

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**03M334**

**School Name:**

**THE ANDERSON SCHOOL**

**Principal:**

**JODI HYDE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Anderson School School Number (DBN): 03M334  
Grades Served: K-8  
School Address: 100 West 77 Street  
Phone Number: 212.595.7193 Fax: 212.496.2854  
School Contact Person: Jodi Hyde Email Address: jhyde@schools.nyc.gov  
Principal: Jodi Hyde  
UFT Chapter Leader: Dianne Kirksey-Floyd  
Parents' Association President: Mindy Wigutow  
SLT Chairperson: Diane Heith  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 03 Superintendent: Ilene Altschul  
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025  
Superintendent's Email Address: lAltsch@schools.nyc.gov  
Phone Number: (212) 678-5857 Fax: (212) 222-7816

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, New York NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jodi Hyde	*Principal or Designee	
Dianne Kirksey-Floyd	*UFT Chapter Leader or Designee	
Mindy Wigutow	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Diane Heith	Member/Parent Representative to the SLT	
Rachel Marchak	Member/Parent K-2 Representative	
Alyssa Volpe	Member/ K-2 Teacher Representative	
Anna Kovner	Member/Parent 3-5 Representative	
Pamela Flint	Member/ 3-5 Teacher Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katrin DeHaen	Member/Parent 6-8 AMS Representative	
Stefanie Fier	Member/6-8 AMS Teacher Representative	
Jennifer Unter	Member/Parent K-4 at large Representative	
Rina Cohen Schwartz	Member/Parent 5-8 at large Representative	
Stefanie Russo	Member/Teacher Elementary School at Large	
Nicole Chandonnet	Member/Teacher Middle School at Large	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Anderson School/PS 334 is a unique K-8 New York City public school located on the Upper West Side of Manhattan. It serves a citywide population of students who scored in the 99<sup>th</sup> percentile of the OLSAT and Naglieri test, as given by the DOE. The mission of the Anderson School is to foster active problem solvers and independent, creative thinkers in an intellectually stimulating environment. In order to provide this environment work closely with the PTA and their fundraising efforts. This fundraising has enabled collaborations with Symphony Space, American Museum of Natural History, Dancing Classrooms, New York Chess Kids, Asia Society, New-York Historical Society, among others. The elements of the Framework for Great Schools in which The Anderson School made the most progress over the past year includes Collaborative Teaching and Supportive Environment. Our work with Teachers College Reading and Writing Project enabled teachers to visit each others' classrooms to watch lessons and participate in ongoing professional development. In regards to Supportive Environment, our school's work last year revamping our Social-Emotional curriculum helped us reestablish our commitment to a school culture where students feel safe and supported. The key areas of focus for this year are Rigorous Instruction, in terms of developing and expanding STEM instruction in the elementary and middle school, and Supportive Environment, where we will build on our work with our Social-Emotional learning to develop mindfulness. We have determined that there is an added need for the mindful awareness program to support all constituents of our community, faculty, students, and parents. Embarking on this next phase of our support of the whole child will result in the development of kindness and compassion for ourselves, for other people, and for the bigger world.

### 03M334 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01,02,03,04,05,06,07,08	Total Enrollment	574	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	7	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		97.5%
% Free Lunch	7.6%	% Reduced Lunch		2.1%
% Limited English Proficient	0.4%	% Students with Disabilities		3.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		5.6%
% Hispanic or Latino	8.5%	% Asian or Native Hawaiian/Pacific Islander		28.8%
% White	55.4%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		3.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	93.0%	Mathematics Performance at levels 3 & 4		98.3%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%
				%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Anderson School prides itself on the delivery of rigorous instruction across all subject areas. We present an accelerated curriculum to support the needs of our advanced, intrinsically motivated students. STEM is largely about problem solving, which is a skill that can transition easily into other subjects. Our most recent Quality Review (QR) in April of 2015, acknowledges and recognizes our delivery of rigorous instruction , rating us as well-developed in indicator 1.1 of the QR. As the Common Core becomes ubiquitous, students at Anderson are finding challenges they never faced before. STEM will help students approach these challenges in a creative and practical manner. In addition to supporting Rigorous Instruction , working towards a STEM enriched curriculum will support the Framework for Great Schools element of Strong Family and Community Ties . Our parents have been great supporters of the coding initiative as we participated in the nationwide activity called an Hour of Code. Parents have expressed their desire and support for an enriched STEM program by voting for a substantial portion of the PTA budget to be allocated in this manner. As we implement this initiative we will also build upon the element of Collaborative Teachers , providing opportunity to work together and coach one another.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of students in grades 6-8 will complete a STEM project or competition outside of the normal curriculum scope and sequence as defined as/evidenced by:

Coding class: All about Me Scratch Project, website or app design

Science Olympiad: Science competition or mechanically engineered structure

Lego Robotics: NXT/EV3 robot, FLL Robotics Competition

Math Team: AMC 8, RocketCity, Mathcounts competitions

Science Fair: a project board that demonstrates process of a science experiment

Hour of Code: code a program.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Strategy: A wider variety of STEM enrichment will be offered, with some being integrated into the classroom and others as an after-school club.</p>			
<p>1. Activity: Three teachers will attend a NYC DOE STEM Institute (concentration in Game Design) in July 2015 to learn about teaching coding and game design; two to three teachers will attend a LEGO Mindstorms workshop (see: <a href="https://education.lego.com/en-us/lesi/professional-development/face-to-face-training">https://education.lego.com/en-us/lesi/professional-development/face-to-face-training</a> as an option)</p>	<p>Teachers with a science background and interest.</p>	<p>Fall '15- Spring '16</p>	<p>Classroom and Science Teachers</p>
<p>1. Activity: Sixth and seventh grade students will receive lessons in coding once a week.</p>	<p>Students</p>	<p>Fall '15- Spring '16</p>	<p>Teachers</p>
<p>1. Activity: Grades 6-8 have the option of joining a variety of teams and clubs at The Anderson School, including three STEM options: Science Olympiad, LEGO Robotics, and Math Team.</p> <p>2. Activity: Grades 6 and 8 complete Science Fair projects, focusing on problem solving for real-world issues.</p> <p>3. Activity: Hire part time science coach to support science in the classroom</p> <p>4. Activity: Implement a coding elective for the middle school menu.</p>	<p>Middle School students</p> <p>Sixth and eighth graders</p> <p>Elementary teachers</p> <p>Middle School students</p>	<p>Fall '15- Spring '16</p> <p>Spring '16</p> <p>Entire school year</p> <p>Entire school year</p>	<p>Teachers</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Through a combination of Tax Levy and parent funds, including a private PTA grant, a part-time science coach will be paid, staff will attend Coding PD, turnkey to colleagues, attend PD events to support an infusion of common core science.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the end of February 2016, 85% of students in grades 3, 6, and 8 will have completed at least 5 hours of STEM-related activity.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Anderson School values the education of the whole child as a major lever towards student progress and achievement. As part of the 2014-15 CEP we focused on the refining the Social Emotional Learning (SEL) curriculum through the creation and presentation of a cohesive K-8 curriculum focusing on the implementation of action-aware concepts (e.g. integrity, responsibility, and respect). As we enter Phase II of our SEL work we focus on the internal actions, primarily mindfulness, in order to continue with personal growth in our students. Mindfulness is a natural extension of the Anderson School’s current work in our SEL curriculum. In support of the Framework of Great Schools elements of Supportive Environment and Effective School Leadership , Indicator 1.4 of the Quality Review rubric establishes the necessity to “maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.” In our environment of high expectations and perfectionism (common among gifted students) there is an added need for the mindful awareness program to support all constituents of our community, faculty, students, and parents. Embarking on this next phase of our support of the whole child will result in the development of kindness and compassion for myself, for other people, and the world around me .

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the students in each grade will increase their ability to be mindful as evidenced by a 5% increase in average score on the Child Acceptance and Mindfulness Measure (CAMM), as compared to each grade’s average score in September 2015. The CAMM is a self-reported measurement of acceptance and mindfulness for children and adolescents. Scores range from 0-100, with higher scores indicating higher levels of acceptance and mindfulness.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Strategy: The SEL curriculum will begin Phase II of its implementation with a focus on mindfulness for faculty, students, and parents.  1. Activity: The CAMM will be administered to students in September 2015.	1-8 students	September 2015	Teachers and administration
2. Activity: Ten acceptance and mindfulness vocabulary words will be shared, defined, and discussed throughout the school year.	K-8 students and families	September '15- June '16	Teachers
1. Activity: Teachers will be trained in secular meditative practices, as well as the importance of silence  2. Activity: Families will participate in various workshops and trainings to support the practice of mindfulness.	Teachers  Families	September '15- June '16  Various PTA meetings throughout the school year	Teacher  Administration and PTA
1. Activity: Teachers will begin mindful meditation with their students in small ways (e.g. noticing surroundings) building up to larger undertakings (e.g. quiet sitting meditation).  5. Activity: The CAMM will be administered to students in June 2016 as a post assessment to measure growth.	Students  1-8 Students	October 2015- June 2016  May 2016	Teachers  Teachers and administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Through a combination of Tax Levy and parent funds, including a private PTA grant, staff will be paid per session for the creation of Phase II of the SEL curriculum, to attend PD events, and to bring in expert speakers to address the different constituents of the Anderson School community.
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the end of February 2016, students in grades 1-8 will be able to discuss and/or document three mindfulness techniques.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Academic need per F and P reading benchmark system, writing samples, ongoing conferring and assessment	iStation program: interactive adaptive computer reading program GOAL group Great Leaps fluency program K-4 AI teacher	Small group instruction and individualized instruction Specialized target intervention group One-to-one Small group	During the school day
<b>Mathematics</b>	Academic need per assessments	Repeated work and support GOAL group AI teacher	Small group instruction and individualized instruction Specialized target intervention group Small group	During the school day
<b>Science</b>	Academic need per assessments	Repeated work and instruction GOAL group	Small group instruction and individualized instruction Specialized target intervention group	During the school day
<b>Social Studies</b>	Academic need per assessments	Repeated work and instruction GOAL group	Small group instruction and individualized 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>	Life events and parent consent Behavioral need Self-selected (6-8 only)	Banana Splits group Social skills group Spectrum group	Small group Small group Small group	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template**

**[School name]** , 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 on assessments.

### **I. School Responsibilities:**

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 with 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

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 ENL 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>
ENL (English as a New Language)/Bilingual Teacher <b>Laila Lyngstad</b>	School Counselor <b>Gail Ridder</b>
Teacher/Subject Area <b>Alyssa Volpe</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Marcy Shaw</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>559</b>	Total number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	---

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0					0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0					0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
<b>All ELLs</b>		<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	1									0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New 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														0
Russian		1												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)	1													0
<b>Commanding</b> (Proficient)		1												0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

**FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1											0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
According to the data patterns across performance levels on the NYSITELL and NYSESLAT it is revealed that students tend to reach proficiency in reading and listening first. One student was proficient in all areas but speaking, and the second all but writing. The data also indicates that most students tend to test proficient in first or second grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
PS 334 uses our AMAO tool to measure what areas the students are meeting, or not meeting their goals in order to direct and drive instruction to assist in weak areas.. Fortunately 334's students have historically, and are currently, meeting their AMAO.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
The ENL student's are performing at or above grade level in English.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).  
[Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [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 student's new 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 target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At PS 334 the initial identification process of ELLs is done in four steps:

Step 1:

The administration of the Home Language Identification Survey (HLIS), which is done by the ENL teacher who is also the ELL co-ordinator who is NYC certified both in common branches and ESL if she is not available, the assistant principal will administer the HILS. In addition to the HILS, an interview is conducted with the parent, in their preferred language. If the school does not have a translator available, the translation and interpretation unit will be contacted to assist the parent.

Step 2:

Upon Identification that a home language is other than English, the student is given more in-depth interview and if available a review of his/her school work is done. If a student enters with an IEP, a review of the Individualized Education Program is done by the Language Proficiency Team in order to determine NYSITELL eligibility.

Step 3.

Students are administered the NYSITELL upon determination of eligibility by the ENL teacher within 10 days of enrollement.

Step 4.

If a student is identified as a new ELL and a Spanish speaker, they are administered the Spanish LAB-R also within 10 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

PS 334 is a gifted and talented school. Students are administered the G&T test. In order for the student to be selected to attend PS 334 it would not be possible for the student to be two or more years below grade level. In the event that we had a SIFE student within 30 days, we will:

Administer the oral interview questionnaire

-If the student has a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we will administer the Literacy Evaluation for Newcomer SIFE(LENS).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Newly enrolled students with IEP's are identified as potential ELLs, their IEP and HILS is reviewed by the LPT team whom consists of the ENL teacher, school psychologist, ass't. principal, the ELL's parent and the our school psychologist. The LPT will determine whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including, but not limited to the following:

- The result of the interview and the HILS
- The student's history of language use in the school and home or community.
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on this evidence collected, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. If the team determines that the student may have English language acquisition needs, the student will take the NYSITELL. If the team decides that the student does not have English acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal rejects the recommendation to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to test, the recommendation is sent to the superintendent or superintendent's designee for a final decision. The student's parent will then be notified within 3 days of the decision in the parent's/ guardians preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

When a student has been identified as an ELL (test scanned and results confirmed), the entitlement letter is sent home to the parent. The entitlement letter indicates the parent meeting time and place (which falls within 10 days of enrollment). If a parent is unable to attend the group meeting, they are offered a one to one meeting with the ENL teacher at their soonest convenience. Non entitlement letters are also sent home to parents upon scanning and score determination as well.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After a student has undergone the ELL identification process (as either a first time entry, or a reentry), the student may go through a Re-identification process. This process allows schools, parents, and students who believe that a student has been misidentified as an ELL or non-ELL to request an appeal within 45 days for the child to be administered a second time. Parents are informed of this right in their notification letter of ELL service Entitlement or Non Entitlement letters. In addition to this letter, parents of qualifying ELLs are informed of this right to appeal during the Parent Orientation Meeting.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In order for parents to understand the three program choices within 10 days of their child's enrollment they are invited to a Parent Orientation Meeting with the ENL teacher. During this meeting, all three programs are explained in detail - this is done through a summary by the ENL teacher, brochures, and from watching the parent info video. Identified ELL parents are given an entitlement letter the day their child is identified and invited to a group meeting (if they are registered within the first 10 days of the school year) or, are invited to have a one on one meeting with the ENL teacher. If the parent is unable to attend the initial meeting, or an individual meeting, they are offered an orientation over the phone and provided with the information on where to find and view the parent information video. In addition, if a child registers with their parent and the HILS, interview and NYSITELL is performed upon registration, the parent orientation will occur that same day.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

During the Parent Orientation meeting with the parents and the ENL teacher, the importance of the Parent Survey and Program Selection form is emphasized. It is recommended that parents fill out both forms upon completion of the meeting. The forms are then reviewed, copied, and placed in the student's permanent record file. The ENL teacher monitors the choices of the parent surveys and informs the principal of the choices. If a bilingual program is requested by 15 parents across two grades the program will be opened. Historically, PS 84 parents choose either Dual Language or ENL. If the parent prefers to take the survey home, they are told to return the document the following school day to the ENL teacher. It is explained clearly that if the form is not returned, the default program is bilingual education.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A list is created by the ENL teacher of all eligible and newly identified ELLs according to their date of entrance. After the meeting has occurred with each parent, it is documented and the letters are filed and copied. If a parent has not returned a document, they are called and reminded daily. This is not a problem in our school.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed by the ENL teacher to the parents the day after the Parent Survey is filled out and reviewed to ensure that all parent choices are honored and recorded. Documentation of the date of distribution is kept on file by the ENL teacher (as is a copy of the letter).

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
In PS 334, all original ELL documents are copied and placed in an ELL document binder created and filed by the ENL teacher. All original copies of the ELL documents are placed in the ELL's permanent record folder.
11. 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.  
In order to ensure that we are completing the all sections of the NYSESLAT the ENL teacher, principal, and test coordinator work together to complete the following steps:
  - Print out the RLER report from ATS to identify all students NYSESLAT eligible (noting the number)
  - Create a schedule for each student and each part of the test.
  - Contact parents of students that have excessive absences or long term absences to ensure the student is present during scheduled exam time.Send home notification of dates of the examination to all NYSESLAT eligible student's informing parents of the schedule to ensure their attendance.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are printed out, filled out, and distributed within the first 5 school days to ELL parents. They are then photo copied and placed in a ELL document book to ensure all letters have been delivered. The originals are then placed in the students permanent record file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey and Program Selection forms for the past few years, Andersen parents have consistently chosen the ENL program. We have never had a parent chose another program as their first choice, therefore, we are fully aligned with the parents choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Since Andersen only has one Expanding ELL that requires 180 minutes of Services, the integrated services are carried out in his classroom during reading, writing, and science. These services are delivered by the dually certified common branches/TESOL teacher and his classroom teacher. Our former ELL that tested at Commanding level on the 2015 NYSESLAT, receives 90 minutes of integrated ENL/ELA in his classroom, also by the ENL teacher and his classroom teacher through integrated teaching.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Andersen only offers the ENL program. We currently only have two eligible ELLs- one at the commanding level (requiring 90 minutes) and the other at expanding (180 minutes of instruction). The explicit ELA/ENL minutes are delivered in both of the students classroom's using integrated teaching by the ENL teacher and their classroom teachers(push in).

3. Describe how core content is delivered in each program model. 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 ENL methodologies such as Total Physical Response, realia, and scaffolding. The ENL 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 ENL teacher 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 home languages throughout the year?

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

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

Throughout the year, ELLs are given formal and informal assesments to evaluate the students' language acquisition. Conferring notes, running records, student writing portfolios, ongoing content assessments, and formal assessments such as baseline assessments,TCA 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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.

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 entering or emergent, they receive instruction for 360 minutes a week; transitioning or expanding 180 minutes. The ENL 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.

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.

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The school ensures that the student's academic progress has not been adversely affected by reviewing student work, assessments and discussions with the classroom teacher.

8. 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?

All classroom teachers and the ESL teacher collaborate on articulating content specific standards and ESL strategies being utilized support student learning in both acquiring English proficiency and higher academic achievement levels.

Presently, 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

Chart 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL teacher, IEP team as well as the school's leadership team where the ELL-SWD student could be scheduled with a flexible program.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

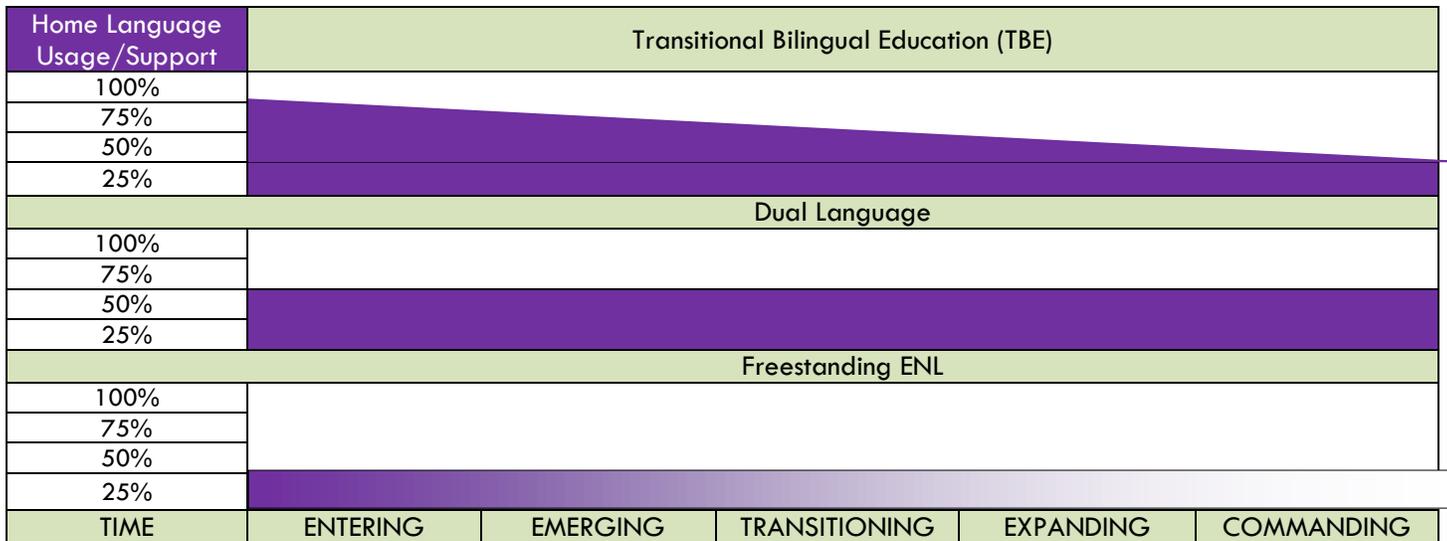


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. ENL strategies are also provided by the ENL 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 ENL 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 ENL methodologies help to address the specific needs of the ENL student.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The ENL students at PS 334 have consistently met their AMAO and have remained at or above grade level throughout the years. We think that the integrated program has been effective and is meeting both their ENL needs and content area needs. Our current program, I-Station, along with the integrated ENL 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 ENL teacher push-in and constantly assessing ENL students performance during class instruction helps the ENL 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
12. What new programs or improvements will be considered for the upcoming school year?  
Andersen has currently become a TC (Teacher's College) school. All programs and school improvements have concentrated on aligning all curricula to the Common Core Learning Standards. Both the ENL 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.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued
14. 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 ENL instruction where individual needs are met.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Instructional materials used to support ELLs include dictionaries, glossaries, authentic literature, games, lap tops, iPads, and iStation Smart Boards, Fountas and Pinnell and citywide performance assessments. In addition to these materials, the use of ENL methodologies support their use.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Books and computer programs are available in both Russian and Chinese (our current ELLs).
17. Explain how the school ensures all required services/resources support and 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 their individual language needs. Materials the teacher will be using with the class are previewed and vocabulary is pre-taught as well.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Activities that assist newly enrolled ELL students before the beginning of the school year include the ability of parents to contact the Spanish and ENL teacher for materials and reading lists for use during the summer. Parents are invited to Parent workshops where the ENL 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.
19. What language electives are offered to ELLs?  
The Andersen School offers Spanish as an elective to all students, including ELLs from grades K-8. Spanish Spanish class is offered once a week for K-4 students, two to three periods for middle school students, depending on their 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.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. Professional Development for classroom teachers includes: an Teacher's College literacy consultant who provides support to teachers on appropriate pedagogical strategies for ELLs. The OELL provides additional professional development to our ENL teacher and faculty. The certified ENL teacher is a resource to our classroom teachers during articulation periods and provides ENL support in class and during grade meetings in differentiating instruction for meeting the students needs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 

Workshops offered by Teachers College in reading and writing are recommended for ENL 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.

4. In addition to the workshops and staff developments mentioned in question 1, our ENL teacher will provide staff development in ENL 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 ENL methodologies, scaffolding for ELLs, guided reading, guided writing, shared writing, and how to jumpstart newcomers using Words Their Way for newcomer ELLs. The ENL 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 ELL population. An attendance sheet is taken for the Professional Development meetings that teachers attend. This ensures that records are maintained.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 

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. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

In order to meet the professional requirements as per CR Part 154.2:

The ENL teacher and administration will forward( or schedule) training opportunities being provided by the OELL and Teachers College to the teachers of ELLs so that they may ensured that 15% of their total training hours, will be scheduled in ELL specific professional development. Bilingual/ENL teachers will be scheduled for 50% of their their professional development will be ELL specific. Records will be maintained both by both the individual teacher and the office. The office maintains records through a binder that keeps agendas fpor all in house conferences. Teachers collect and maintain individual agenda's and maintain record of their PD hours.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Andersen corresponds with their ELL parent's often through email, phone calls and one on one parent meetings . The annual meeting which will discuss the goals of our ELL program, the student's individual progress is scheduled by the ENL teacher with the parent, at their convenience. Since there are only two ELLs at Andersen, the parents are able to schedule meetings more frequently if they would prefer.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

An ELL parent correspondence notebook maintains a record of all correspondence including; emails, phone calls, formal and informal meetings. A copy of all letters distributed are kept in an ELL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Once we identify our students as an ELL, parents meet informally with the ENL 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 formational 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 multiple parent teacher conferences during which student progress is discussed with the parents, classroom teachers and the ENL 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 ENL teacher also meets with parents to discuss an ELL student's progress via written correspondence or parent meeting

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

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.

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **03M334** School Name: **Anders**  
Superintendent: **A.Alschul**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In order to assess the language preferences of PS 334's parent community for both written and oral communication data is reviewed by the ENL teacher and the Ass't principal. The data from the Home Language Report (RHLA), and the RPOB report on ATS is used to identify the home languages spoken. In addition to this review, our ENL teacher maintains a spreadsheet that indicates the parents home language and preferred language of communication that was gathered after reviewing Part III of the home language Identification Survey(HLIS). In addition, each classroom teacher sends home a translation necessity survey to prepare for Parent Teacher Conference needs. Emergency cards that are stored in the main office, are created in the preferred written language and indicate the parents preferred contact language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Although families of PS 334 speak Chinese, Russian, Spanish, Hebrew, French and Italian, the preferred language for both written and oral communication is English.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Newsletter: throughout 2015/16  
Class News Letters: throughout 2015/16  
Parent Coordinator Calender: 2015/16  
Parent Teacher Conferences: Fall 2015 and Spring 2016  
NYS Testing Schedule: Spring 2015/16  
Recess/Holiday Notifications: throughout 2015/16

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences Fall 2015 Spring 2016  
Curriculum Night September, 2015  
Phone conferences: ongoing throughout 2015/16  
Individual parent meetings: ongoing  
Movie Night- ongoing

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 334 has several teachers and staff member who are available for translation in French, Spanish and Norwegian if needed. Our written Spanish translations can be met in house. In the event that we cannot translate in house, we will use the Translation and Interpretation Unit or an outside vendor. We will submit the translation requests in a timely manner (at least two weeks in advance), to ensure that the translations are distributed at the same time as the English documents. Fortunately, many of these templates for school holidays, parent teacher conferences, and other DOE notices are available in translation several languages at the Translation and Interpretation Unit's intranet site as well.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As mentioned above, we have in house staff able to intreprate for our LEP parents. The parents that speak languages other than Spanish, are able to speak, read, and write in English so no translation is currently needed. In the event that we have parent language needs that require translation, we will use either the on site Interpretation services, or the over the phone Interpretation Services, provided by the Translation and Interpretation Department.

#### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (also our Parent Coordinator) Marcie Shaw, will host a PD for staff members to discuss and distribute translation resources that are provided and available from the T&I Unit such as the T&I Brochure. She will also review the guidelines for requesting translations and interpreters through the Translation and Interpretation Unit.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All literature will be available in the main office for parents. The LAC/ Parent Coordinator will distribute key information/documents to LEP parents. The Welcome Poster is on display in the entrance of PS 84.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 334 will develop and utilize a parent survey to gather feedback from parents on the quality and availability of services. These surveys will be reviewed and needed adjustments will be made to assist parents.