



SCHOOL FOR GLOBAL LEADERS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01M378
ADDRESS: 145 STANTON STREET
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M378 **SCHOOL NAME:** School for Global Leaders

SCHOOL ADDRESS: 145 Stanton Street New York, New York 10002

SCHOOL TELEPHONE: 212-260-5375 **FAX:** 212- 260-7386

SCHOOL CONTACT PERSON: Carry Chan **EMAIL ADDRESS:** cchan2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cheryl Granda

PRINCIPAL: Carry Chan

UFT CHAPTER LEADER: Dylan Gruver

PARENTS' ASSOCIATION PRESIDENT: Margaret Tringle

STUDENT REPRESENTATIVE:
(Required for high schools) Tanya Carman

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Carry Chan	*Principal or Designee	
Dylan Gruver	*UFT Chapter Chairperson or Designee	
Tanya Carman	*PA/PTA President or Designated Co-President	
Serge Alexander	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erica Alvarez	Member/ Teacher	
Cheryl Granda	Member/ Teacher	
John Tringle	Member/ Parent	
Stephan Hirsch	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The School for Global Leaders is located in the Marta Valle building located on the lower east side of Manhattan. There are two additional high schools in the building; Marta Valle High School and Lower East Side Preparatory School. The mission of The School for Global Leaders is to provide an education so that students will have academic, social, and emotional skills to succeed in high school, college and all future endeavors. We believe that each student has unique qualities and talents that will enable them to be leaders within the global community. Graduates of The School for Global Leaders will have the communication skills, leadership qualities and awareness of their responsibility to advocate for change in the world.

The school has implemented an integrated curriculum, with an emphasis on critical-thinking and problem-solving skills. Students understand how the academics are connected to real-world experiences through project-based and inquiry-based, and service learning. Graduates of The School for Global Leaders will be prepared to succeed in high school and be empowered to pursue higher education in order to advocate for global change.

Each marking period all students participate in Integrated Projects Week to complete a culminating, standards-based project, with a focus on world hunger, poverty, disease, and climate change. Teachers and students are organized in teams according to projects and interests. Students understand how math, science, social studies, English, physical education, and language are connected to global issues. Students are able to apply research, inquiry, and public speaking skills to complete the projects.

We believe if they have those essential communication skills, they will be further ahead of the game and could get higher paying jobs. In fact, studies have shown that a person who is bilingual on average earns 5% more nationally. Learning a foreign language is one key to a successful career and cultural path and also help shape our students futures.

Our partnerships with Mercy Corps Action Center, Columbia University's Center for Environmental Research and Conservation, PerScholas Comp 2Kids, Children for Children, and PENCIL will enrich and support the school's vision by providing resources, guest speakers, and real world experiences for students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	School for Global Leaders				
District:	01	DBN #:	01M378	School BEDS Code:	310100010378

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					96.%	95.17%	93.89		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3						98%	100%		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	81	79	109	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		79	79		99%	99%	99%		
Grade 8			79						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					3	3	5		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			267		2	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	1	2	3	Principal Suspensions			2		
No. in Collaborative Team Teaching (CTT) Classes	0	0	1	Superintendent Suspensions		3	1		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only			35	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			15	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	7	11	19
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	6	8
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	2	2	2	Percent more than two years teaching in this school	N/A	N/A	50%
Black or African American	23	36	56	Percent more than five years teaching anywhere	42%	27%	25%
Hispanic or Latino	67	90	172				
Asian or Native Hawaiian/Other Pacific Isl.	8	18	25	Percent Masters Degree or higher			
White	6	8	12	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial			0				
Male	37	76	124				
Female	44	82	143				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	56.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well developed
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	Well developed
School Performance (Comprises 25% of the Overall Score)	12.2	Quality Statement 3: Align Instructional Strategy to Goals	Well developed
Student Progress (Comprises 60% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	Well developed
Additional Credit	2.5	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

According to the data received regarding the 2010 New York State English Language Arts exam, approximately 89% of our 6th grade students met promotional criteria in English Language Arts. Approximately 98% of the 6th grade general education population met promotional criteria. The 2010 ELA testing data reveals that approximately 63% of students receiving special education services met promotional criteria. More specifically, 50% of special education students in the 6th grade self contained class met promotional criteria, while 85% of 6th grade students with Individualized Learning Plans (IEPs) met ELA promotional criteria. There were no 6th grade English Language Learners to meet promotional criteria on the 2010 New York State English Language Arts exam.

According to the the New York State Math exam, approximately 88% of our 6th grade students met promotional criteria in Math. 98% of our 6th grade general education student population me promotional criteria. The 2010 Math testing data reveals that approximately 61% of students receiving special education services met promotional criteria. More specifically, 46% of special education students in the 6th grade self contained class met promotional criteria, while 85% of students with Individualized Evaluation Plans (IEPs) met Math promotional criteria. There were no 6th grade English Language Learners to meet promotional criteria on the 2010 New York State English Math exam.

According to the preliminary data received regarding the 2010 New York State English Language Arts exam, approximately 96% of our 7th grade students met promotional criteria in English Language Arts. 100% of the 7th

grade general education population met promotional criteria. The 2010 ELA testing data reveals that approximately 80% of students receiving special education services met promotional criteria. Although none of the special education students in the 7th grade self contained class met promotional criteria, 100% of 7th grade students with Individualized Evaluation Plans (IEPs) met ELA promotional criteria. In addition, 80% of our 7th grade English Language Learners met promotional criteria on the 2010 New York State English Language Arts exam.

According to the New York State Math exam, approximately 85% of our 7th grade students met promotional criteria in Math. 98% of our 7th grade general education student population met promotional criteria. The 2010 Math testing data reveals that approximately 60% of students receiving special education services met promotional criteria. None of the special education students in the 7th grade self contained class met promotional criteria, whereas 75% of 7th grade students with Individualized Evaluation Plans (IEPs) met Math promotional criteria. 100% of our 7th grade English Language Learners met promotional criteria on the 2010 New York State English Math exam.

The school-wide trends and patterns show that all students who scored in level 1 were on average .1 of a point away from achieving a low 2. 40% of all students scored a level 2 in the Math state test. 32% of students scored an average of 32% for the school population. The school-wide ELA trends and patterns show that 53% of all students scored a level 2 and 32% scored a level 3. Most of the students who scored a level 1 and 2 had IEPs. One of the significant barriers is the lack of professional development that NEW teachers receive to support Special Education students. Even though CFN networks offer a series of professional development to support SPED teachers, new teachers are struggling with classroom management and are not meeting student goals as stated on the IEP. We are unable to hire teachers who have a dual license, (content –specific and Special Education) because of the high demand of these teachers.

One of the significant aid that will support students with IEP is a full-time SETTS teacher. The current teacher is experienced and collaborative, with a strong background in literacy. She will provide intervention services through a push-in and pull-out approach.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

A. By June 2011, 10% of Special Education students who scored a Level 1 will demonstrate progress towards achieving state standards by scoring at least a Level 2 on the NYS ELA assessment.

Based on the preliminary results of the NY State ELA, exam we need to improve our support of our Special Education students. The data reveals that approximately 33% of Special Education students scored a level 1 on the 2010 ELA exam. Therefore, the school will continue to work on developing and implementing differentiation strategies, providing appropriate scaffolds and utilizing intervention strategies to support student learning.

B. By June 2011, 15% of Special Education students who scored a Level 1 on the NY State Math assessment exam will demonstrate progress towards achieving state standards by scoring at least a level 2 on the NY State Math exam.

The preliminary results of the NY State Math exam revealed that approximately 40% of Special Education students scored a level 1 on the exam. The data reflects the school's need to improve the methods we use to improve student learning in math, including the use of manipulatives, audio/visual media, and the continued use of differentiation methods.

C. By June 2011, 100% of ELA teachers will implement a Humanities curriculum to deepen students' engagement and acquisition of Social Studies content knowledge.

In an effort to enrich and support student learning, the Humanities curriculum will integrate literacy skills and strategies with Social Studies content knowledge. This will increase promote engagement with historical and current issues, as well as strengthen their reading comprehension and writing abilities.

D. By June of 2011, 100% of teachers and administrators will participate in activities that will improve parental involvement in the school community.

During the 2009-2010 school year, the school utilized technology and parental involvement activities to greatly improve communication among all stakeholders of the school community. This year we will deepen this work by increasing the frequency of school based activities that will encourage parents, teachers, and administrators to come together in an effort to support student learning.

E. By June 2011, 100% of students will have been engaged in a high quality service-learning curriculum.

Over the past two years the students of the school have participated in various community service activities and acts of volunteerism. For the 2010-2011 school year, the school has developed a high quality service learning curriculum which is based on the National youth Leadership Council's

(NYLC) K-12 Service-Learning standards for Quality Practice. In addition, the Service Learning curriculum is explicitly aligned with the academic and/or programmatic curriculum.

F. By June 2011, in addition to integrated arts, 100% of students will participate in the Arts class, with a certified Art and Music teacher.

Based on the NY State requirements for arts education, our middle school students will achieve a full unit in either the visual arts or the study of music.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% of Special Education students who scored a Level 1 will demonstrate progress towards achieving state standards by scoring at least a Level 2 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will continue to develop their repertoire of differentiation strategies ▪ Interim assessments such as ACUITY and Performance Series will be used to pinpoint student weaknesses and to plan instruction to further student growth ▪ Students and teachers will explicitly monitor progress towards achieving state standards through the use of a standards-based classroom progress chart
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Title 1 Funds: Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ By February of 2011-100% of teachers will have further developed their differentiation techniques and applied them to the classroom ▪ By January 2011-100% of ELA and math teachers will have used the data from interim assessments to target instruction to student needs. ▪ By October of 2011-100% of teachers will have posted and begun using a standards-based classroom progress chart to monitor student achievement

Subject/Area (where relevant): Humanities (integrated ELA & SS)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of ELA teachers will implement a Humanities curriculum to deepen students’ engagement and acquisition of Social Studies content knowledge</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers utilize a multi-level classroom library with historical fiction, primary sources and other reference material to support content-learning ▪ Students will practice their literacy skills on various types of literature and documents that reflect the social studies content of the NYS social studies curriculum ▪ Teachers use various forms of mediums, including audio, video, and fine arts, to engage different types of learners in the Humanities classroom
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Title 1 Funds: Professional Development ▪ Title 1 Funds: Media resources
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ By October 2011-100% of humanities teachers will have a multi-level classroom library to support content learning ▪ By September of 2011-100% of students will be practicing their literacy skills on various types of literature and documents that reflect the social studies content of the NYS social studies curriculum ▪ By October 2011-100% of humanities teachers will use various forms of mediums to engage various types of learners

Subject/Area (where relevant): School Wide Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, 100% of teachers and administrators will participate in activities that will improve parental involvement in the school community.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Host a quarterly curriculum night, in addition to Parent/Teacher conferences ▪ Host quarterly honor roll breakfasts for the students and their parents ▪ Host “Dinner with the Teachers” night ▪ Invite parents and students to a Masters barbeque event
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ▪ Parent Coordinator ▪ Parent Teacher Association ▪ School Leadership Team
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ By October 2010-The school administration will have met with the Parent Coordinator and the Parent Teacher Association to brainstorm activity ideas and ways to further engage parent involvement ▪ By January 2011-The school will have hosted at least 2 activities, bringing together administration, staff, students and parents ▪ By June of 2011-100% and administrators have participated in at least one parental involvement activity

Subject/Area (where relevant): Service Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of students will have been engaged in a high quality service learning curriculum</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Provide service learning professional development for all teachers ▪ Service learning teacher teams meet with content area teachers to identify key learning standards that need to reinforced in the service leaning class ▪ Utilize existing partnerships for resources and support while implementing service learning projects
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Schools of Success Grant Monies</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ By October 2010-100% of teachers will have participated in service learning professional development ▪ By June 2011-100% of service learning teachers will have reinforced content area learning standards within the service learning course ▪ By December 2010-100% of service learning teachers will have tapped into existing school partnerships for resources and support for the service learning projects/curriculum

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% of Special Education students who scored a Level 1 will demonstrate progress towards achieving state standards by scoring at least a Level 2 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ▪ Teachers will continue to develop their repertoire of differentiation strategies ▪ Interim assessments such as ACUITY and Performance Series will be used to pinpoint student weaknesses and to plan instruction to further student growth ▪ Students and teachers will explicitly monitor progress towards achieving state standards through the use of a standards-based classroom progress chart
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1 Funds: Professional Development</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> ▪ By February of 2011-100% of teachers will have further developed their differentiation techniques and applied them to the classroom ▪ By January 2011-100% of ELA and math teachers will have used the data from interim assessments to target instruction to student needs. ▪ By October of 2011-100% of teachers will have posted and begun using a standards-based classroom progress chart to monitor student achievement

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	23	54			4	0	0	0
7	35	25			5	0	0	0
8	14	27			3	0	0	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Reading and Writing Intervention Program: After-School small group instruction twice a week for 1 hour for students who are not meeting State standards in ELA, using Rewards, Wilson, Brain Pop, Renzulli Learning Systems and Kaplan. Also, Co-teaching once week during the school day to support small group instruction in the classroom. One-to-one Writing Tutorial: Students receive one-to-one support once a week for 1 hour with a ELA teacher after school.</p>
<p>Mathematics:</p>	<p>After School Math Intervention Program: After-School small group instruction twice a week for 1 hour for students who are not meeting State standards in Math, using Math Jeopardy, Renzulli Learning Systems and BrainPop. Also, twice a week during the school day co-teaching to support small group instruction in the classroom. One-to-one Math Tutorial: Students receive one-to-one support twice a week after school for 1 hour with a Math teacher.</p>
<p>Science:</p>	<p>Science Partnership: Group and partnership activities are incorporated during the school day to promote collaborative learning. Each student is partnered with another student to support content learning and there is explicit instruction in academic language. Also, twice a week during the school day teacher co-teach to support small group instruction in the classroom. One-to-one Science Tutorial: Students who are not mastering a science standards receive additional support during lunch time twice a week</p>
<p>Social Studies:</p>	<p>Small Group Lunch Tutorial: Students who are struggling with nonfiction reading strategies are supported by ELA/Humanities teachers twice a week. Multi-genre Non-fiction Library: Teachers have a multi-level classroom library with historical fiction, primary sources and other reference material to support content-learning. Multimedia Resources. Teachers use various forms of mediums, including audio, video, and fine arts, to engage various types of learners.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Peer Intervention-I Messaging: Co-plan and co-teach with classroom teachers to implement anti-bullying curriculum twice a month. Group and Individual Counseling: At risk students are scheduled for counseling in group sessions or individually once a week or as needed. Group Counseling and I-Messages: During the school day three times a week teach a class on incorporating Intervention strategies and I- messages. Student Government: Students and staff members work together to identify students' needs and respond accordingly.</p>

At-risk Services Provided by the School Psychologist:	Counseling: The School Psychologist provides counseling three days a week as needed
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 35 LEP 232 Non-LEP

Number of Teachers 19 Other Staff (Specify) 1 Principal, 1 Assistant Principal & 1 Guidance Counselor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

On Monday, Wednesday and Thursday 30 English Language Learners in grades 6-8 participate in an after school program from 3:10pm to 4:45 with one licensed ESL teacher. The ESL teacher works with students in small group setting. Teacher and students are using Rosetta stone an interactive computer based program. They also share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific purpose. All participating students are grouped based on assessed needs for additional instruction to improve literacy skills. In addition ELL students, who have been deemed “at-risk”, will receive more time studying content area knowledge and academic language skills. Instruction will focus on content areas, specifically science, social studies and mathematics. This program will run through June 2011.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All personnel working with ELLs participate in school-wide professional development, including: *ELL strategies across content areas*, *Differentiated assignments for ELLs*. At the beginning of the school year all of our teachers report to work a week early in order to participate in school organized professional development workshops. During that week all teachers participate in a 10 hour workshop outlining strategies in teaching ELLs as per Jose P. The workshop is conducted by one of our licensed Special Education teachers and our licensed ESL teachers who have went through the regional Jose P. training and have also been ESL coordinators. On staff we have a few Spanish speaking teachers who provide support to the ESL students in their native language during the school day. We are currently developing a plan to help ESL student transition from middle school to high school.

Section III. Title III Budget

School: School for Global Leaders _____ BEDS Code: 310100010378

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)

- Per diem		
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Upon admission of students new to the NYC school system, parents are administered the Home Language Identification survey and they are interviewed by a licensed-pedagogue based on the results the families home language is determined. In September, we also conduct an informal parent survey to determine parents' preferred language. Currently, 10.11% percent of our student population home language is Spanish, 2.99% is Chinese and 1.87% is Bengal. Approximately, 10% of all letters sent home are translated into Spanish, Chinese and Bengal. During our parent-teacher conferences, open house and other school functions translation services are provided by school personnel and parent volunteers.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Currently, 10.11% percent of our student population home language is Spanish, 2.99% is Chinese and 1.87% is Bengal. The findings were reported to the school community at the first PTA meeting in September and a notice was mailed home to the entire school community in all three languages.

Part B: Strategies and Activities

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

Upon admission of students new to the NYC school system, parents are administered the Home Language Identification survey and they are interviewed by a licensed-pedagogue based on the results the families home language is determined. In September, we also conduct an informal parent survey to determine parents' preferred language. Currently, 10.11% percent of our student population home language is Spanish, 2.99% is Chinese and 1.87% is Bengal. Approximately, 10% of all letters sent home are translated into Spanish, Chinese and Bengal. During our parent-teacher conferences, open house and other school functions translation services are provided by school

personnel and parent volunteers. Translation services will be provided by school personnel and parent volunteers whenever possible. If the school can not support the demand for translation services an outside contractor will be hired.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
Approximately, 10% of all letters sent home are translated into Spanish, Chinese and Bengal. During our parent-teacher conferences, open house and other school functions translation services are provided by school personnel and parent volunteers. Translation services will be provided by school personnel and parent volunteers whenever possible. If the school can not support the demand for translation services an outside contractor will be hired.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
Approximately, 10% of all letters sent home are translated into Spanish, Chinese and Bengal. During our parent-teacher conferences, Open house and other school functions translation services are provided by school personnel and parent volunteers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	175,120	42932	
2. Enter the anticipated 1% set-aside for Parent Involvement:	1752	429	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8760	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,512	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV, V, and VI

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Instruction will be implemented in the following ways:

- Inquiry-based
- Collaborative Learning
- Literacy-based

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development will be provided by:

- CFN 308's Curriculum Specialists
- In-house Team Leaders
- Teachers College Reading and Writing Workshop

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Professional Development
- Team-teaching Model
- Study Groups

6. Strategies to increase parental involvement through means such as family literacy services.

- Learning Leaders
- English Classes for ELL Parents
- Invitation to Class Publication Parties

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not-applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Grade Team Meetings
- Inquiry Meetings or SERT Meetings
- Study Group on Analyzing Student Work

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- SETTS teacher pushes or pulls out according to student needs
- After-school Intervention in reading and math
- Extended Day- Small Group Instruction

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As of October 31, 2010, we have 5 students residing in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.
We as a school community have set-aside \$1,000 to assist students in Temporary Housing with school supplies, uniforms and other miscellaneous items. We also have a full time guidance counselor that provides “at-risk counseling” services to students in Temporary Housing and a full-time parent coordinator to provide assistance to parents living in Temporary Housing.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	School for Global Leaders						
District:	1	DBN:	01M378	School		310100010378	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			92.5	93.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			80.0	95.1
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	70	83	101				
Grade 7	0	70	77			82.1	80.4
Grade 8	0	0	69				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0			2	4
Grade 12	0	0	0				
Ungraded	8	10	19				
Total	78	163	266			2	1

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		80.0	95.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		82.1	80.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		2	4

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	23	32	Principal Suspensions		0	5
# in Collaborative Team Teaching (CTT) Classes	2	0	10	Superintendent Suspensions		0	11
Number all others	3	17	28				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		7	11
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		2	3
# receiving ESL services only	4	13	TBD				
# ELLs with IEPs	4	12	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		3	6
--	--	--	--	---	--	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	7	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		42.9	18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native	0.0	0.0	0.8	% core classes taught by "highly qualified" teachers		100.0	93.3
Black or African American	30.8	17.2	21.1				
Hispanic or Latino	55.1	66.3	64.3				
Asian or Native Hawaiian/Other Pacific	9.0	9.2	9.4				
White	5.1	6.1	4.5				
Male	47.4	45.4	46.2				
Female	52.6	54.6	53.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	X	Math:
Science:	-	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	-				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	X					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v	-				
Student groups making	3	2	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					WD
Overall Score:	56.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	11.3	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	12.2	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	30.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf



Title I Parent Involvement and Parent-School Compact for 2010-2011

Educational research shows a positive relationship between parental involvement and student achievement. The overall goal of this policy is to develop a parent involvement program that will create involvement of parents and community in our school. Therefore The School For Global leaders, MS 378, *in compliance with the Section 1118 of Title I, Part A of the NO Child Left Behind (NLCB) Act*, is responsible for creating and implementing a parent involvement policy in order to strengthen the connection between home and school. The School for Global leaders policy is designed to keep the lines of communication open between school and parents by actively involving them in planning and decision-making in support of the academic success of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as volunteers and welcomed members of our school community. The School for Global Leaders will support parents and families of Title I students by:

- ❖ Three times a year we provide workshops to help parents work with their children to improve their achievement, prepare them for standardized testing and use of technology in the home.
- ❖ Twice a year we provide a workshop for parents in understanding City, State and federal standards and assessments.
- ❖ Ten percent of all information about school and parent related programs, meetings and other activities in a format, and in native languages of our parents.
- ❖ On-line communication program that is set to send an automatic email to parents when a child doesn't hand-in two consecutive homework assignments.

The School for Global Leaders parent Involvement Policy was designed after a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community conducts annual evaluation of the parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to 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 School for Global Leaders Title I parent Involvement Policy, parents of Title I students, parent members of the school's Parent Teacher Association, as well as parent members of the School Leadership Team, are 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 for Global Leaders will:

- ❖ Involve and engage parents in the planning and evaluation of the school's Title I program.
- ❖ Involve parents in the discussion and decision regarding Title I funds.
- ❖ Provide funds for committees that include parents who are members of the School Leadership team, the Parent-Teacher Association and Title I Advisory Council.



- ❖ A Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on needs of the parents in order to ensure that our school environment is welcoming to all parents.
- ❖ Develop Parent workshops around ARIS Parent Link
- ❖ Host the required Title I Parent Annual Meeting on or before December 1, of each school year to advise parents on spending of Title I funds.

The School for Global Leaders will further encourage school-level involvement by:

- ❖ holding an annual Title I Parent Curriculum Conference;
- ❖ hosting educational family events/activities during Open School Week and throughout the school year;
- ❖ encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- ❖ supporting or hosting OFEA District Family Day events;
- ❖ establishing a Parent Resource Center 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; and
- ❖ 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;

Section II: School-Parent Compact

The School for Global Leaders, *[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. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.



School Responsibilities:

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

- ❖ using academic learning time efficiently;
- ❖ respecting cultural, racial and ethnic differences;
- ❖ implementing a curriculum aligned to State Standards;
- ❖ offering high quality instruction in all content areas; and
- ❖ 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 a Title I Parent Annual Meeting (prior to December 1st 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, child care or home visits 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; and
- ❖ 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:

- ❖ Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- ❖ 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; and
- ❖ planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

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

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. I will also:
- ❖ communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- ❖ respond to surveys, feedback forms and notices when requested;
- ❖ become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- ❖ participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- ❖ take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- ❖ share responsibility for the improved academic achievement of my child;

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; and always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 308	District 01	School Number 378	School Name School for Global Le
Principal Carry Chan		Assistant Principal Keri Hickey	
Coach Cheryl Granda		Coach	
Teacher/Subject Area Tiffany Huang/ESL		Guidance Counselor Sandra Brandan	
Teacher/Subject Area Erin Garry		Parent Tayna Carman	
Teacher/Subject Area		Parent Coordinator Daisy Rios	
Related Service Provider Laura Franzone		Other	
Network Leader Kathy Pelles		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	267	Total Number of ELLs	35	ELLs as Share of Total Student Population (%)	13.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The School for Global Leaders currently has 267 students in the 6th, 7th, and 8th grade. Of the 267 students 35 are ELLs, 13.10% of the total student population. Instruction is provided in a free-standing ESL program through a pull-out and push-in delivery model. A full-time ESL teacher is providing services to our entire ESL population. Content area teachers provide additional support in their respective classes to meet students' linguistics and academic needs. Out of the 35 ELLs, there are 15 with 1 to 3 years of service, 9 with 4 to 6 years of service, 11 long-term ELL, and of the total 16 students with IEPs. Based on the Home Language Surveys, 29 ELLs are Spanish speaking students, 4 Chinese speaking students and 2 Bengali speaking students.

Upon admission of students new to the NYC school system, parents are administered the Home Language Identification Survey and they are interviewed by a licensed-pedagogue. Based on the responses on the survey, the students' home language is established as well as eligibility for testing with the LAB-R. If students are eligible for the LAB-R, they are tested if they are Spanish-speaking with the Spanish Lab. If the students are entitled to ESL services, based on the LAB-R, they are provided ELL services. Parents are provided with a Parent Orientation workshop within ten days of admission. Parent orientation is presented by the Assistant Principal of ELLs and they are shown the DOE video in parents' language. Information about the 3 NYC ELL program models is provided in the parents' language if a school based translator is not available in the school, we would request a translator from the DOE office of translations. The 3 program models that parents are invited to choose are transitional bilingual, dual language and ESL. Parents will complete a Parent Choice Letter. In the last year, all parents selected an ESL program. If parents opt for a bilingual program, they are offered the option to transfer to a school that offers the program of choice. Currently, our program is completely aligned with the parent request. In the future, we will ensure the review of parent request periodically to ensure alignment of program with parent request.

Part III: ELL Demographics

A. ELL Programs

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

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	16
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	11

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15			9			11			35
Total	15	0	0	9	0	0	11	0	0	35

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			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																
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	8	6					28
Chinese							2	1	1					4
Russian														0
Bengali							2		1					3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	18	9	8	0	0	0	0	35

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

During the 2010-2011 school year, there are 30 ELLs served, since the other 5 are x-coded Special Education ELLs, served as per their IEP. The thirty ELLs are provided ESL services in a pull out/push in model in a heterogeneous group, with adaptations based on their English proficiency and individual instructional needs. They are mixed for two periods a day. Beginners and Intermediate ELLs receive 360 minutes of ESL, the Advanced students receive 180 minutes of ESL as well as 180 minutes of ELA. ELL instruction (ESL and content areas) is provided in the workshop model, adapted to meet the needs of ELLs. Extra scaffolding is provided through strategic grouping, differentiated projects and assignments, and a variety of ESL strategies to help our ELLs meet and exceed the standards. Academic interventions and tutorials provide additional help to our ELLs. Instruction is differentiated through grouping, adapted materials, and individualized approaches and materials. Targeted interventions for Math and ELA include: tutoring, AIS, and in class supports provided based on needs assessment.

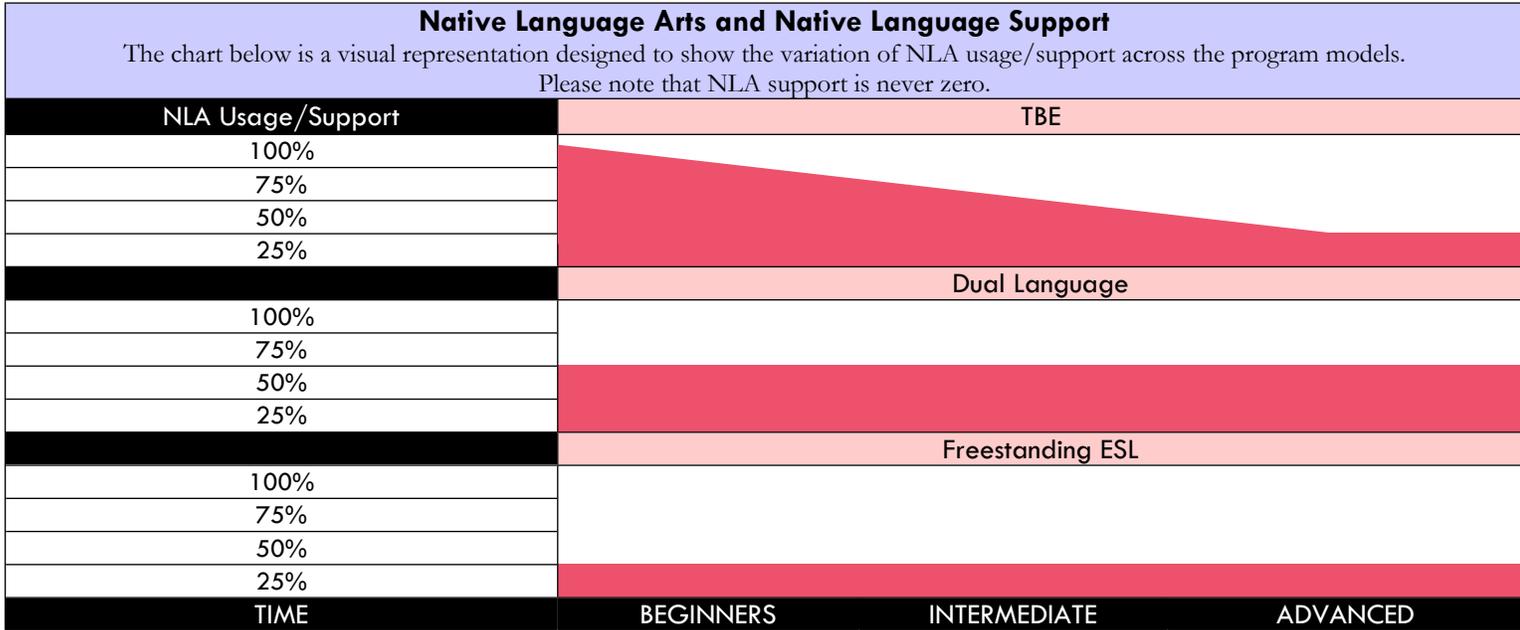
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

We are using the periodic and interim assessment for ELA and math. Our teachers meet weekly to review data from these assessments along with class assessments in order to inform classroom instruction. Teachers who speak the student's native language provide native language support as needed. Incoming Spanish speaking students and Chinese speaking students are paired with a more advanced speaking student in their native language. In addition, to student's Spanish/English and Chinese/English dictionaries there are classroom libraries with Spanish books and resources, as well as a school library that provides native language supports and materials.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All personnel working with ELLs participate in school-wide professional development, including: ELL strategies across content areas, Differentiated assignments for ELLs. At the beginning of the school year all of our teachers report to work a week early in order to participate in school organized professional development workshops. During that week all teachers participate in a 10 hour workshop outlining strategies in teaching ELLs as per Jose P. The workshop is conducted by one of our licensed Special Education teachers and ESL teacher who has went through the regional Jose P. training and has also been an ESL coordinator. On staff we have a few Spanish speaking teachers who provide support to the ESL students in their native language during the school day. As our school develops to full capacity we will have to develop a plan in order to help ESL student transition from middle school to high school.

E. Parental Involvement

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

In September we host a Welcome back night. During the Welcome back night parents are given a copy of the curriculum along with the state standards. Each teacher verbally outlines their curriculum and class requires. All parents are encouraged to attend and ask questions. In November we have our first Parent/Teacher conference. At Parent/Teacher conference parents are given their child's report card, verbal feedback and how they can provide assistance to their child at home. In December we host another workshop outlining the upcoming state exams and how parents can help their child meet and exceed the requirements for the exam. In February we have our second Parent/Teacher conference. In May we have our last Parent workshop, this workshop outlines educational activities parents can do at home with their child over the summer. All of the workshops are translated into Spanish and Chinese from one of our multilingual teachers. The parents receive phone calls in Spanish and Chinese inviting them to all the workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	3	2					8
Intermediate(I)							1	2	6					9
Advanced (A)							14	4	0					18
Total	0	0	0	0	0	0	18	9	8	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	7	6	0	15
7	5	2	0	0	7
8	2	2	0	0	4
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1	0	8	0	5	0	1	0	15
7	4	0	2	0	0	1	1	0	8
8	0	0	2	0	1	1	0	1	5
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

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

Our student English proficiency level measured by the NYSELAT is as follow; 17 advanced, 9 intermediate, and 9 beginner. The majority of our ELLs have lowest scores in reading and writing modalities. The strongest areas are the listening and speaking. In order to increase our students reading and writing abilities all of our teachers ensure the use of variety of reading and writing strategies in all classes to help increase student achievement. Since we have only a few ELL students in the school, our teachers target specific needs in these areas.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may include information about the number of students who scored at level 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5, 5.5, 6, 6.5, 7, 7.5, 8, 8.5, 9, 9.5, 10, 10.5, 11, 11.5, 12, 12.5, 13, 13.5, 14, 14.5, 15, 15.5, 16, 16.5, 17, 17.5, 18, 18.5, 19, 19.5, 20, 20.5, 21, 21.5, 22, 22.5, 23, 23.5, 24, 24.5, 25, 25.5, 26, 26.5, 27, 27.5, 28, 28.5, 29, 29.5, 30, 30.5, 31, 31.5, 32, 32.5, 33, 33.5, 34, 34.5, 35, 35.5, 36, 36.5, 37, 37.5, 38, 38.5, 39, 39.5, 40, 40.5, 41, 41.5, 42, 42.5, 43, 43.5, 44, 44.5, 45, 45.5, 46, 46.5, 47, 47.5, 48, 48.5, 49, 49.5, 50, 50.5, 51, 51.5, 52, 52.5, 53, 53.5, 54, 54.5, 55, 55.5, 56, 56.5, 57, 57.5, 58, 58.5, 59, 59.5, 60, 60.5, 61, 61.5, 62, 62.5, 63, 63.5, 64, 64.5, 65, 65.5, 66, 66.5, 67, 67.5, 68, 68.5, 69, 69.5, 70, 70.5, 71, 71.5, 72, 72.5, 73, 73.5, 74, 74.5, 75, 75.5, 76, 76.5, 77, 77.5, 78, 78.5, 79, 79.5, 80, 80.5, 81, 81.5, 82, 82.5, 83, 83.5, 84, 84.5, 85, 85.5, 86, 86.5, 87, 87.5, 88, 88.5, 89, 89.5, 90, 90.5, 91, 91.5, 92, 92.5, 93, 93.5, 94, 94.5, 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Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		



Language Allocation Policy **2010-2011**

The School for Global Leaders currently has 267 students in the 6th, 7th, and 8th grade. Of the 267 students 35 are Ells, 13.10% of the total student population. Instruction is provided in a free-standing ESL program through a pull-out and push-in delivery model. A full-time ESL teacher is providing services to our entire ESL population. Content area teachers provide additional support in their respective classes to meet students' linguistics and academic needs. Out of the 35 ELLs, there are 15 with 1 to 3 years of service, 9 with 4 to 6 years of service, 11 long-term ELL, and of the total 16 students with IEPs. Based on the Home Language Surveys, 29 ELLs are Spanish speaking students, 4 Chinese speaking students and 2 Bengal speaking students.

Upon admission of students new to the NYC school system, parents are administered the Home Language Identification Survey and they are interviewed by a licensed-pedagogue. Based on the responses on the survey, the students' home language is established as well as eligibility for testing with the LAB-R. If students are eligible for the LAB-R, they are tested if they are Spanish-speaking with the Spanish Lab. If the students are entitled to ESL services, based on the LAB-R, they are provided ELL services. Parents are provided with a Parent Orientation workshop within ten days of admission. Parent orientation is presented by the Assistant Principal of ELLs and they are shown the DOE video in parents' language. Information about the 3 NYC ELL program models is provided in the parents' language if a school based translator is not available in the school, we would request a translator from the DOE office of translations. The 3 program models that parents are invited to choose are transitional bilingual, dual language and ESL. Parents will complete a Parent Choice Letter. In the last year, all parents selected an ESL program. If parents opt for a bilingual program, they are offered the option to transfer to a school that offers the program of choice. Currently, our program is completely aligned with the parent request. In the future, we will ensure the review of parent request periodically to ensure alignment of program with parent request.



Our student English proficiency level measured by the NYSELAT is as follow; 17 advanced, 9 intermediate, and 9 beginner. The majority of our ELLs have lowest scores in reading and writing modalities. The strongest areas are the listening and speaking. In order to increase our students reading and writing abilities all of our teachers ensure the use of variety of reading and writing strategies in all classes to help increase student achievement. Since we have only a few ELL students in the school, our teachers target specific needs in these areas.

On the 2010 English Language Art state exam 9 of our ELL students scored at level 1. There are 11 students who scored at a level 2 and 6 students who scored at a level 3. There were 2 student except due to years of service and 6 New York State Alternate Assessment students. On the 2010 Math state exam the majority of our ELLs are approaching standards. There are 6 students who scored at level 1, 11 students who scored at level 2, 9 students at level 3 and 2 student at level 4. In the 2010 state math test we had only 3 students take the test in their native language. According to the low percentage of students taking the translated version we can not determine any patterns or trends at this time.

We are using the periodic and interim assessment for ELA and math. Our teachers meet weekly to review data from these assessments along with class assessments in order to inform classroom instruction. Teachers who speak the student's native language provide native language support as needed. Incoming Spanish speaking students and Chinese speaking students are paired with a more advanced speaking student in their native language. In addition, to student's Spanish/English and Chinese/English dictionaries there are classroom libraries with Spanish books and resources, as well as a school library that provides native language supports and materials.

During the 2010-2011 school year, there are 30 ELLs served, since the other 5 are x-coded Special Education ELLs, served as per their IEP. The thirty ELLs are provided ESL services in a pull out/push in model in a heterogeneous group, with adaptations based on their English proficiency and individual instructional needs. They are mixed for two periods a day. Beginners and Intermediate ELLs receive 360 minutes of ESL, the Advanced students receive



180 minutes of ESL as well as 180 minutes of ELA. ELL instruction (ESL and content areas) is provided in the workshop model, adapted to meet the needs of ELLs. Extra scaffolding is provided through strategic grouping, differentiated projects and assignments, and a variety of ESL strategies to help our ELLs meet and exceed the standards. Academic interventions and tutorials provide additional help to our ELLs. Instruction is differentiated through grouping, adapted materials, and individualized approaches and materials. Targeted interventions for Math and ELA include: tutoring, AIS, and in class supports provided based on needs assessment. Our ELLs are supported for two years after exiting ESL services in each academic class, and testing accommodations are provided.

All personnel working with ELLs participate in school-wide professional development, including: *ELL strategies across content areas, Differentiated assignments for ELLs*. At the beginning of the school year all of our teachers report to work a week early in order to participate in school organized professional development workshops. During that week all teachers participate in a 10 hour workshop outlining strategies in teaching ELLs as per Jose P. The workshop is conducted by one of our licensed Special Education teachers and ESL teacher who has went through the regional Jose P. training and has also been an ESL coordinator. On staff we have a few Spanish speaking teachers who provide support to the ESL students in their native language during the school day. As our school develops to full capacity we will have to develop a plan in order to help ESL student transition from middle school to high school.

In September we host a Welcome back night. During the Welcome back night parents are given a copy of the curriculum along with the state standards. Each teacher verbally outlines their curriculum and class requires. All parents are encouraged to attend and ask questions. In November we have our first Parent/Teacher conference. At Parent/Teacher conference parents are given their child's report card, verbal feedback and how they can provide assistance to their child at home. In December we host another workshop outlining the upcoming state exams and how parents can help their child meet and exceed the requirements for the exam. In February we have our second Parent/Teacher conference. In May we have our last Parent workshop, this workshop outlines educational activities parents can do at home with their child over the



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Cary Chan, Principal

Keri Hickey, Assistant Principal

summer. All of the workshops are translated into Spanish and Chinese from one of our multilingual teachers. The parents receive phone calls in Spanish and Chinese inviting them to all the workshops.

Daniella Phillips, Community Superintendent
Kathy Pelles, Network Leader (CLSO)

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: _01M378

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$175,197	\$43,483	\$218,680
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,752	\$435	\$2,187
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,760	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,519	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and

develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV, V and VI

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any

program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Instruction will be implemented in the following ways:

- Inquiry-based
- Collaborative Learning
- Literacy-based

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development will be provided by:

- CFN 308's Curriculum Specialists
- In-house Team Leaders
- Teachers College Reading and Writing Workshop

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Professional Development
- Team-teaching Model
- Study Groups

6. Strategies to increase parental involvement through means such as family literacy services.

- Learning Leaders
- English Classes for ELL Parents
- Invitation to Class Publication Parties

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not-applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Grade Team Meetings
 - Inquiry Meetings or SERT Meetings
 - Study Group on Analyzing Student Work

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - SETTS teacher pushes or pulls out according to student needs
 - After-school Intervention in reading and math
 - Extended Day- Small Group Instruction

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$147,166	✓	2-5
Title I, Part A (ARRA)	Federal	Yes			\$43,048	✓	2-5

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$35,715	√	2-5
Tax Levy	Local	Yes			\$1,374,221	√	2-5