



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: I.S. 238 – SUSAN B. ANTHONY

DBN (i.e. 01M001): 29Q238

Principal: PETER LEDDY

Principal Email: PLEDDY@SCHOOLS.NYC.GOV

Superintendent: LENON MURRAY

Network Leader: ELLEN PADVA

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
Peter Leddy	*Principal or Designee	
Juan Tineo	*UFT Chapter Leader or Designee	
Denise Dick	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Chrisovalas Gailas	Member/ UFT Member	
Jan Halsbond	Member/ UFT Member	
Mark Gadson	Member/ UFT Member	
Debbie Hafeez	Member/ Parent	
Sundra Dancey	Member/ Parent	
Neera Samaroo	Member/ Parent	
Dechan Dancey	Member/ Parent	
	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)
X	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.

To increase our score of 7.2 on the Engagement portion of the 2012- 2013 Learning Environment Survey to 7.7.

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 results of the 2012 – 2013 Learning Environment Survey, this area was identified as being below the city average.

A look at the break down of survey questions in the Engagement portion of the Learning Environment Survey, as answered by students showed the following:

Most of the teaching staff at my school make me excited about learning 5.5

At my school I feel welcome 6.4

Most adults at my school care about me 6.4

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

1. All classroom observations will focus on Domains 2 and 3 of the Framework
2. All teachers will conduct baseline assessments to identify student needs
3. All teacher will receive verbal and written feedback after every observation

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

1. Peer instructional coaches focus on Domain 2 and 3 of the Framework
2. Assistant Principals will hold weekly department meetings with teachers of their department and provide feedback
3. Teacher teams will meet weekly during common prep periods

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

1. School created survey given to students in January
2. Feedback sessions with teachers
3. Student feedback sessions with Administration

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

1. All teachers will be observed based on their selections during the Initial Planning Conferences which had to be completed before October 25, 2013. Teachers could select from two options: Option 1: One formal observation (includes pre and post observation) and three unannounced informal observations with a minimum of fifteen minute duration (three unannounced informals is the minimum, more can be conducted at the principal's discretion). Option 2: Six unannounced informal observations with a minimum of a fifteen minute duration (six unannounced informals is the minimum, more can be conducted at the principals discretion).
2. On September 3 and 4, 2013 teachers will receive professional development on the new teacher evaluation system, ADVANCE
3. Beginning in September 2013 and ending June 2014, Assistant Principals and Peer Instructional Coaches will hold weekly department meetings with all teachers as well as weekly common planning periods

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

1. PICs will be relieved of 7 to 8 teaching periods
2. Common planning periods once per week
3. Departmental meetings every Thursday 2:20PM to 2:57PM

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 are kept informed of our research based strategies and goals at our SLT meetings and at PTA meetings through presentations and literature.

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

List any additional fund sources your school is using to support the instructional goal below.

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 5, 2014 100 percent of teachers will possess a normed understanding of the competencies and the rubric from the Danielson Framework included in ADVANCE by focusing on improvement in instructional outcome creation, designing coherent instruction, question and discussion techniques, assessment, enhance student learning through engaging collaborative efforts as measure component 3c of the Framework to improve student achievement.

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.

Improve teaching practices to expand on teachers' use of differentiated approaches to learning so that all lessons are effectively challenging and elicit higher order thinking that leads to thoughtful engagement of all learners. (2012 -2013 QR Indicator 1.2)

For our 2012 – 2013 DQR on of the areas for improvement was noted as follows: *Across classrooms teaching practices are becoming aligned to and informed by Danielson's Framework for Teaching. In one classroom eight student groups were working on multiple levels of tiered math tasks that the teacher chose with students' ability levels in mind. Furthermore, CCLS integration of fluency, application, and conceptual understanding were embedded in each task. For example, in one group, the group leader, recorder, reporter, and reviewer were expected to "invest \$10,410 in equipment to manufacture a new board game. Each game costs \$2.65 to manufacture and sells for \$20. How many games must you make and sell before your business breaks even?" Groups provided multiple versions for solutions and articulated their reasoning during the lesson closure that deepened their understanding of the link between math problem-solving and real world situations. During group work, the teacher served as facilitator as she moved from group to group questioning and pushing student thinking. However, scaffolding that includes appropriately challenging tasks based on student data and prior knowledge is not always evident in all classrooms. For example, in a classroom of English language learners, the teacher dominated the lesson which consisted of reviewing a small booklet of labeled pictures and sentences of the human body through whole-class, repetitive teacher to student questioning and students calling out answers. This was followed by a short, writing assignment that had student recall and describes information. The lesson was dominated with low level questions and tasks that were not cognitively demanding, leaving little or no time for students to discuss what they are learning through thoughtful dialogue that fosters high levels of thinking. As a result, levels of student engagement, thinking, and participation are uneven, and student work products do not consistently reflect critical thinking and understanding of content concepts and skill sets for all students, particularly English language learners.*

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

1. Option 1: One formal observation and a minimum of three informal observations and Option 2: Minimum of six informal observations
2. All classroom observations will focus on Domains 2 and 3 of the Framework
3. All teachers will conduct baseline assessments to identify student needs
4. All teacher will receive verbal and written feedback after every observation

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

1. The school applied for and was accepted into the DOE/UFT Teacher Incentive Fund for the 2013 – 2014 school year. Four teachers have been made Peer Instructional Coaches (PICs) and have been relieved of 20% of their teaching load to assist teachers on improving teacher practices
2. Four demonstration teachers have been selected to serve as classroom models of effective to highly effective instruction.
3. Assigned Talent Coach (job embedded) will visit the school and meet with administration twice before the October 25, 2103 IPC deadline
4. PIC talent coach and ambassador will meet twice a month with PICs and demonstration teachers

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

1. Administration will work with the assigned job embedded coach in September
2. Administration will conduct combined walkthroughs December 10 to 12, 2014 to calibrate ratings with an 80% percent agreement between evaluators
3. Administration will review data from State exams, baseline assessments, student work and shared the findings with the teachers
4. PICs will meet with their talent coach twice a month beginning September 2013 and PICs will use data to help teachers construct effective lesson plans

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

1. All teachers will observed based on their selections during the Initial Planning Conferences which had to be completed before October 25, 2013. Teachers could select

from two options: Option 1: One formal observation (includes pre and post observation) and three unannounced informal observations with a minimum of a fifteen minute duration (three unannounced informals is the minimum, more can be conducted at the principal's discretion). Option 2: Six unannounced informal observations with a minimum of a fifteen minute duration (six unannounced informals is the minimum, more can be conducted at the principals discretion).

2. Teachers will be observed based on their Options throughout the year
3. On September 3 and 4, 2013 teachers will receive professional development on the new teacher evaluation system, ADVANCE
4. Beginning in September 2013 and ending June 2014, Assistant Principals and Peer Instructional Coaches will hold weekly department meetings with all teachers as well as weekly common planning periods

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

1. PICs will be relieved of 7 to 8 teaching periods
2. Common planning periods once per week
3. Departmental meetings every Thursday 2:20PM to 2:57PM
4. Inquiry team meetings twice a month, comprised of one to teachers per department, plus an assistant principal to moderate

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 are kept informed of our research based strategies and goals at our SLT meetings and at PTA meetings through presentations and literature.

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.

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 January 30, 2013 all students with disabilities will be actively assessed, teachers of students with disabilities will be aware of students' IEP goal and provide support, and where applicable, determine appropriate opportunities for least restrictive environment programming

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

1. Lateral programming of Self Contained, Integrated Co-Teaching, and General Education classes to allow for flexible programming
2. Creation of two Integrated Co-Teaching classes per grade (6)
3. Assigned the same four teachers for six ICT classes (2 sixth grade, 2 seventh grade 2 eighth grade) for Literacy
4. Creation of reduced program for two teachers to assist in Special Education issues (IEP's, SESIS, FBA, etc)

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

1. Two teachers were released from 40% of their teacher work load. Each teacher will coordinate Initial Evaluation and Reevaluation meetings, review IEP goals with teachers, provide support to teachers of students with disabilities, and conduct IEP amendment meetings when necessary.
2. Assistant Principal of Special Education
3. Special Education School Improvement Specialist assigned from Network
4. School Based Support Team (Social worker and psychologist)

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

1. Baseline assessments were given during September and October 2013

2. First marking period grades
3. Mid- year assessments will be given in January 2014
4. NYS State exams April 1, 2014

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

1. IEP reviews began August 2013
2. During the month of September students' NYS scores and current performance in class were assessed
3. Distribution of IEP Data Inquiry Form to teachers of students with disabilities
4. Meetings with parents were conducted in October and November 2013

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

1. Lateral programming created to allow for flexible programming and change of placement
2. Reduced teaching program for two teachers by 40 percent to assist Special Education Assistant Principal
3. IEP Data Inquiry form created and distributed to teachers of students with disabilities
4. Changes to placement to be made during November and December 2013 and January 2014

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 are kept informed of our research based strategies and goals at our SLT meetings and at PTA meetings through presentations and literature.

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.

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.

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.

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

- 1.

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

- 1.

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

- 1.

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

- 1.

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

- 1.

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.										

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.
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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
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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	All students are programmed with 8 classes of ELA every week.	Services are provided during regular class	Services are provided during the regular school day and also during extended day on Tuesdays and Wednesdays from 2:20PM to 3:16PM.
Mathematics	All students are programmed with 8 classes of Math every week.	Services are provided during regular class	Services are provided during the regular school day and also during extended day on Tuesdays and Wednesdays from 2:20PM to 3:16PM.
Science	All students are programmed with an additional 40 minutes of Science every week.	Services are provided during regular class	Small group instruction for Science are provided during extended day on Tuesdays and Wednesday s from 2:20PM to 3:16PM.
Social Studies	All students are programmed with an additional 40 minutes of Social Studies every week.	Services are provided during regular class	Small group instruction for Science are provided during extended day on Tuesdays and Wednesday s from 2:20PM to 3:16PM.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Three guidance counselors, three speech teachers, 1 social worker, and one psychologist, each have a caseload of assigned mandated counselor, related services, and targeted interventions as needed.	Services are provided throughout the school day in group sessions and also one to one counseling/intervention	All services are conducted during the school day

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

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

The school works closely with the CFN HR point in identification of highly qualified teachers. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.

We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.

We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.

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).

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math
- Engaging staff in PDs that focus supports for our subgroups
- Deepening teachers' understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions
- Creating a structured and research based school Professional Development plan.
- Working with our network to identify and create high level professional development opportunities for all staff
- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson's Framework for Teaching which informs teacher needs and tracks progress
- Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The integration of funds support all programs in the school in order to service children and families and improve academic achievement. All of our programs have an instructional component and we do a variety of things to support students and families. We have ongoing workshops, meetings and forums to help teach parents how to be a more involved and knowledgeable parents. We identify our various student populations ESL, STH, Single families, Extended families, Grandparents and Foster families and we tailor support services for them. The funds are used to provide supplies, incentives, school supplies, transportation, etc.

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.

All funds are consolidated to meet the needs of all learners. We carefully monitor our student data and make instructional decisions to meet the needs of individualized students. Each student is provided with mandated academic and developmental supports and every student has access to extended learning and afterschool programs as needed. Funds are used to meet the intent and purpose programs by carefully tracking the students in the subgroups and ensuring we are in compliance while supporting all students and preparing them for college and career readiness.

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 and Updating the
Parent Involvement Policy (PIP) (Required 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

SUSAN B. ANTHONY ACADEMY I.S. 238'S PARENT INVOLVEMENT POLICY WAS DESIGNED BASED UPON A CAREFUL ASSESSMENT OF THE NEEDS OF ALL PARENTS/GUARDIANS, INCLUDING PARENTS/GUARDIANS OF ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES. OUR SCHOOL COMMUNITY WILL CONDUCT AN ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF THIS PARENT INVOLVEMENT POLICY WITH TITLE I PARENTS TO IMPROVE THE ACADEMIC QUALITY OF OUR SCHOOL. THE FINDINGS OF THE EVALUATION THROUGH SCHOOL SURVEYS AND FEEDBACK FORMS WILL BE USED TO DESIGN STRATEGIES TO MORE EFFECTIVELY MEET THE NEEDS OF PARENTS, AND ENHANCE THE SCHOOL'S TITLE I PROGRAM. THIS INFORMATION WILL BE MAINTAINED BY THE SCHOOL.

IN DEVELOPING THE SUSAN B. ANTHONY ACADEMY I.S. 238 TITLE I PARENT INVOLVEMENT POLICY, PARENTS OF TITLE I PARTICIPATING STUDENTS, PARENT MEMBERS OF THE SCHOOL'S PARENT ASSOCIATION (OR PARENT-TEACHER ASSOCIATION), AS WELL AS PARENT MEMBERS OF THE SCHOOL LEADERSHIP TEAM, WERE CONSULTED ON THE PROPOSED TITLE I PARENT INVOLVEMENT POLICY AND ASKED TO SURVEY THEIR MEMBERS FOR ADDITIONAL INPUT. TO INCREASE AND IMPROVE PARENT INVOLVEMENT AND SCHOOL QUALITY, SUSAN B. ANTHONY ACADEMY I.S. 238 WILL:

SCHOOL RESPONSIBILITIES

THE SUSAN B. ANTHONY ACADEMY WILL:

- PROVIDE HIGH QUALITY CURRICULUM AND INSTRUCTION IN A SUPPORTIVE AND EFFECTIVE LEARNING ENVIRONMENT THAT ENABLES STUDENTS TO MEET THE NYS LEARNING STANDARDS
- CONDUCT PARENT-TEACHER CONFERENCES DURING WHICH THIS COMPACT WILL BE DISCUSSED AS IT RELATES TO THE INDIVIDUAL STUDENT'S ACHIEVEMENT. SPECIFICALLY, THESE CONFERENCE WILL BE HELD TWICE A YEAR IN BOTH THE FALL AND SPRING TERMS
- PROVIDE PARENTS WITH FREQUENT REPORTS ON THEIR STUDENT'S PROGRESS. SPECIFICALLY, THE SCHOOL WILL PROVIDE REPORT CARDS AFTER EACH MARKING PERIOD IS COMPLETED. IN ADDITION, PARENTS WILL RECEIVE FOUR PROGRESS REPORTS (ONE PER MARKING PERIOD) TO ALERT PARENTS OF ANY ACADEMIC ISSUES.
- PROVIDE PARENTS REASONABLE ACCESS TO STAFF. STAFF WILL BE AVAILABLE FOR CONSULTATION WITH PARENTS DURING PARENT-TEACHER CONFERENCE DAYS AND EVENINGS. STAFF WILL ALSO BE AVAILABLE DURING THE REGULAR SCHOOL DAY BY APPOINTMENT.
- PROVIDE PARENTS WITH DIRECT ACCESS TO THEIR STUDENT'S ACADEMIC RECORD, BY ASSISTING PARENTS WITH ACCESSING ARIS AND ALSO HARD COPY RECORDS

PARENT/GUARDIAN RESPONSIBILITIES:

WE AS PARENTS WILL SUPPORT OUR CHILDREN'S LEARNING IN THE FOLLOWING WAYS:

- MONITOR ATTENDANCE
- MONITOR COMPLETION OF HOMEWORK ASSIGNMENTS
- MONITOR AND ENCOURAGE OUR CHILDREN TO WEAR THE SCHOOL UNIFORM
- PARTICIPATING IN MY CHILDREN'S EDUCATION
- COMMUNICATING WITH THE SCHOOL BY PROMPTLY READING ALL NOTICES FROM THE SCHOOL OR THE SCHOOL DISTRICT EITHER RECEIVED BY MY CHILD OR BY MAIL
- SERVING ON THE POLICY ADVISORY GROUPS SUCH AS THE TITLE I PARENT COMMITTEE, THE SCHOOL LEADERSHIP TEAM, AND THE PARENT TEACHER ASSOCIATION

STUDENT RESPONSIBILITIES:

AS STUDENTS WE WILL BE RESPONSIBLE TO:

- DO OUR HOMEWORK EVERYDAY
- READ AT LEAST THIRTY MINUTES EVERY DAY OUTSIDE OF SCHOOL
- BRING HOME ALL INFORMATION GIVEN TO US TO OUR PARENTS
- WEAR THE SCHOOL UNIFORM EVERYDAY
- RESPECT OUR TEACHERS AND OTHER SCHOOL PERSONNEL
- RESPECT OUR PEERS

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES

THE SUSAN B. ANTHONY ACADEMY WILL:

- HOLD AN ANNUAL MEETING TO INFORM PARENTS OF THE SCHOOL'S PARTICIPATION IN TITLE I, PART A PROGRAMS, AND TO EXPLAIN THE TITLE I, PART A REQUIREMENTS AND THE RIGHT OF PARENTS TO BE INVOLVED IN TITLE I, PART A PROGRAMS. THE SCHOOL WILL CONVENE THE MEETING AT A CONVENIENT TIME TO PARENTS AND WILL OFFER A FLEXIBLE NUMBER OF ADDITIONAL PARENTAL INVOLVEMENT MEETINGS.
- PROVIDE INFORMATION TO PARENTS OF PARTICIPATING STUDENTS IN AN UNDERSTANDABLE AND UNIFORM FORMAT, INCLUDING ALTERNATIVE FORMATS UPON THE REQUEST OF PARENTS WITH DISABILITIES AND IN A LANGUAGE THAT PARENTS CAN UNDERSTAND
- PROVIDE PARENTS INFORMATION IN A TIMELY FASHION ABOUT TITLE I, PART A PROGRAMS THAT INCLUDES AN EXPLANATION OF THE SCHOOL'S CURRICULUM
- PROVIDE TO EACH PARENT AN INDIVIDUAL STUDENT REPORT ABOUT THE PERFORMANCE OF THEIR CHILD ON THE STATE ASSESSMENT IN MATH AND ELA.
- PROVIDE OPPORTUNITIES FOR REGULAR MEETINGS FOR PARENTS TO OFFER SUGGESTIONS AND TO PARTICIPATE IN DECISIONS ABOUT THE EDUCATION OF THEIR CHILDREN.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

**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 00	Borough Queens	School Number 238
School Name I.S. 238 Susan B. Anthony		

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 Peter Leddy	Assistant Principal Joyce Poyser
Coach type here	Coach type here
ESL Teacher Evelyn Martinez	Guidance Counselor Betty Robles
Teacher/Subject Area Carlos Gonzalez/ Bilingual Ed	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jennifer Boone
Related Service Provider type here	Other type here
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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
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)	1525	Total number of ELLs	198	ELLs as share of total student population (%)	12.98%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							15	17	23					55
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							43	36	34					113
Push-in							8	10	12					30
Total	0	0	0	0	0	0	66	63	69	0	0	0	0	198

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	198	Newcomers (ELLs receiving service 0-3 years)	129	ELL Students with Disabilities	22
SIFE	41	ELLs receiving service 4-6 years	48	Long-Term (completed 6+ years)	21

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	51	12	0	0	0	0	2	0	0	53
Dual Language										0
ESL	78	14	5	48	5	11	19	0	6	145
Total	129	26	5	48	5	11	21	0	6	198

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	17	23					55
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	15	17	23	0	0	0	0	55

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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							33	18	14					65
Chinese														0
Russian														0
Bengali							10	9	15					34
Urdu							3	3	3					9
Arabic							4	4	1					9
Haitian							5	4	4					13
French							1	3	1					5
Korean														0
Punjabi									2					2
Polish														0
Albanian														0
Other							2	2	4					8
TOTAL	0	0	0	0	0	0	58	43	44	0	0	0	0	145

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)							19	25	23					67

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)							13	9	22					44
Advanced (A)							45	21	21					87
Total	0	0	0	0	0	0	77	55	66	0	0	0	0	198

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	41	10	3	0	54
7	32	4	0	0	36
8	38	5	0	0	43
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	41	10	8	0	3	1	0	0	63
7	28	12	9	2	0	0	0	0	51
8	33	7	5	3	0	3	0	0	51
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.
IS 238 uses the NYC Department of Education MOSL Performance assessment (pre assessment and post assessment tests). We also use the school wide assessments such as the five week assessment in the content areas as well as the unit tests that are given.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
During the 2012-2013 school year 176 students took the NYSESLAT exam. Seventy (70) sixth graders, forty nine (49) seventh graders and fifty seven (57) eighth graders. In the sixth grade the results were as follows; sixteen (16) beginners, twelve (12) intermediate and forty two (42) advanced students. In the seventh grade nineteen (19) beginners, nine (9) intermediate and twenty one (21) advanced students. In the eighth grade seventeen (17) beginners, twenty (20) intermediate and twenty (20) advanced students.
In the Transitional Bilingual Education program thirty nine (39) students in grades 6-8 took the NYSESLAT exam. 67% scored beginning level of proficiency, 13% scored intermediate level of proficiency and 20% scored advanced level of proficiency. Eleven (11) sixth graders, fourteen (14) seventh graders, fourteen (14) eighth graders. In the sixth grade 6 out of 11 scored beginning level of proficiency, 1 out of 11 scored intermediate level of proficiency and 4 out of 11 scored advanced level of proficiency. In the seventh grade 14 out of 14 scored beginning level of proficiency. In the eighth grade 6 out of 14 scored beginning level of proficiency, 4 out of 14 scored intermediate level of proficiency and 4 of out 14 scored advanced level of proficiency.
Overall in the total of 176 students that took the NYSESLAT exam in 2013, in the sixth grade 23% scored beginning level, 17% scored intermediate and 60% advanced. In the seventh grade 39% scored beginning level, 18% scored intermediate level and 43% scored advanced. In the eighth grade 30% scored beginning level, 35% scored intermediate level and 35% scored advanced level.
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](#))
Teachers use data to drive instruction and to address the problems indicated by the patterns across the NYSESLAT modalities (listening, speaking, reading, writing). The data from the AMAO reveals our English Language Learners are deficient in the core subject areas. Afterschool instruction is provided 2 days a week 2 hours a day.
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.) The standardized tests show the ELLs are deficient in both their native language and English. ELLs take the standardized state math exam in their native language and the results indicate that the ELL achievement is comparable to that of the general school population. However, the ELA standardized state test has to be taken in English. b.) We use the ELL Periodic Assessment to influence decisions concerning the scope of our after school tutoring program and the additional services needed for students who fall in the LOTE category. c.) The Periodic Assessments are designed to assess student performance in the following areas, listening, reading and writing. The school has learned that based on the patterns indicated from the data, students struggle with reading and writing. The test which is now aligned to the Common Core has increased in its difficulty level. The native language is used to strengthen language arts skills, using the students first language. The school recognizes the need to provide students with personnel who speak their languages. This indicated the need to work with students in small groups.
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](#).)
Paste response to question here: N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our students with disabilities that have a one to one paraprofessional are provided with a paraprofessional that speaks their language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

The Susan B. Anthony, Intermediate School 238 is located in Hollis section of Queens, New York. This middle school serves a population of approximately 1525 students of which 198 are ELLs. English Language Learners comprise of approximately 12.98% of our population. Our largest population of ELLs comes from Spanish speaking countries. Although the school's largest population of ELLs is Spanish speaking, this community is home to many new immigrants from Bangladesh, Guyana, Haiti and the Middle East.

Based on the information from the Home Language Survey our English Language Learners come from families that speak the following languages: Spanish, Bengali, Urdu, Haitian Creole, French, Hindi, Punjabi, Tagalog and Arabic.

During the initial intake the pupil personnel secretary provides all required documentation to the parents including the Home Language Survey for completion. After the paper work is completed, the parents and students are referred to the appropriate grade Guidance Counselor for an interview. This sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance counselor and the eighth grade Guidance Counselor is only fluent in English. During the interview, the following programs are explained to the parents of our ELLs and SIFE students:

- Transitional Bilingual Education- ELLs for Spanish speaking countries
- Freestanding ESL- students placed in monolingual classes and receive services based on LAB-R results
- Newcomers – non-English speaking ELLs and SIFE students (from non-English speaking countries)

After the interviews are conducted by the Guidance counselors, students are placed in the perspective classes. After students are placed in their classes, the Home Language Surveys are given to our ESL lead teacher to schedule the administering of the LAB-R to our newly admitted English Language Learners. Children of Spanish and non-Spanish speaking countries are assessed within 10 days after registration with the LAB-R by our ESL teachers to determine proficiency levels. Students from non-Spanish speaking countries are assessed in English by an English speaking ESL teacher and students from Spanish speaking countries are assessed in Spanish by a bilingual ESL teacher. All tests that were administered are delivered to the designated site on the assigned date.

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.

During the initial intake the pupil personnel secretary provides all required documentation to the parents including the Home Language Survey for completion. The parent Coordinator is present at that time to provide native language assistance and to set up future meetings for assistance in getting acclimated to the community. After the paper work is completed the informal oral interview is conducted by one of the three ESL teachers and the parents and students are referred to the appropriate grade Guidance Counselor for an interview. This sixth grade Guidance Counselor is fluent in Haitian Creole, French and Spanish; the seventh grade Guidance Counselor is our Bilingual (Spanish) Guidance counselor and the eighth grade Guidance Counselor is only fluent in English. During the interview, the following programs are explained to the parents of our ELLs and SIFE students:

- Transitional Bilingual Education- ELLs for Spanish speaking countries
- Freestanding ESL- students placed in monolingual classes and receive services based on LAB-R results
- Newcomers – non-English speaking ELLs and SIFE students (from non-English speaking countries)

After the interviews are conducted by the Guidance counselors, students are placed in the perspective classes. If the criterion is not met, students are placed in the Freestanding ESL program. Entitlement Letters and program selection letters are distributed by the ESL teachers, signed by parents and returned to the ESL teacher. Each ESL teacher stores the returned letters by their caseload in their files.

To support our parents of English Language Learners outreach is provided once a month by our Bilingual Guidance Counselor and Parent Coordinator to further explain the programs available to our ELLs.

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 [\[see tool kit\]](#).)
The Parent Coordinator holds a Parent Orientation meeting for new students of other languages as needed. The Parent Coordinator distributes the Program Selection Form as well as the Parent Survey and it is completed at the orientation. It is then forwarded to the ESL teachers. The ESL teachers distribute the Continued Entitlement letters to the students on their caseload. All these letters are stored in a secure closet.
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.
The Program Selection form filled out by the parent is the first criteria used to place identified ELL students in Bilingual or an ESL program. If the parent chooses a program the school does not offer, then parents are given information on outside programs of their choice. They then must decide whether to transfer or to stay at IS 238. If the parent chooses to have their child remain at IS 238, the program that is selected would be Free Standing ESL because IS238 did not have the parents' first choice.
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.
Each year all ELLs are assessed through the NYSESLAT exam and the results enable the ESL teachers to group and service the students. The NYSESLAT results are accessible to the ESL teachers through the ATS RMSR report which identifies students level as "beginner", "intermediate" and "advanced". The ESL teacher refers to the RNMR modality report to document and address each students needs in the areas of Listening/Speaking and Reading/Writing. This report based on the results from the NYSESLAT exam, aids the teachers in providing needed instruction for each student by targeting their area of deficiency.
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. 
Parents of English Language Learners from Hispanic background are given the option to have their child placed in the Transitional Bilingual Program during the interview with the Guidance Counselor. The trend is that 99% of parents registering children new to the country and school system from Spanish speaking countries are requesting for their children to be placed in the Transitional Bilingual classes. 1% of our parents request to have their child/children in monolingual classes from Spanish speaking countries. Parents of English Language Learners from non-Hispanic backgrounds are given the option of having their child/children placed in the Newcomers class or general education classes. These students will receive Freestanding ESL services through a pull-out program. The trend is that 90% of our parents from the Middle East and Bangladesh opt to have their children in the Newcomers program. Some of our SIFE students from Guyana also opt to have their children in this program.



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])?
 - a.) Instruction is delivered using the organizational models of push-in, pull-out and self-contained.
 - b.) The program models are a block in which the class travels together as a group, ungraded which is our Newcomers class which is all students regardless of grade in one class and the groups (classes) are heterogeneous, mixed proficiency 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)?

All students regardless of proficiency level, receive eight periods (360 minutes) of ESL instruction with an ESL teacher, in both the Transitional Bilingual Program and the Freestanding ESL program. The beginning and intermediate students receive 360 minutes, the advanced students receive 180 minutes per week. All students in the Transitional Bilingual program receive 45 minutes per day of Native Language Arts instruction.

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.

The models are whole class with a teacher who moves around identifying struggling students, doing one to one intervention and also small groups are isolated and differentiated instruction is delivered in the classroom setting.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our Bilingual Spanish students take the ELE. At the school level students take unit tests. The bilingual students take the New York State Standardized Math test in their native language. The Native Language Arts teacher assesses the students periodically throughout the year. They do unit tests and five week assessments in their native language. The teacher gives formative (teacher generated) assessments as well as midterm and end of year cumulative assessments.

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

Our English Language Learners take the NYC Periodic Assessment which tests their listening, reading and writing skills. Also the NYSESLAT which tests their listening, speaking, reading and writing skills.
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).

a.) A Newcomers class has been implemented to meet the needs of our SIFE (non-hispanic and Caribbean students) and newcomers from non-hispanic countries to meet their academic needs. Students are taught the fundamentals in English and Mathematics in this class for one year, one teacher and one push-in ESL teacher. Literacy, Reading and Social Studies are taught by the teachers in a co-teaching environment. To ensure that the proficiency and academic levels of our ELLs are addressed, differentiated activities are a part of all student lessons either via web based activities, leveled libraries, intentional collaborative groupings (high and low level students working together and students who share the same language, with the teacher facilitating) and project based activities.

b.) English Language Learners who are in the United States for less than three years and who have not received scores that are at or above proficiency on the NYSESLAT will remain in the Transitional Bilingual Program of the Newcomers class and continue to receive services and after school tutoring.

c.) English Language Learners who have been receiving services for four to six years would continue to receive services in an ESL class with the support of ESL methodologies and strategies.

d.) Our long term English Language Learners, students who have been receiving services for six years or more would be provided extra tutoring and services from the School Based Support Team. An evaluation would be recommended to be done by the School Based Support Team.

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

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?

For our students that are identified as English Language Learners as well as students with disabilities, the teaching strategies and materials used for this subgroup will be the same as those used for students that have comparable levels of proficiency as determined by the NYSESLAT .

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?

The subgroup of English Language Learners that are students with disabilities have access to extended day extra help on Tuesdays and Wednesdays, after school tutoring in ELA and Math, adjustments to the pacing calendar for the curriculum area, testing modifications such as extended time, separate location and those that have a one to one paraprofessional are assigned to someone that speaks their native language.

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:	6,7,8 Bilingual			
Science:	6,7,8 Bilingual			

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

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

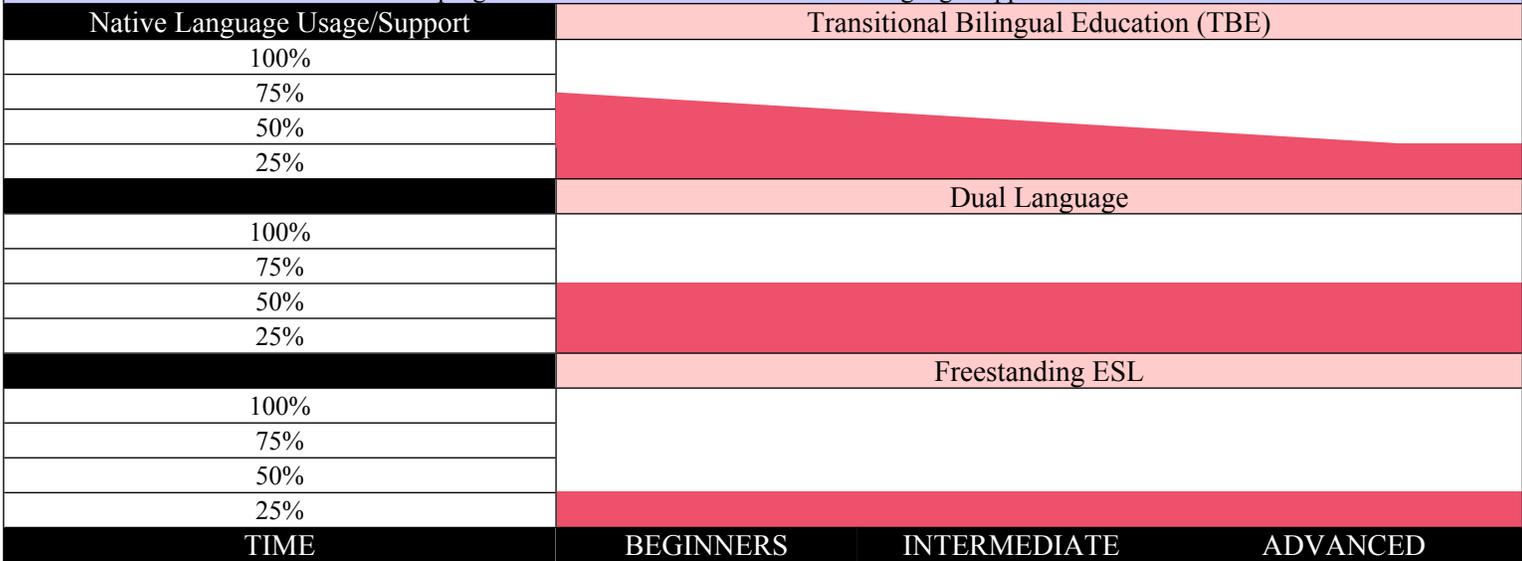
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- Transitional Bilingual and Freestanding ESL students will be given access to small group tutoring sessions and an ESL after school program. They will continue to receive push-in and pull out services that will impact struggling students. Assessments are analyzed to monitor the progress of all targeted students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the program is illustrated through analysis of the data and further intervention options are explored as needed.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs or improvement being considered for the upcoming year are to use a computer based reading program, Read 180, implement after school tutoring sessions in which students have paraprofessionals who speak the native languages of the students that would work along with the teacher and enhance language development.
12. What programs/services for ELLs will be discontinued and why?
- There are no immediate plans to discontinue any services that are working effectively to enhance the achievement of ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Flyers announcing academic enrichment or school wide productions are made available to all students (general education, students with disabilities, bilingual and freestanding ESL students).
- Winter shows involving chorus, stage art, technology and dance are open to all students including ELLs. Tutoring programs in math and ELA are offered to supplement the academic instruction delivered to students during the regular school day.
- The Sports and Arts program and Project Boost provide opportunities for students to engage in sports as well as additional tutoring. Project boost, Teen Center and the Dream Program are also opened to the ELL population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students utilize technology related materials such as computers with child friendly websites that are accessible to children and their parents such as Schedules, ARIS works and Pupil Path. Special codes are available to computer websites so students can have individual access.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts is delivered to our Transitional Bilingual students. Beginning, intermediate and advanced students receive forty five minutes per day of Native Language Arts instruction. Also, some of our students with disabilities have been assigned a paraprofessional that speaks their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Services and resources are supplied based on how the classes are broken down. Students are separated into classes based on grade levels. Hence there are three bilingual classes (6, 7, and 8 grades). Additionally students are placed in 6, 7, and 8th grade ESL classes and instruction is delivered accordingly. Placement is based on both age and grade level. Beginning, Intermediate and, Advanced students are placed together in heterogeneous groups. However, appropriate differentiation and peer interactions are used strategically by the teachers to support and address needs of students
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.
- .At the beginning of the school year, all students and their parents are required to attend the "Curriculum Nights" conducted on different dates for orientation of 6th through 8th grade students and their parents. School personnel including (Supervisors, Guidance counselors, Parent coordinator, etc.) are available to clarify procedures dealing with curriculum, extracurricular activities, and address parent question and concerns. Bilingual personnel are available for translation purposes at these events. New ELLs are exposed to other school wide initiatives such as "Fathers, bring your sons/daughters to school Day", the opportunity, to join the school band, choir, dance, and technology clubs is offered to all students including the ELLs-SWDS and ESL. Students are given tours to familiarize them with the location of important places within the school (cafeteria, library, etc)
18. What language electives are offered to ELLs?
- Creative writing
19. For schools with dual language programs:
- 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)?

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. There are four (4) Instructional Coaches in the building. These coaches are available to work with all teachers including teachers of ELLs- SWDs, Bilingual, and ESL in core subject areas (Mathematics, English Language Arts, Social Studies, Science). Weekly Departmental Meetings for all subject teachers are held. Instructional coaches work with the teachers at Departmental meetings, on implementation strategies for curriculum alignment to the Common Core State Standards. Common Planning periods are built into the school program to ensure that all teachers get to collaborate at the subject and grade levels. Issues dealing with the Common Core State Standards are systematically addressed at the meetings.

Calendar of Professional Development dates:

November 13, 2013 Monthly ESL Network meeting

November 14, 2013 Addressing the Needs of ELLs

November 16, 2013 Essential Support for English Language Learners

December 11, 2013 SIOP Training

January 9, 2014 (RTI) and SIOP Model for English Language Learners

January 23, 2014 Training for NYSITELL Administration (Replacement for LAB-R)

February 3, 2014 LOTE (Lead with Languages)

2. Workshops and professional development support are specifically and systematically provided for administrators and teachers involved in ELL programs through the appropriate Network (CEI-PEA CFN 535). Facilitators of these workshops place a strong emphasis on the alignment of the curriculum to the Common Core State Standards. The school favors the "Push -in" model for instruction as it exposes ESL teachers to the content for the subject area as well as strategies. Frequent team teaching is encouraged as part of this model. A series of Professional Development sessions are available for members of the Council for Administrators and Supervisors (CSA) through their Executive Leadership Institute (ELI). The Association of Assistant Principals (AAP) also provides workshops to support ELL supervisors.

3. Teachers attend Professional development sessions offered at the Network and Union levels during the school day. Network personnel are invited to the school to have meetings with administration and clarify new initiatives that affect ELLs. Administration is responsible for "turn-keying" information to teachers. Teachers are encouraged to ask questions to remove misconceptions and clarify issues.

4. Agendas for the training meetings teachers are required to attend, are retained as evidence of the hours of training received. Certificates of attendance will be distributed as hours of training are completed. Specially prepared Power Point Presentation will be made available for staff to satisfy training requirement. The video with training activities will be shown during the bi-monthly Faculty conferences until "training hours" requirements are satisfied

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. "Father take your son/daughter to school days" invite involvement from parents. Often parent participation is significant. Parents have the opportunity to establish contact and collaborate with other parents. Parent teacher conferences and monthly PTA meetings coincide with the celebration of the "Student of the month" award giving event. Parents become involved in these events and "show up" to encourage their children. Parents have the opportunity to accompany their children on the educational trips planned by their childrens' teachers.

2. The school has provided space for a "Parent Academy" for non- English speaking parents. Parents of ELLs are encouraged to participate. The school now has information to inform parents about the opportunity to sign up through the Office of Adult & Continuing Education for Region 3, to take classes for language development (ESL), Further Education (GED), etc. (SCHOOLS.NYC.GOVCHOICESENROLLMENT/ADULTED and DPEART@SCHOOLS.NYC.GOV)

3. Home Language Identification Surveyb as well as oral conversations and interviews. The school has two bilingual Guidance Counselors available to assist in determining the language needs of the parents.

4. They are encouraged through the involvement to be a "stakeholder" in the school community; taking an active interest in the school as it impacts the lives of their children. English Language learning opportunities provide enablement as they can look forward to more confidence in communication and become participants; motivating and promoting their children's development as English language learners.

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.

The goal of the school to enhance English language acquisition and guide students toward proficiency as well as the rigor required by the CCSS, is strengthened by the fine Arts teachers wher pictures and drawings of objects may further strenghten vocabulary development. The music program and student access to the keyboard and other instruments fine tune the appreciation of sounds. Descriptive writing is encouraged even in the Art and Music.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q238 School Name: Susan B. Anthony (IS 238)

Cluster: 5 Network: CFN535

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 data from the Home Language Identification Survey (HLIS) is examined and analyzed in order to assess the school's translation and oral interpretation needs. The bilingual Guidance Counselors also conduct oral surveys

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

There are nine most common primary languages other than English spoken by persons living in New York City as identified by the Department of Education. These are referred to as the "covered languages". A student's primary language means the primary language spoken by a student's parent or guardian. The current Languages in the school are Spanish, Haitian Creole, Urdu, Hindi, Arabic, Bengali, and Tagalog. The findings of the school's written translations and oral interpretation needs are reported to the School Leadership Team which is a representation of the stakeholders in the school community. Copies of Surveys are stored in binders and access is available for school personnel.

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.

Specific letters and general information are available and accessible to schools in all nine of the Common Languages acknowledged by the Department of Education. The school will utilize the services of in - house personnel, (paraprofessionals, teachers, guidance counselors, and other English proficient school staff). Outside vendors will be used when it is deemed necessary

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

Oral interpretation services will be provided by an outside contractor when the language need cannot be met by school personnel in the school community. If the language interpretation needs can be met within the school setting then the needs will be addressed by the qualified personnel previously identified.

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>.

The requirements for translations and interpretation services needed for adequate and timely parental notification, will be addressed by qualified personnel in the school using the resources available (as previously described). Chancellor's Regulation A-663 "establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their children". According to the Regulation, the Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements. The school ensures that appropriate personnel receive the required training.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

Part E: Budget

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

Allocation Amount: \$

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