachers and ESL teacher. Parents ensure that their child work on academic assignments daily, they read with their child every day and they create a supportive home environment for learning and studying. Our school also provides parent workshops throughout the school year particularly in helping parents understand the Common Core Standards. At these parent workshops translators are available if parents do not speak English. The ESL teacher also meets with parents to discuss an ELL student's progress via written correspondence or parent meeting.

2. The school works very diligently and closely with parents and the school community during parent meetings that might address community issues, school fund-raising initiatives and/or elective programs school offerings that will support all student learning. Parents workshops are offered where community-based organizations are invited to speak to parents, such as health-related matters such as asthma. At one of the parent workshops all parents are invited to partake in the school's Social and Emotional curriculum that gives parents a better understanding of their child's emotional developmental growth.

3. The schools' yearly Progress Report is used to evaluate the needs and concerns of the parents. At PTA meetings parents have opportunities to discuss school concerns. The school's Parent Coordinator also meets with parents to evaluate and address any concerns or needs parents may present.

4. The Anderson School parents are very involved with all aspects of the school. There are numerous activities for social and academic development of all students, including our ELLs, and they always include a panel of parents in all decision making. All parents are always informed via newsletters, parent meetings and ongoing parent workshops. At these sessions parent needs are assessed and addressed by the school community which consists of leadership, teachers, parents and students.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Anderson School

School DBN: 03M334

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jodi Hyde	Principal		10/24/13
Denise Jordan	Assistant Principal		10/24/13
Marcie Shaw	Parent Coordinator		10/24/13
Laila Lyngstad	ESL Teacher		10/24/13
	Parent		
Samantha Skolnik	Teacher/Subject Area		10/24/13
Alyssa Volpe	Teacher/Subject Area		10/24/13
	Coach		10/24/13
	Coach		
Gail Ridder	Guidance Counselor		10/24/13
	Network Leader		
Robert Schliessman	Other <u>A.P.</u>		10/24/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M334 School Name: Anderson School

Cluster: 4 Network: 406

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

Part A: Needs Assessment Findings

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

The Home Language Surveys are conducted at the end of September each year to determine the number of families that speak a language other than English in the home. A trained pedagogue at the time of school registration also interviews every family that is new to the DOE school system to determine if another language is spoken in the home other than English. Once we collect and analyze that data, our parent coordinator and community coordinator work with parent volunteers and/or DOE translators to provide parents with information in their native languages.

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

We have had great success with reaching out to parents who speak a language other than English in the home. As a citywide school, we are grateful that the DOE has services available to schools that need them. Fortunately, we have been able to handle translation within house staff and parent volunteers. Parents speak two languages but sometimes request materials in their home language, which they are most comfortable reading. This year, the school's written translation needs are: 14 Chinese, 2 Spanish, and one each for Russian, Thai and Korean. This year's oral interpretation needs are: 9 Chinese, 7 Mandarin, 1 Cantonese, 2 Spanish, and one each for Russian, Thai and Korean. Findings were announced to the school community by the principal. Notices such as the Parents' Bill of Rights and safety plan procedures are backpacked home.

Part B: Strategies and Activities

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

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

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

We have been able to handle oral translation in-house with school staff and with parent volunteers. If a parent speaks an oral language other than English and we don't have any school staff or parent volunteer who speaks the oral native language of the parent we contact an outside contractor to translate.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will continue to use in-house staff and parents as necessary. We also provide all parent correspondence if requested in parent's native language.

