

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** P.S. 334 THE ANDERSON SCHOOL

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

**Principal:** JODI HYDE

**Principal Email:** JHYDE@SCHOOLS.NYC.GOV

**Superintendent:** ILENE ALTSCHUL

**Network Leader:** CHRIS GROLL

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Jodi Hyde	*Principal or Designee	
Robert Moy	*UFT Chapter Leader or Designee	
Kori Stanton	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Adrian Feighery	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Mindy Wigutow	Member/ PTA Parent Representative to the SLT	
Andrea Goodman	Member/ K-2 Parent Representative	
Alyssa Volpe	Member/ K-2 Teacher Representative	
Diane Heith	Member/ 3-5 Parent Representative	
Dianne Kirksey-Floyd	Member/ 3-5 Teacher Representative	
Kat DeHaen	Member/ 6-8 AMS Parent Representative	

Stefanie Wolf	Member/ 6-8 AMS Teacher Representative	
Rina Cohen Schwarz	Member/ K-4 at Large Parent Representative	
Deborah Lopez	Member/ 5-8 at Large Parent Representative	
Brian Shaheen	Member/ Teacher Elementary School at Large	
Nicole Chandonnet	Member/ Teacher Middle School at Large	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, the implementation of weekly K-8 social emotional curriculum advisories, encompassing the areas of socio-academic integrity and school behavior, will demonstrate an improvement in attitudes, as evidenced by pre and post surveys of staff and students.

### **Comprehensive Needs Assessment**

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

The Anderson School values the education of the whole child as a major lever towards student progress and achievement. We recognize this as part of the 2014-15 Citywide Instructional Expectations, in particular that systems and structures are in place so that each student is known by at least one staff member and that student progress as an individual, a learner, and as a member of the community is valued.

### **Instructional Strategies/Activities**

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

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

Strategy: Group of pedagogues will research, develop and update the Anderson School Social Emotional Curriculum and insure it is developmentally appropriate for students in grades K-8.

1. Activity: All teachers will participate in professional growth practices that introduce them to the curriculum
2. Activity: Teachers implement lessons at a minimum of one time per week.
3. Activity: Teachers create grade level bulletin boards to display the character traits.
4. Activity: Teachers complete self-reflections after professional learning, regarding the practice of the social-emotional curriculum.
5. Students will conduct pre and post surveys to gauge understanding of the social-emotional curriculum and growth.

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

1. Administration, teachers, guidance counselor, outside resources.
2. Administration, teachers.
3. Teachers.
4. Teachers will complete the reflections provided by the administration after professional learning sessions.
5. Teachers and administration will create student surveys. Teachers will conduct student surveys.

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

1. By the end of the summer, the curriculum will be reviewed by the administration to ensure it is seamless and coherent.
2. Administration will review lesson plans, observe lessons, and review self-reflections.
3. By the end of June all grades will have posted one bulletin board.
4. Review of the teacher reflections will show increased understanding of and comfort with teaching the social-emotional curriculum.
5. Review of student surveys will show increased understanding of the social-emotional curriculum.

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

1. By the first week of September the curriculum will be distributed to teachers. The first Monday of every month will include professional learning opportunities around the Social Emotional curriculum.
2. Lessons are implemented weekly.
3. Bulletin boards are posted by the first week of the month.
4. At the end of every PL session beginning in January, and ending in June, teachers will complete self-reflections.
5. Student survey during first trimester and at end of third trimester.

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

1. Overcoming Obstacles staff developers will meet with administration during the summer. Per session funds will be paid to pedagogues.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.

### **Strategies to Increase Parental Involvement**

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

Monthly letter emailed to parents to share the word and concept of the month. The same information will be posted on the Anderson School website.

***Budget and Resource Alignment***

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

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

Through a combination of Tax Levy and parent funds including a private PTA grant, staff will be paid per session for curriculum writing and the printing of the document.

## 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 2015, students will demonstrate growth in their individual vocabulary knowledge as evidenced by internal pre and post assessments, as well as external competitions in grades 3-6.

### **Comprehensive Needs Assessment**

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

The Anderson School works to integrate academics with how gifted students learn best. We recognize that developing vocabulary is an essential component to Common Core Curriculum alignment; it will enhance achievement and is a necessary component of College and Career Readiness. We recognize this as part of the 2014-15 Citywide Instructional Expectations, in particular that systems and structures are in place so that each student has individual academic goals.

### **Instructional Strategies/Activities**

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

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

Strategy: During the school year, Anderson will provide students targeted vocabulary instruction:

1. K-3 students receive weekly reading enrichment vocabulary development.
2. 3-6 students receive vocabulary development through the WordMasters program.
3. 4-8 students receive weekly vocabulary development lessons from their teachers.
4. Teachers run a vocabulary sub-committee to refine vocabulary instruction and provide resources for students in grades K-8.

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

1. Reading enrichment teacher and K-3 classroom teachers
2. 3-6 classroom teachers
3. 4-8 classroom teachers
4. K-8 teacher representatives

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

1. By the end of June 2015 teachers will have given students post assessments demonstrating a 5% improvement.
2. By the end of June 2015 teachers will have given students their third WordMasters competition, demonstrating a 5% improvement.
3. By the end of June 2015 teachers will have given students post assessments demonstrating a 5% improvement.
4. Sub-committee members recommended programs and electronic resources will be evaluated by administration to check for Common Core alignment.

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

1. The post test will happen in June.
2. Word Masters competitions occur three times throughout the school year, ending in June.
3. The post test will happen in June.
4. Sub-committee members will meet monthly.

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

1. The research based program Text Talk will be purchased and utilized to provide Tier 2 word work.
2. WordMasters competition and program fee.
3. No cost associated with this activity.
4. No cost associated with this activity.

### **Strategies to Increase Parental Involvement**

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

Through the school year the Anderson School offers many opportunities for parent involvement in our academic programs. Vocabulary word work is shared with families through assignments sent home and on teacher web sites. Teachers also include vocabulary resources on their websites.

### **Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

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

Through a combination of school and parent funds including a private PTA grant, materials and competition fees will be funded. These fees also pay for the reading enrichment teacher's salary.

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2015, 100% of students in grades K-5 will participate in required community service activities as evidenced by documentation including activity logs, graphs, and photographs. The community service program will nurture a sense of responsibility and global citizenship. The 2014-15 Citywide Instructional Expectations state that it is the responsibility of the school to articulate the students' development, including as a member of the community.

#### **Comprehensive Needs Assessment**

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

The Anderson School provides an enriched, accelerated education for our students. Part of the experience is to encourage students to become valuable members of the community by participating in Community Service activities that provide real life solutions to strengthen communities. Chancellor Farina wrote, "Giving back to the community is not only rewarding, it helps kids become civic minded citizens." The Anderson School has been aiming to expand upon our grade 6-8 community service programs. Since students come from all over the city, it is important to develop a sense of belonging and community at the campus. Establishing a K-8 community service program empowers students to use their critical thinking, their skills, and their voices to see the issues in the community, to become part of the solution, and to ultimately strengthen the community.

#### **Instructional Strategies/Activities**

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

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

Strategy: During the school year, Anderson will provide recommendations and opportunities for Community Service, within our school as well as in the surrounding community:

1. Menu of Community Service options for grades K-5 will be posted on the Anderson website and classroom teachers will gather the data on participation.
2. Parent coordinator will organize the Penny Harvest
3. Community coordinator will organize the Truck or Treat collection for Unicef.
4. Anderson musicians will host residents of nearby nursing home.
5. PTA will provide opportunities for students to participate in community service at their events.

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

1. School leaders and the SLT will research and organize a menu of community service options.
2. Parent coordinator
3. Community coordinator
4. Music teachers and parent coordinator
5. PTA volunteers

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

1. Teachers will log student participation, 100% by June.
2. Graphs will be created and maintained to demonstrate the weight of pennies collected and the participation of each class/student.
3. Teachers log participation and the community coordinator collects the money.
4. Photographs will document the participation.
5. PTA will provide feedback and attendance sheets.

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

1. September through June
2. November through December
3. October
4. January and March
5. Throughout the school year

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

1. SLT sub committee will meet several times throughout the school year.
2. Parent coordinator will act as liaison to community service partners.
3. Community coordinator will act as liaison to community service partners.

- 4. Parent coordinator will act as liaison to the nursing home.
- 5. PTA volunteers put out a request for volunteers and encourage students to sign up.

***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).

Anderson parents model volunteer work through their daily service to the school. They will supervise their children during community service participation, as necessary. Anderson parent SLT members will help to research the list of off-site volunteer options. Anderson School website will provide information on the activities and photographs of events.

***Budget and Resource Alignment***

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

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

Through a combination of school and parent funds including a private PTA grant, any costs will be paid, although none are expected.

## 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
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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.

### **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
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	IStation program: interactive computer reading program  GOAL group  Great Leaps fluency program for K-4	Small group instruction and individualized instruction  Specialized target intervention group  One-to-one	During the school day
<b>Mathematics</b>	Repeated work and support  GOAL group	Small group instruction Individualized instruction  Specialized target intervention group	During the school day
<b>Science</b>	Repeated work and instruction  GOAL group	Small group instruction  specialized target intervention group  Specialized target intervention group	During the school day
<b>Social Studies</b>	Repeated work and instruction  GOAL group	Small group instruction  Specialized target intervention group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Banana Splits group  Social Skills group	Small group  Small group	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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**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.

**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).

**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.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing 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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 [i](#).

## Part I: School ELL Profile

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

District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>334</b>
School Name <b>The Anderson School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Jodi Hyde</b>	Assistant Principal <b>Denise Jordan</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Laila Lyngstad</b>	Guidance Counselor <b>Gail Ridder</b>
Teacher/Subject Area <b>Samantha Skolnik/kindergarten</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Alyssa Volpe/second grade</b>	Parent Coordinator <b>Marcie Shaw</b>
Related Service Provider <b>type here</b>	Other <b>Robert Schliessman, A.P.</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>576</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.35%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K 1 2 3 4 5  
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	2	0	0	0	0	0	0	0	2	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1													1
Intermediate(I)														0
Advanced (A)			1											1
Total	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>									

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The Anderson School uses the Fountas and Pinnell Benchmark system to assess early literacy skills of our ELLs. Authentic writing assessments (school-created and citywide performance assessments) are the main ELA assessment tool for Kindergarten and First grade. The ESL teacher also uses LAB-R and NYSESLAT results and takes into account the students' native languages to enhance and

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

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

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

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

B. Currently, our ELL student does not take any ELL Periodic Assessments. All assessments are provided in English such as E-Class and Fountas and Pinnel. The school leadership and teachers use these ongoing assessment to track and monitor student's achievement levels. Data indicates that the ELL provided English instruction with ESL support is currently performing reading at grade level.

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

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

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

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

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

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

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

## Part IV: ELL Identification Process

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

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](#).)
  1. English Language Learner (ELL) students are identified upon entering the New York City school system through completed Home Language Identification Surveys (HLIS), which are available and translated in multiple languages when needed. Completion of the HLIS survey is overseen by our Spanish teacher, Nicole Chandonnet, who conducts an informal interview with parents at this time. Ms. Chandonnet is bilingual in Spanish, and uses translated information or other school translators for other languages. If no one is available for translation, an outside contractor is called for translation. At this time, parents are informed of their options regarding ELL programs available in NYC schools. Within 10 days of enrollment and based on the information provided by the parent, and the HLIS the ESL teacher identifies those students who are required to take the Language Assessment Battery test (LAB-R), which determines English language proficiency as well as ELL eligibility, and corresponding ELL placement for the child. Spanish speaking students determined to be ELLs are then administered the Spanish LAB-R by the certified bilingual teacher, Ms. Chandonnet. English language learners who are already in the New York City school system are identified by running an RLAT report which identifies their NYSESLAT language proficiency score. This score will help group and service the current ELL students accordingly. The NYSESLAT is the New York State English as a Second Language Achievement Test, which is administered in the spring. This score determines future placement and mandated periods of ESL services for all of our English Language Learners.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

2. Within 10 days of ELL identification through the LAB-R and the HLIS. Based on these findings the ESL teacher, Ms. Lyngstad notifies parents that their child was determined to need and will be administered the LAB-R test. Based on the results of the LAB-R test the parents will receive an entitlement letter if their child qualifies as an ELL or a Non Entitlement if they do not. The entitled parent is also sent an invitation to a parent orientation to meet with the ESL teacher who will provide them with information regarding the ELL program choices available to their child in NYC. The parents will watch the Chancellor's video, available in their native language, explaining the 3 different program types available citywide: Transitional Bilingual, Dual Language and Free-Standing ESL. Parents will also receive a brochure in their native language explaining the various options available for English Language Learners. The parent orientation is ongoing throughout the year, for parents of newly enrolled ELLs. Currently we explain to parents that the ELL service currently available in the school as a Citywide Gifted School is ESL services and it will be provided to their child. If parents choose TBE or DL we will inform them if and when they become available at the school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3. Within 10 days of student enrollment, the ESL teacher sends the ELL entitlement notification letter home to parents upon ELL eligibility, as well as the invitation to the orientation. Follow ups are offered both by the ESL teacher, and the Parent Coordinator. Upon completion of the parent orientation, The Parent Survey is distributed as well as the Program Selection letter. The program selection is then filled out by the parent and collected by the ESL teacher and stored in a secured file. Parents are informed that if these forms are not returned and completed their child must be placed in a Transitional Bilingual Program as per CR-Part 154. ELLs who are eligible for continued ELL services are sent a Continued Entitlement letter within 10 days of the new school year to inform their parent. These forms are sent in English and a translated version of the students home language.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. After the students are tested using the LAB-R and identified as ELLs, parents are informed through the Entitlement Letter, and invited to attend a parent orientation meeting hosted by the ESL teacher. During the parent ELL orientation meeting, the three programs being offered in NYC are explained in detail (Bilingual, Dual Language and ESL). Parents also watch the parent orientation video which further explains each program. The video is offered in English and several translated versions. After the video, parents are given the opportunity to discuss and ask questions about these programs with the ESL teacher. After the forms (native language translated forms provided) are collected, the ESL teacher reviews the parents' choices and places the student accordingly. Since the Anderson School is a Gifted/Talented application school, the parents are very familiar with the school and its instructional services offered. All students are tested through a long testing process in order to be accepted and registered. Parents of ELL students are provided orientation on how their child is entitled to and will receive ESL services to support students in acquiring English proficiency and academic achievement levels. If a parent opts for a program we do not currently offer (dual language or bilingual), we will assist them in finding a placement that does.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Each year the parents have chosen Freestanding ESL for their child which is available at the school. Parents are made aware that if they prefer a different program the school is unable to provide a TBE or DL program with its current single-digit number of registered ELL students.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1a. We have a push in/pull out model at our school depending on the English proficiency levels of our ELL students. Students that require more intensive instruction in English proficiency will be pulled out and provided with individualized intensive ESL strategies. More intermediate and advanced students will be provided ESL strategies and academic support with the push-in model.
    - 1b. Currently our push-in model is homogeneous because the school has only one ELL student in need of ESL services. However, the ESL teacher pushes in to the heterogenous class and supports the ELL students in meeting and sustaining proficiency levels in English and academic achievement levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ESL is delivered through the mandated 360 minutes of instruction for our beginner and intermediate students and 180 mandated minutes for our advanced students. ELA is embedded in all ESL instruction. Currently, this translates into (4) 50 minute periods for our advanced student and (8) 50 minute periods for our beginner/intermediate students. Currently, we only have one student at the advanced proficiency level.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ESL instruction is delivered using ESL methodologies such as Total Physical Response, realia, and scaffolding. The ESL teacher also provides instruction in phonics, reading, writing, social studies and mathematics with curricula aligned to the Common Core Learning Standards. The content area teachers and ESL teachers collaborate in planning lessons that are aligned to the CCLS but also differentiated to meet the needs of the ELL student.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

native language as well as content specific instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year, ELLs are given formal and informal assessments to evaluate the students' language acquisition. Conferencing notes, running records, student writing portfolios, ongoing content assessments and formal assessments such as baseline assessments, E-Class and periodic assessments are used to inform and differentiate instruction across content area instruction. The NYSESLAT is currently used as a baseline formal evaluation to determine the ELLs' proficiency level and to measure their English acquisition across all four modalities. Providing ELL students teaching in all four modalities across the school year will also be considered in supporting students to achieve proficiency levels.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

### Courses Taught in Languages Other than English

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

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

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

### 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

Math:				
Science:				

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

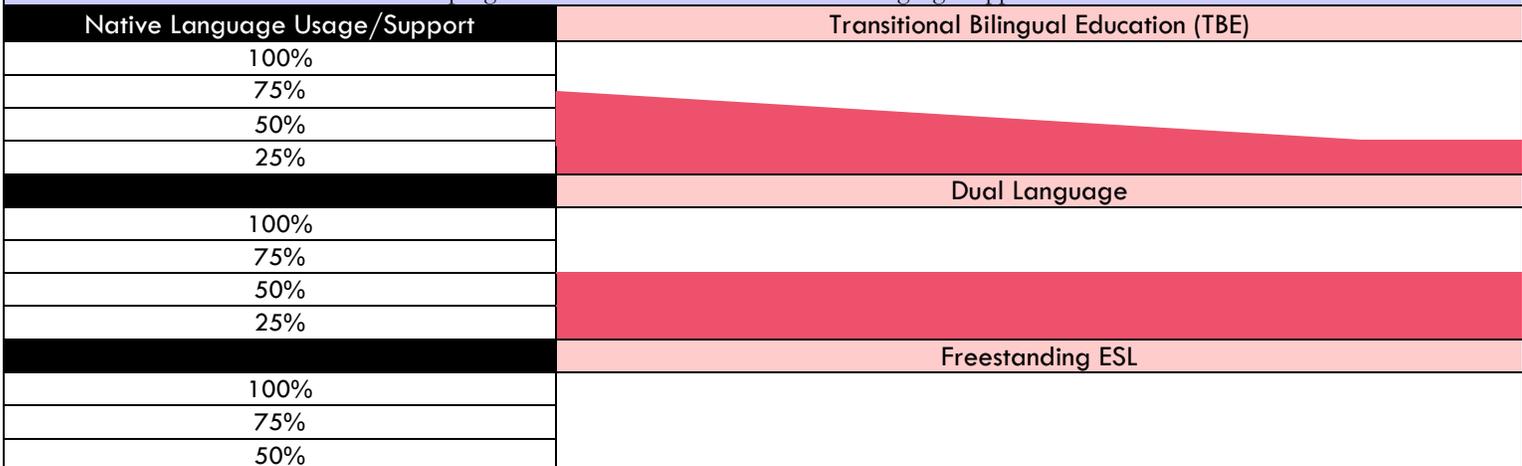
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- Currently we offer a computerized phonics and reading program I-Station. This program is designed to differentiate instruction based on the ELL student's academic performance. ESL strategies are also provided by the ESL teacher to support the student's learning during class instruction. The Landmark West Preservation Group works with classes on architecture, developing vocabulary and social studies content. The ESL teacher collaborates with the instructor in order to pre-teach vocabulary and provide additional scaffolding. Small group instruction throughout content areas like math, science and social studies using scaffolding and various ESL methodologies help to address the specific needs of the ESL student.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program, I-Station, with the ESL teacher push-in support model is proving to be highly successful. With this model of supporting ELL students with current phonics and reading programs as well as Common Core aligned curricula our ELL students are able to participate and sustain proficiency levels across all content related assignments and activities. Having the ESL teacher push-in and constantly assessing ELL students performance during class instruction helps the ESL teacher provide immediate differentiated instruction to the ELL students. ELL students' performance indicate that students have been able to sustain academic performance levels with their EP peers in the class.
11. What new programs or improvements will be considered for the upcoming school year?
- All programs and school improvements have concentrated on aligning all curricula to the Common Core Learning Standards. Both the ESL teachers and all classroom teachers meet to assess and align content-specific programs to the CCLS. All pedagogy and the school's leadership work to revise CCLS units of study that have been designed to provide students with engaging and rigorous curricula across all content areas.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all programs in our school programs. Our after school Wingspan Program is open to our ELLs. All aspects of our curriculum involve differentiated ESL instruction where individual needs are met.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include dictionaries, glossaries, authentic literature, games, Smart Boards, Fountas and Pinnell and citywide performance assessments . In addition to these materials, the use of ESL methodologies support their use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Currently we do not have a Transitional Bilingual or Dual Language Program. At present our two ELL students are provided with books across the content area in English. However, glossaries and dictionaries in the ELLs' native language are provided and if curricular materials are available in their native language, it will be provided.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Since we only currently have two ELLs, all of their required services support and resources correspond directly to the content in the ELLs' grade level and individual language needs. Materials the teacher will be using with the class are previewed and vocabulary is pre-taught as well.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Activities that assist newly enrolled ELL students before the beginning of the school year include the ability of parents to contact the Spanish and ESL teacher for materials and reading lists for use during the summer. Parents are invited to Parent workshops where the ESL teacher will provide parents with an overview of the child's curriculum on the grade level, as well as web sites, books and materials that will support the ELL student acquiring English proficiency.
18. What language electives are offered to ELLs?
- A Spanish class is offered to all of our K-8 students including ELL students. Once a week for K-4 students, two to three periods for middle school students depending on the grade. Eighth grade students take the LOTE exam. All K-2 students have chess once a week, which develops their language skills. All third grade students take a once a week class in Bridge, which develops language

skills.

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

N/A

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

<b>School Name: <u>The Anderson School</u></b>		<b>School DBN: <u>03M334</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jodi Hyde	Principal		10/24/13
Denise Jordan	Assistant Principal		10/24/13
Marcie Shaw	Parent Coordinator		10/24/13
Laila Lyngstad	ESL Teacher		10/24/13
	Parent		
Samantha Skolnik	Teacher/Subject Area		10/24/13
Alyssa Volpe	Teacher/Subject Area		10/24/13
	Coach		10/24/13
	Coach		

Gail Ridder	Guidance Counselor		10/24/13
	Network Leader		
Robert Schliessman	Other <u>A.P.</u>		10/24/13
	Other _____		
	Other _____		
	Other _____		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 03M334 School Name: Anderson School

Cluster: 4 Network: 406

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

