



THE GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 11X272

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 272 **SCHOOL NAME:** The Globe School for Environmental Research

SCHOOL ADDRESS: 3710 Barnes Ave, Bronx NY 10467

SCHOOL TELEPHONE: 718-994-1395 **FAX:** 718-994-1316

SCHOOL CONTACT PERSON: Matthew Angell **EMAIL ADDRESS:** mangell@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rose McGregor

PRINCIPAL: Matthew Angell

UFT CHAPTER LEADER: Viktor Vorfi

PARENTS' ASSOCIATION PRESIDENT: Aja Cannon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Elizabeth White

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
Matthew Angell	*Principal or Designee	
Viktor Vofri	*UFT Chapter Chairperson or Designee	
Denise Foster	*PA/PTA President or Designated Co-President	
	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	
Pauline Lynch	Member/Teacher	
Vendrine Headley	Member/Parent	
Yolanda Schumann	Member/Teacher	
Rose McGregor	Member/Paraprofessional	
Nadine Hickson	Member/Parent	
Aja Cannon	Member/Parent	
	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.

Our Mission

The ability for young people to succeed in tomorrow's society emerges not from a set of skills alone, but also from the ability to acquire knowledge, reflect, and react. At the GLOBE® School for Environmental Research, students experience an interactive curriculum that prepares them for success in this rapidly changing world. Students are held to the highest academic, social and personal standards. The primary purpose of this school is to provide a quality education in a safe environment.

The GLOBE® School for Environmental Research recognizes the need to build strong family-school collaborations. We encourage families to participate and be part of the school community through volunteering, participating in goal-setting conferences with their children, family conferences and other events. We believe that these events and practices support families and their children in developing a sense of pride and teamwork and making appropriate choices.

The GLOBE® School for Environmental Research encourages students to continually take initiative and meet personal challenges which will lead to academic as well as emotional growth. The curriculum, in conjunction with the youth development team, helps to strengthen and support the academic connection formed between children, parents, faculty and the community.

The GLOBE School is divided into six learning communities each with a team leader. Teachers work collaboratively meeting on a regular basis to review data, set goals and plan for instruction in order to improve student outcomes. We as a school community hold the following core values and beliefs:

- *Use of data to individualize instruction, set individual student goals and set high expectations for student success.*
- *Students' success is reflective of social, emotional and academic growth.*
- *We believe that parents and Community Based Organizations are valued partners in the educational process.*

Queens College collaborates with us offering on-going professional development based on our school theme and needs.

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:	GLOBE School for Environmental Research				
District:	11	DBN #:	11X272	School BEDS Code:	321100011272

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	0	0	0		91.0	91.8	100.0		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.1	91.6	91.5		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	157	148	157	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	216	153	160		80.0	80.8	76.0		
Grade 8	199	219	168						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	23	3		
Grade 12	0	0	0						
Ungraded	1	1	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	573	521	485		9	10	7		
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	19	19	8						
No. in Collaborative Team Teaching (CTT) Classes	9	17	37	Principal Suspensions	55	58	112		
Number all others	25	27	30	Superintendent Suspensions	28	38	35		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	7	5	5	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	48	45	43	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	2	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	35	36	36
				Number of Administrators and Other Professionals	6	6	6
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	3	3	3
(As of October 31)	2007-08	2008-09	2009-10				
	7	3	84				
				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	100.0	100.0	100.0
American Indian or Alaska Native	0.5	.6	1.0	Percent more than two years teaching in this school	28.6	50.0	88.0
Black or African American	64.8	63.5	63.1	Percent more than five years teaching anywhere	31.4	41.7	50.0
Hispanic or Latino	29.5	31.7	30.7				
Asian or Native Hawaiian/Other Pacific Isl.	4.0	2.9	2.9	Percent Masters Degree or higher	77.0	81.0	87.5
White	1.2	1.0	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	88.6	88.6
Multi-racial							
Male	59.7	58.9	55.5				
Female	40.3	41.1	44.5				

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 checked="" 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"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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:	Y	ELA:	
	Math:	Y	Math:	
	Science:	Y	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:	Proficient
Overall Score	65.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	C	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	A	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	B	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	1.5	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?
-

Changes in NY State leveling have impacted The Globe School significantly. Our percentage of students performing at level 3 and 4 was rising and now has dropped to 21% in ELA and 22% in Math. Further changes to the NY state tests in all grades make future prediction of performance difficult, but we have analyzed trends in our student data to identify why students did not score as well last year. Our core team of administrators and teacher leaders analyzed trends over the past three years in Quality Review feedback, Learning Environment Surveys, State Testing, and Common Assessment results to chart our current path forward. Out of this analysis our school created student goal sheets using ARIS data, item analysis data, and multiple common assessments to chart student progress throughout the year. Our students performed worst in sections that contained writing in both ELA and Math. As a result of this data we have analyzed teams, curriculum, and assessments at our school to adapt to our school population.

One of our most significant accomplishments over the last year since change in leadership is the functioning of teacher teams. Globe has transitioned from a 3 Village structure to a 6 Team structure. Within the teams all data, curriculum, and assessment planning occurs. Teams meet multiple times per week and use multiple opportunities throughout the week to work together inside the classroom. This has led to greater coherence across our classrooms. This has also led us to greater differentiation which was an area to work on from our last quality review. We have 6 team leaders that meet regularly with administration to design goals for instruction.

Our major barrier has been effectively using assessment data to inform instruction. Our systems have been in place for gathering and analyzing data, but the systems to turn that data into a change in curriculum has been a slower process. We now systemically look at school wide and classroom data to determine short term team goals based on state standards. Along with that systemic approach to standards and curriculum we are building standards based assessments that will accurately reflect student performance on a standard.

Budgets continue to be a barrier in that budget cuts reduce the amount of time we have available with our students. We no longer can sustain after school programs or Saturday Academy.

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.

- 1) By June 2011, 90% of ELA, Science, and Social Studies teachers will implement standards based Common Core writing rubrics and monitor student progress in writing.
- 2) Engage 25% of our classrooms in the Integrated Co-Teaching model by June of 2011 to improve intervention services and increase student performance on the NYS Math exam by 5% from 21% performing at level 3 and 4 to 26% and the NYS ELA exam by 5% from 22% performing at level 3 and 4 to 27%.
- 3) Engage our parental community on ARIS Parent Link by increasing the percentage of our parents on ARIS Parent Link to 30% from 22% by June of 2011.
- 4) Decrease principal's suspensions and superintendent suspensions by 10% from 112 Principal suspensions to 100 and 35 Superintendent suspensions to 32 for the 2010-2011 school year through implementing a PBIS program and behavioral intervention strategies.
- 5) Engage 70% of our students in project based learning during which each student will complete 3 projects: Science, Social Studies, and Writing during the 2010-2011 school year.

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):
ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of ELA, Science, and Social Studies teachers will implement standards based Common Core writing rubrics and monitor student progress in writing.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Item analysis of math and ELA data show that our students struggle most on constructive response questions. The action plan that follows integrates the common core standards to build a more rigorous way of addressing writing in our school. A Core team of teachers will attend a summer workshop on core standards. Curriculum work will continue in the fall through Network support. Teacher teams will center their inquiries and curriculum work on literacy and writing. All subject areas will use common standards based writing rubrics. Professional Development will aide in analyzing student writing, and data analysis of rubric based work. Teacher Teams will work to align writing in the content areas to Literacy Standards and hold students accountable across the board. Teacher teams will create constructive response assessments and on-demand writing assessments to monitor student progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Set Aside for Network Support. Per Session hours for summer training and curriculum work come from a grant at the Network level. Federal Grant from the NYC Leadership Academy for coaching and two staff retreats per year. Teacher's Salaries. Two Assistant Principal salaries.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly Monitoring of student work portfolios 10% percent increase projected on NY State ELA short answer and extended response performance.</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage 25% of our classrooms in the Integrated Co-Teaching model by June of 2011 to improve intervention services and increase student performance on the NYS Math exam by 5% from 21% performing at level 3 and 4 to 26% and the NYS ELA exam by 5% from 22% performing at level 3 and 4 to 27%.</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>	<p>In an effort to boost student performance our goal is to decrease the teacher to student ratio in all classes and target instruction for struggling groups of students. Teachers are divided into 6 teams of 5 teachers. Each team is a mini-house responsible for 3 classes of students heterogeneously grouped. Teachers will receive professional development on team teaching strategies and utilize common planning time to collaborate. Teachers have between 10 and 13 push-in periods a week to work within their colleagues classrooms. One administrator is assigned to each grade and two teams. Professional Development will be differentiated for each teacher team. Teams will use collaborative team teaching increase progress of the schools lowest one-third achieving students. Teams will target instruction based on common school wide assessments. DY0 Acuity assessments are given out 4 times a year. Data meetings are held after each meeting. Teams. Professional Development will be differentiated for each teacher team. Teams will use collaborative team teaching increase progress of the schools lowest one-third achieving students.</p>
<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>Teacher's Salaries and Administrative Salaries are the largest portion of this strategy. We share an IEP teacher across the campus for all IEP monitoring. Additional support for special education is provided through the network. Set Aside for Network Support in providing onsite PD in Collaborative Team Teaching Models. Assistant principals have fewer teachers to monitor as a result of the new teacher system. Assistant principals complete 2 formal observations per week as well as three Professional Development sessions per week targeted at teacher's needs.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly Staff Schedules Weekly administrative monitoring 3% increase in students performing at level 3 and 4 on NY state ELA and Math tests.</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage our parental community on ARIS Parent Link by increasing the percentage of our parents on ARIS Parent Link to 30% from 22% by June 2011.</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>	<p>Through a grant for computers through our network we acquired a netbook, 2 laptops, and a desktop computer to increase parental involvement on ARIS Parent Link. We are creating a parent workshop space in the rear of our main office equipped with 5 computers. We are placing the desktop computer at the front of the main office and it will link directly to ARIS Parent Link. Parents will be able to view their ARIS account and if they don't have one they will be able to sign up by the aid of our Parent Coordinator. Parents will also have the opportunity to fill out a customer service survey about the school.</p>
<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>Salary for Parent Coordinator. All other materials were supplied by the Network grant or already existed in the school. Supplies- General Parent Involvement for the Parent Coordinator to purchase materials for workshops and created signs and instructions for parents.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly monitoring of parents with active login username and passwords.</p>

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Decrease principal's suspensions and superintendent suspensions by 10% from 112 Principal suspensions to 100 and 35 Superintendent suspensions to 32 for the 2010-2011 school year through implementing a PBIS program and behavioral intervention strategies.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through a 15,000 dollar grant from the Network we will implement a PBIS program over the course of the next school year to reduce student suspensions and boost student performance. Grant money will go towards per session hours of running the program and purchasing items for students as rewards. In addition, all teachers are participating in professional development on behavioral intervention strategies. We are collectively reading Lost at School by Ross Greene that highlights strategies to use with students with behavioral difficulties.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Federal Grant from the NYC Leadership Academy for free coaching and 2 staff retreats per year. 15,000 dollar grant from the Network allocated to the 2010-2011 year budget to provide for per session cost associated with running PBIS program and purchasing rewards for students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly monitoring of student suspensions through OORS Monthly PBIS meetings where student behavioral trends and impact on suspensions is analyzed. Committee will use Collaborative Problem Solving referral sheets to also monitor in addition to OORS.</p>

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Engage 70% of our students in project based learning during which each student will complete 3 projects: Science, Social Studies, and Writing during the 2010-2011 school year.</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>	<p>During the 2009-2010 school year, our school held a science fair, and that was the only school wide focus on project based learning. Individual teachers created projects with their students, but it was not wide spread enough. Given that our item analysis data shows a need for problem solving and higher order thinking we have decided to embed our program with project based learning. In programming for the mini-house team teaching model we identified 4 teachers as core subject area teachers and one teacher as a project based learning teacher. The project based learning teacher would focus on interdisciplinary projects. Literacy skills in reading, writing, and speaking would be the highlights of this course. Students would have the opportunity to expand on their knowledge learned in other classes and learn valuable skills in research and presentation. This class would also provide an opportunity for teams to teach skills the students are lacking, according to data, a different way.</p>
<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>Teacher's Salaries; Teacher per session opportunities for professional development on curriculum development; Title 1 dollars will be used for administrative salaries towards teacher development. Assistant Principals will create workshops through out the year around project base learning ideas.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Yearly Scheduled Dates for project displays: 1 science, 1 social studies, and one ELA writing. Science projects and fair submitted in December. Writing projects and fair submitted in March. Social Studies projects submitted in April.</p>

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	0	0	N/A	N/A	0	0	0	0
1	0	0	N/A	N/A	0	0	0	0
2	0	0	N/A	N/A	0	0	0	0
3	0	0	N/A	N/A	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	46	55	0	0	7	0	0	0
7	48	42	0	0	10	0	0	0
8	51	50	35	0	5	0	0	0
9	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0

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

Name of Academic Intervention Services (AIS)	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.).
ELA:	Teachers have time added into their schedules for push-in services for struggling students. All AIS services are provided during the school day.
Mathematics:	Teachers have time added into their schedules for push-in services for struggling students. All AIS services are provided during the school day.
Science:	Teachers have time added into their schedules for push-in services for struggling students. ALL AIS services are provided during the school day.
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	2 School guidance counselors provided at-risk services and mandated services for all students.
At-risk Services Provided by the School Psychologist:	
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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

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.

ELL Identification Process

Upon registration a Home Language Identification Survey is given for parents to fill out. If it is stated on this survey that the home language or the student's native language is other than English the ESL teacher is notified of their registration to our school. There is an initial interview done at that moment with the parents of the recent arrivals to determine the level and quality of education of the students in their home country. I (ESL teacher) in turn do an informal interview in both languages (if Spanish) with the student. A LAB and a LAB-R is then administered to the new student to determine if they qualify as an ELL. The LAB-R is given to new students within 10 days of student's arrival. Based on their score it is determined if the student will be placed as a beginner, intermediate or advanced level. In the spring, students are administered the NYSESLAT which determines if they have moved in their program placement level.

A Parent Orientation is given to all parents of new students in which they are given forms and DVD explaining the services that are offered to students in the New York City School District. Parents are then informed of what services are available to their child in our school (ESL). Parental Choice is then made. Parent contact is ongoing and not confined to parents' night. The parents are a key part of our school community and parents of ELLs are encouraged to participate in the School Leadership team as well as other school-wide parent's events.

Parent Notification is sent out via mail in the form of Entitlement letters are within the first weeks of Placement/Parent Program Selection.

An explanation of our school services is provided to parents to ensure they know what services their child will be receiving. Parents are given information in their home language from their Home Parent Language form.

Currently 6 newly registered parents have expressed their first interest as the Dual Language, their second choice is Bilingual Education and the 3rd choice is the ESL program. When we have 15 parents with students in 2 contiguous grades we will be offering a Bilingual Program to students who have expressed interest. Parents will be kept informed in the numbers change and we are able to offer the language program they are interested in.

Programming and Scheduling Information

The ELL component of the instructional program consists of a free standing program and one 12:1:1 TBE special education class. ELL students are grouped in both heterogeneous and homogeneous ESL instructional classes. ELLs learn English language through content with native language support provided in the form of instruction and materials to the beginners. Beginning students receive 360 hours, Intermediate 360 hours and Advanced 180 hours of service weekly. The curriculum correlates with the core curriculum for the general student body and adheres to New York State Standards, including the Standards for ELLs. Mandated hours are followed based on their proficiency levels. Manipulative, visual support, technological support and frequent authentic assessments (e.g. portfolio learning and student conferencing) are key program components.

A TBP (Transitional Bilingual Program) consists of a self-contained 12:1:1 Bilingual Special Education classroom. There is some inter-visitation of the students in the self-contained Bilingual and ESL classes to better meet the Math and Reading needs of the students, especially the beginner ELLs.

The ELLs are grouped in order to allow for differentiated instruction. Grouping will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed including Read 180. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. They are encouraged to write and read in their native language while scaffolding in English as they acquire more vocabulary and grammar. Small group instruction is done during at least half of their ELA class and during Social Studies with some time allowed for assimilation during Science and Math. Peer mentoring is encouraged. Whenever text books are available in the students' native language they are made available to them to use in all content areas.

Translators are made available to students in their respective language during state exams. Hands on activities and manipulative are used whenever possible in Math and Science programs. Support is given in all content areas. Special attention is given to SIFE students as well as 4-6 and long term ELLs. ESL instruction focuses on their reading comprehension and basic reading skills (fluency and comprehension). Different strategies are used to strengthen grammar, spelling and writing mechanics. There is also a focus on vocabulary. Technology is incorporated into ESL instruction to provide enhancement in reading skill, writing skills and providing student motivation.

Parental Involvement

Parents will have access to the ELL information kit which is kept in the classroom and also with the parent coordinator. Each parent completes the required home language survey and is informed of their choices for other ESL programs in the city. In addition, there is an initial interview with parents of recent arrivals to determine the level and quality of education of the student in their home country. Parent contact is ongoing and not confined to parent night. The parents are a key part of our school community and parents of ELLs are encouraged to participate in the School Leadership Team as well as other school-wide parent events.

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.

Professional Development and Support for School Staff

At least one of the teachers who teach the ELLs will have attended the Department of Education's QTEL provided by LSO workshop and onsite training. The teacher of our ELLs will attend a series of instructional support strategy workshops with a special focus on ELLs and their need for additional writing skills. ESL teachers are offered the opportunity to participate in workshops through the BETAC and the Office of ELLs. ESL teacher received training through BETAC at Fordham University on NYSESLAT scoring.

Section III. Title III Budget

School: _____ BEDS Code: _____

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 - Per diem	9,000	(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)
Purchased services - High quality staff and curriculum development contracts.	1,500	Parental Involvement
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	4,500.00	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	15,000	

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.

The GLOBE School has undertaken several steps in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. First, the Home Language Identification Surveys (HLIS) were reviewed to identify which languages were read and written at home. This was done by the ESL teachers in conjunction with the school's Parent Coordinator. The language in which translation is needed is Spanish. Additionally, it was determined that for PPC and IEP meetings, oral interpretation services may need to be provided in Albanian, French, Twi, and Fulani.

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.

Through the process followed and discussed in question 1 above, The GLOBE School has determined that the language in which written translation and oral interpretation is needed is Spanish. All important documents (i.e., letters and other correspondence) will be translated into Spanish. This correspondence includes, but is not limited to: Title I and Title III letters for Extended Day, After School programs and activities and Saturday Academy, important and necessary letters to be sent home from school, handbooks and flyers for parent workshops, and letters that are sent home from the School-Based Support Team to parents for IEP meetings.

These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families will be more aware of the workshops and services provided to the school community. These services will provide non-English speaking parents with access to their children's educational options help support parent-school accountability and broaden parents' capacities to improve their children's achievement. Additionally, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

Part B: Strategies and Activities

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

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. The classroom teachers discussed with the ESL teachers and the school's parent coordinator the language needs of the parents with whom they need to communicate. The language in which translation and oral interpretation are needed is mainly *Spanish*. For PPC and IEP meetings there is also a need for oral interpretation in Albanian, French and Fulani. On site Spanish translation services will be provided by the ESL teachers, parent coordinator or other school staff. If the need for translation (***Albanian, French or Fulani***) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

2. The process described above will ensure the timely dissemination of translated documents to parents determined to be in need of language assistance services. In addition, parents will be able to support shared parent-school accountability, access information about their children's educational options and increase their capacities to improve their children's achievement. In addition, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

The GLOBE School will provide oral interpretation services for all Parent-Teacher Association meetings in Spanish. In addition, these services will be available for parent workshops and parent-teacher conferences. Oral interpretation in Spanish will also be available at School-Based Support IEP meetings. These services will be provided in-house by school staff. If there is a need for oral interpretation services for PPC and IEP meetings in a language other than ***Spanish, specifically Albanian, French or Fulani***, an outside vendor will be contracted.

These oral interpretation services will meet our identified needs so that our non-English speaking parents will feel more comfortable to attend the workshops and meetings provided for the GLOBE School community. Non-English speaking families will be more cognizant of the workshops and services provided for the GLOBE School community. Our non-English speaking parents will have a better understanding of their children's educational options, will be more empowered to support shared parent- school accountability and will ultimately increase their capacity to improve their children's achievement. These services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

3. 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.

Our school will provide parents who require language assistance services with a copy of a Bill of Parent Rights and Responsibilities. We will post in our main office a sign in each of the covered languages indicating the availability of interpretation services. Our School Safety Plan will contain procedures for insuring that parents in need of language assistance will receive that assistance.

4. 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>.

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

Form TIII – A (1)(a)

Grade Level(s) 6-8 **Number of Students to be Served:** 29 **LEP** _____ **Non-LEP**

Number of Teachers 2 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

There are currently 491 students enrolled at MS 272 Globe School for Environmental Research. 11.8 % of our school population is ELL students. The ELL component of the instructional program consists of a free standing program and one 12:1:1 TBE special education class. ELL students are grouped in both heterogeneous and homogeneous ESL instructional classes. ELLs learn English language through content with native language support provided in the form of instruction and materials to the beginners. Beginning students receive 360 hours, Intermediate 360 hours and Advanced 180 hours of service weekly. The curriculum correlates with the core curriculum for the general student body and adheres to New York State Standards, including the Standards for ELLs. Mandated hours are followed based on their proficiency levels. Manipulatives, visual support, technological support and frequent authentic assessments (e.g. portfolio learning and student conferencing) are key program components.

A TBP (Transitional Bilingual Program) consists of a self-contained 12:1:1 Bilingual Special Education classroom. There is some inter-visitation of the students in the self-contained Bilingual and ESL classes to better meet the Math and Reading needs of the students, especially the beginner ELL's.

The ELLs are grouped in order to allow for differentiated instruction. Grouping will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed including Read 180. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. They are encouraged to write and read in their native language while scaffolding in English as they acquire more vocabulary and grammar. Small group instruction is done during at least half of their ELA class and during Social Studies with some time allowed for assimilation during Science and Math. Peer mentoring is encouraged. Whenever text books are available in the students' native language they are made available to them to use in all content areas.

Translators are made available to students in their respective language during state exams. Hands on activities and manipulatives are used whenever possible in Math and Science programs. Support is given in all content areas. Special attention is given to SIFE students as well as 4-6 and long term ELLs. ESL instruction focuses on their reading comprehension and basic reading skills (fluency and comprehension). Different strategies are used to strengthen grammar, spelling and writing mechanics. There is also a focus on vocabulary. Technology is incorporated into ESL instruction to provide enhancement in reading skill, writing skills and providing student motivation.

Title III After School Program for ELLs.

ELLs receive supplemental support after school to strengthen their written and oral comprehension skills across content areas. A total of 29 ELLs, 13 of which are newcomers, are invited to attend tutoring sessions offered from Monday through Thursday, 3:10 pm– 4:40 pm, for fifteen weeks from January to June. Two classes will be taught by certified ESL teachers. One group is specialized for our special education transitional bilingual group and the other group is comprised of ESL students. Program will run from January through June.

The ELLs are grouped in order to allow for differentiated instruction. Groups will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed including Read 180. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English.

The following supplementary materials will be purchased with Title III funds to support the program:

- ESL Merit Software Program
- Supplementary native language libraries
- Select supplementary classroom libraries
- Supplementary native language/English dictionaries
- Games/crafts/supplies

Saturday field trips will be held to introduce students to a wide variety of cultures in the NYC area. These institutions will be of both cultural and historical value. These experiences will provide opportunities for students to use context specific language and also to learn about American culture and society in a relatable and advantageous way. The ESL teacher will take ELLs on a number of class related trips including the Metropolitan Museum of Art, a Broadway musical and borough walking tours. All of these experiences will be of benefit to ELLs in learning outside of the classroom.

Proposed Activities are to be 1 trip per month funded by Title III. These trips will consist of a theater trip to The Lion King musical, Metropolitan Museum of Art, as well as other cultural activities such as borough walking tours.

Parental Involvement

As per the CR Part 154 parents of new ELLs are given an orientation with video provided by NYC DOE. Over the course of the year, parents are informed of their child's progress, school events and family services through frequent communication with the ESL teacher. Translation and interpretation services are provided when necessary as per the Chancellors Regulation.

The school's Parent Coordinator also works with ESL parents to provide and ensure that parents receive important information concerning the school's activities and testing schedules, PTA meetings, City-wide ELL Parents' meetings and school newsletters. The coordinator organizes and presents at monthly meetings to discuss and inform parents regarding topics of common interest and/or problems common to all our students.

Parents will be invited to join their child on Saturday field trips. A lunch outing will be given to invite and provide parents the opportunity to become more involved in their child's academic and cultural progress. Title III funds will be used for these events to purchase refreshments, snacks, transportation for trips and materials for Parent Celebration for Student Achievement.

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.

At least one of the teachers who teach the ELL's will have attended the Department of Education's QTEL provided by LSO workshop and onsite training. The ELL's teacher will attend a series of instructional support strategy workshops with a special focus on ELL's and their need for additional writing skills. ESL teachers are offered the opportunity to participate in workshops through the BETAC and the Office of ELLs.

ESL teacher received training through BETAC at Fordham University on NYSESLAT scoring.

Workshops will focus on:

- QTEL, differentiation of instruction for ESL students
- interdisciplinary instruction
- English Regents Prep
- protocol for looking at student work
- teaching vocabulary and strategies for scaffolding instruction

Form TIII – A (1)(b)

School: 11x272 BEDS Code: 321100011272

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$15,000.00 as per SAM # 53		
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 - Per diem	8,980	<u>Title III After School Program for ELLs.</u> <u>2</u> teachers x <u>1.5</u> hours x <u>4</u> sessions/week x <u>15</u> weeks x \$49.89 = 8,980.00 <u>Professional Development</u> Provided during the school day. -
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental.	2,020	Materials for afterschool ESL program o Supplementary native language libraries

<ul style="list-style-type: none"> - Additional curricula, instructional materials. - Must be clearly listed. 		<ul style="list-style-type: none"> o Select supplementary classroom libraries o Supplementary native language/English dictionaries o Games/crafts/supplies
Educational Software (Object Code 199)	1,500	o ESL Merit Software Program
Travel	1,000	Buses for Saturday field trips
Other	1,500	<u>Parental Involvement</u> Refreshments for field trips and school events Parent Celebrations of Student Achievement
TOTAL	\$15,000.00	

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:	325,000	218,000	543,000
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,250	2,180	5,430
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,250	*	
4. Enter the anticipated 10% set-aside for Professional Development:	32,500	*	

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.

Our school Parent Involvement is based on our belief that parents are key members of the school Planning Team working towards the success of our students. We have a parent involvement team coordinated by our Parent Coordinator. The following strategies will be implemented throughout the year which we believe will maximize parental involvement in our school community. They are as follows:

1. Create an inviting and welcoming environment for all of our parents
2. Facilitating meetings for the parents throughout the school year such as PA meetings, Parent Orientation Meetings for new programs, SLT Meetings, Parent Workshops in the core curriculum areas: Parenting skills
3. Working with our CBO to provide programs servicing the parents as well as the students such as ESL and GED
4. Having parent representation on various school committees including the school community council.
5. Making certain that our meetings with parents, are both during the morning and evening hours.
6. Involving parents in the creation of our data intervention for their child.
7. Parent/student celebrations during the holidays as well as our Family Day will be implemented
8. Student progress reports distributed between marking periods will be sent to parents keeping them informed of their child's progress

School-Parent Compact

The school and parents works cooperatively to provide for the successful education of the children agree:

The School Agrees

- **풀칙** To convene an annual meeting for Title I parents to inform them of the Title I program and their rights to be involved
- **풀칙** To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting
- **풀칙** To actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policy.
- **풀칙** To provide parents with timely information about all programs
- **풀칙** To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information
- **풀칙** To provide high quality curriculum and instruction
- **풀칙** To deal with communication issues between teachers and parent through:
 1. Parent Teacher conferences at least twice each year
 2. Frequent reports to parents on their child's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities

6. To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- To work with his/her child/children on school work, and read to them for 15 to 30 minutes per day.
- To monitor his/her child/children's:
 - 1 Attendance at school
 2. Homework
 3. Television watching
 4. Computers

풀책 To share the responsibility for improved student achievement

풀책 To communicate with his/her child/children's teachers about their educational needs.

The School

Principal

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.

The GLOBE School will:

1. Stress academic rigor and differentiated instruction based on the individual needs of our students. The smaller learning environments provided by our Village structure will enable our staff to effectively evaluate the needs of the students and provide the support to improve student outcomes.
2. Hold additional Parent/Teacher Conferences along with the two mandated Parent/Teacher Conferences. The additional conferences will be held in September, February, and April.
3. Provide parents with progress reports every between report card distributions. These reports will be sent in writing to the parents, signed by parents and follow-up conferences will take place at the parents' request.
4. Make every effort to make staff available for consultation with parents. Meetings will be schedule so as not to interfere with teachers providing instruction to students.
5. Work with our Parent Association to maximize opportunities to involve our parents. As part of our Family Academy, we will be offering

workshops for our parents. Parents will be provided with the opportunity to volunteer during all of these activities.

6. Parent Coordinator and Parent Association will engage in outreach to parents via flyers and phone calls encouraging their involvement on our SLT, SLT sub committees, and Parent Council.
7. Utilize the same strategies to involvements in the development of the school wide program plan.
8. Hold numerous meetings during the school day, after the school day, and on Saturdays and encourage parents to attend utilized flyers and phone calls to parents in order to inform of them of all Title I program aspects.
9. Give information to parents and provide it in alternative formats when requested. This will be done with individual conferences with school staff.
10. Give Information regarding all Title I programs will be provided to parents throughout the school year at our weekly Community Council meeting. Parents will be provided with a schedule of these meetings and are invited to attend.
11. Provide parents with the contact information of our Parent Coordinator who will facilitate additional meetings with parents as necessary.
12. Provide parents with student reports about their child's performance on all state assessments. Progress reports will be provided throughout the school year.
13. Provide parents with timely notice when their child has been taught for four or more weeks by a teacher who is not highly qualified.

Parent Responsibilities

1. We as parents will support and monitor attendance and punctuality
2. Make sure that homework is completed.
3. Monitor the amount of television their children watch
4. Participate, as appropriate, in decisions relating to my children's education
5. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

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.

Refer to needs assessment

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

We have intervention measures which engage the students such as, Morning Remediation, Small Reading Group Pull Out, Read 180, Quizdom, and home computer interfacing such as Acuity and First in Math.

- o Help provide an enriched and accelerated curriculum.

Differentiation of instruction provides for remediation and acceleration of the curriculum.

- o Meet the educational needs of historically underserved populations.

We provide our special need students with the least restrictive environment providing academic intervention services and differentiation of instruction in order to improve student outcomes.

- 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.

Advisory programs are in place. This program is focused on student needs and interest. We are currently the developing the Renzulli model. We are using the model to deliver instruction to our students through technology based on student interest.

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

3. Instruction by highly qualified staff.

All staff is highly qualified.

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.

Our Professional Development Committee has developed a differentiated, ongoing professional development program for all staff based on improving the delivery of instruction to improve student outcomes.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
School staff attends various hiring halls when vacancies occur. Teachers come to the school interviews and demonstration lessons. They are introduced to the school values and core beliefs.

Please refer to Parent Involvement goal and action plan, Parental Involvement Policy and Parent Compact.

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

Teachers participate on various Data Inquiry Teams in their Village in order to improve achievement of individual students and the overall instruction program

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.

Student data is reviewed by the Village Team on a weekly basis in order to provide effective and timely additional assistance.

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						
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

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.

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.
Program resources will be used to provide extended day, and teacher AIS periods in order to help children meet the state standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Comprehensive school planning takes place in order to meet the needs of all students.
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;Please refer to the annual goals and action plans contained in section 6.
4. Coordinate with and support the regular educational program;
Supplementary math and ELA providers meet with the regular math and ELA teachers to coordinate instruction and monitor the progress of all students.
5. Provide instruction by highly qualified teachers;
All instruction is provided by highly qualified teachers.
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
Please refer to the Professional Development goal and action plan.
7. Provide strategies to increase parental involvement; and

Please refer to Parent Involvement goal and action plan, Parental Involvement Policy and Parent Compact.

8. Coordinate and integrate Federal, State and local services and programs.

Comprehensive planning takes place through our committees such as SLT and Community Council in order to coordinate all services and programs to meet the needs of our students.

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: In Good Standing 2009-2010 **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.)
Globe has seven (7) students in STH
2. Please describe the services you are planning to provide to the STH population.
The school is providing at-risk counseling and monitoring by the counseling staff.

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:	Globe School for Environmental Research					
District:	11	DBN:	11X272	School		321100011272

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	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		91.0	91.8	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.1	91.6	88.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	148	157	148	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	153	160	162		80.0	76.0	79.1
Grade 8	219	168	177				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	23	34
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	521	485	487	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					9	10	7

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	19	8	12	Principal Suspensions	55	58	112
# in Collaborative Team Teaching (CTT) Classes	17	37	59	Superintendent Suspensions	28	38	35
Number all others	27	30	23				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	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	5	5	TBD	Number of Teachers	35	36	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	45	43	TBD				
# ELLs with IEPs	2	15	TBD	Number of Educational Paraprofessionals	3	3	2

These students are included in the General and Special Education enrollment information above.

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
	7	3	32	% fully licensed & permanently assigned to this school	100.0	100.0	90.6
				% more than 2 years teaching in this school	28.6	50.0	73.7
				% more than 5 years teaching anywhere	31.4	41.7	57.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	81.0	89.5
American Indian or Alaska Native	0.6	1.0	1.2	% core classes taught by "highly qualified" teachers	100.0	88.6	88.0
Black or African American	63.5	63.1	62.2				
Hispanic or Latino	31.7	30.7	31.8				
Asian or Native Hawaiian/Other Pacific	2.9	2.9	2.9				
White	1.0	1.9	1.6				
Male	58.9	55.5	52.0				
Female	41.1	44.5	48.0				

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	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:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:				P	
Overall Score:	14.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	3.9	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals				P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	7.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

1. Enter the anticipated Title I allocation for the school for 2009-2010. \$325,414
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$3,254
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$16,270
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year 100%
5. If the percentage of high quality teachers during 2009-2010 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.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$325,414	\$218,835	\$560,440
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,254		\$3,254
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,188	\$2,188
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,270		\$16,270
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$10,941	\$10,941
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,541		\$32,541
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$21,883	\$21,883

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 ___100%_____

9. If the percentage of high quality teachers during 2009-2010 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.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Our school Parent Involvement is based on our belief that parents are key members of the school Planning Team working towards the success of our students. We have a parent involvement team coordinated by our Parent Coordinator. The following strategies will be implemented throughout the year which we believe will maximize parental involvement in our school community. They are as follows:

1. Create an inviting and welcoming environment for all of our parents
2. Facilitating meetings for the parents throughout the school year such as PA meetings, Parent Orientation Meetings for new programs,
SLT Meetings, Parent Workshops in the core curriculum areas: Parenting skills
3. Working with our CBO to provide programs servicing the parents as well as the students such as ESL and GED
4. Having parent representation on various school committees including the school community council.
5. Making certain that our meetings with parents, are both during the morning and evening hours.
6. Involving parents in the creation of our data intervention for their child.

7. Parent/student celebrations during the holidays as well as our Family Day will be implemented
8. Student progress reports distributed between marking periods will be sent to parents keeping them informed of their child's progress

School-Parent Compact

The school and parents works cooperatively to provide for the successful education of the children agree:

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their rights to be involved
 - To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting
 - To actively involve parents in planning, reviewing and improving the Title I programs and parental involvement policy.
 - To provide parents with timely information about all programs
 - To provide performance profiles and individual student assessment results for each child and other pertinent individual and school
 - district education information
 - To provide high quality curriculum and instruction
 - To deal with communication issues between teachers and parent through:
 1. Parent Teacher conferences at least twice each year
 2. Frequent reports to parents on their child's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities
6. To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy
- To work with his/her child/children on school work, and read to them for 15 to 30 minutes per day.
- To monitor his/her child/children's:
 - 1 Attendance at school

2. Homework

3. Television watching

4. Computers

To share the responsibility for improved student achievement

To communicate with his/her child/children's teachers about their educational needs.

The School

Principal

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The GLOBE School will:

1. Stress academic rigor and differentiated instruction based on the individual needs of our students. The smaller learning environments provided by our Village structure will enable our staff to effectively evaluate the needs of the students and provide the support to improve student outcomes.
2. Hold additional Parent/Teacher Conferences along with the two mandated Parent/Teacher Conferences. The additional conferences will be held in September, February, and April.
3. Provide parents with progress reports every between report card distributions. These reports will be sent in writing to the parents, signed by parents, and follow-up conferences will take place at the parents' request.
4. Make every effort to make staff available for consultation with parents. Meetings will be schedule so as not to interfere with teachers providing instruction to students.
5. Work with our Parent Association to maximize opportunities to involve our parents. As part of our Family Academy, we will be offering workshops for our parents. Parents will be provided with the opportunity to volunteer during all of these activities.
6. Parent Coordinator and Parent Association will engage in outreach to parents via flyers and phone calls encouraging their involvement on our SLT, SLT sub committees, and Parent Council.
7. Utilize the same strategies to involvements in the development of the school wide program plan.
8. Hold numerous meetings during the school day, after the school day, and on Saturdays and encourage parents to attend utilized flyers and phone calls to parents in order to inform of them of all Title I program aspects.
9. Give information to parents and provide it in alternative formats when requested. This will be done with individual conferences with school staff.
10. Give Information regarding all Title I programs will be provided to parents throughout the school year at our weekly Community Council meeting. Parents will be provided with a schedule of these meetings and are invited to attend.
11. Provide parents with the contact information of our Parent Coordinator who will facilitate additional meetings with parents as necessary.

12. Provide parents with student reports about their child's performance on all state assessments. Progress reports will be provided throughout the school year.

13. Provide parents with timely notice when their child has been taught for four or more weeks by a teacher who is not highly qualified.

Parent Responsibilities

1. We as parents will support and monitor attendance and punctuality

2. Make sure that homework is completed.

3. Monitor the amount of television their children watch

4. Participate, as appropriate, in decisions relating to my children's education

5. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

We have provided opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Each student has developed individual goals in all curriculum areas. These goals were determined by a review of all pertinent student data. Student data in all content areas is reviewed on an ongoing basis and used to differentiate instruction in order to improve student outcome.

- 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.

We have intervention measures which engage the students such as, Morning Remediation, Small Reading Group Pull Out, Read 180, Quizdom, and home computer interfacing such as Acuity and First in Math.

- o Help provide an enriched and accelerated curriculum.

Differentiation of instruction provides for remediation and acceleration of the curriculum.

- o Meet the educational needs of historically underserved populations.

We provide our special need students with the least restrictive environment providing academic intervention services and differentiation of instruction in order to improve student outcomes.

- 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.

Advisory programs are in place. This program is focused on student needs and interest. We are currently developing the Renzulli model. We are using the model to deliver instruction to our students through technology based on student interest.

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

3. Instruction by highly qualified staff.

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.

Our Professional Development Committee has developed a differentiated, ongoing professional development program for all staff based on improving the delivery of instruction to improve student outcomes.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. School staff attends various hiring halls when vacancies occur. Teachers come to the school interviews and demonstration lessons. They are introduced to the school values and core beliefs.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

Teachers participate on various Data Inquiry Teams in their Village in order to improve achievement of individual students and the overall instruction program.

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.

Student data is reviewed by the Village Team on a weekly basis in order to provide effective and timely additional assistance.

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.

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.
Program resources will be used to provide extended day, and teacher AIS periods in order to help children meet the state standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
Comprehensive school planning takes place in order to meet the needs of all students.

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;

Please refer to the annual goals and action plans contained in section 6.

4. Coordinate with and support the regular educational program;
Supplementary math and ELA providers meet with the regular math and ELA teachers to coordinate instruction and monitor the progress of all students.

5. Provide instruction by highly qualified teachers;
All instruction is provided by highly qualified teachers.

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

Please refer to the Professional Development goal and action plan.

7. Provide strategies to increase parental involvement; and

Please refer to Parent Involvement goal and action plan, Parental Involvement Policy and Parent Compact.

8. Coordinate and integrate Federal, State and local services and programs.

Comprehensive planning takes place through our committees such as SLT and Community Council in order to coordinate all services and programs to meet the needs of our students.

**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 Cluster 6	District 11	School Number 027	School Name Globe Schoo
Principal Mr. Angell		Assistant Principal Mr. Belthrop, Mrs.Spann	
Coach type here		Coach type here	
Teacher/Subject Area Ms. Britos/ESL		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs	64	ELLs as Share of Total Student Population (%)	%
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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.

11x272

ELL Identification Process

Upon registration a Home Language Identification Survey is given for parents to fill out. If it is stated on this survey that the home language or the student's native language is other than English the ESL teacher is notified of their registration to our school. There is an initial interview done at that moment with the parents of the recent arrivals to determine the level and quality of education of the students in their home country. I (ESL teacher) in turn do an informal interview in both languages (if Spanish) with the student. A LAB and a LAB-R is then administered to the new student to determine if they qualify as an ELL. The LAB-R are given to new students within 10 days of students arrival. Based on their score it is determined if the student will be placed as a beginner, intermediate or advanced level. In the spring, students are administered the NYSESLAT which determines if they have moved in their program placement level.

A Parent Orientation is given to all parents of new students in which they are given forms and DVD explaining the services that are offered to students in the New York City School District. Parents are then informed of what services are available to their child in our school (ESL). Parental Choice is then made. Parent contact is ongoing and not confined to parents' night. The parents are a key part of our school community and parents of ELL's are encouraged to participate in the School Leadership team as well as other school-wide parents events.

Parent Notification is sent out via mail in the form of Entitlement letters are within the first weeks of Placement/Parent Program Selection.

An explanation of our school services is provided to parents to ensure they know what services their child will be receiving. Parents are given information in their home language from their Home Parent Language form.

Currently 2 newly registered parents have expressed their first interest as the Dual Language, their second choice is Bilingual Education and the 3rd choice is the ESL program. When we have 15 parents with students in 2 contiguous grades we will be offering a Bilingual Program to students who have expressed interest. Parents will be kept informed in the numbers change and we are able to offer the language program they are interested in.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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>							1	1	1					3

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained							10	9	9						28
Push-In															0
Total	0	0	0	0	0	0	11	10	10	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	9
SIFE	8	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	12

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	3	1	3	4		4	2		2	9
Dual Language										0
ESL	29	6		16	1		10			55
Total	32	7	3	20	1	4	12	0	2	64

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
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							10	17	11					38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian								1	1					2
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other							4	3	7					14
TOTAL	0	0	0	0	0	0	14	22	19	0	0	0	0	55

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.

Programming and Scheduling Information

The ELL component of the instructional program consists of a free standing program and one 12:1:1 TBE special education class. ELL students are grouped in both heterogeneous and homogeneous ESL instructional classes. ELLs learn English language through content with native language support provided in the form of instruction and materials to the beginners. Beginning students receive 360 minutes(2 units of study), Intermediate 360 minutes (2 units of study) and Advanced 180 minutes (1 unit of study) and 180 minutes of ELA (1 unit of study) instruction weekly. The curriculum correlates with the core curriculum for the general student body and adheres to New York State Standards, including the Standards for ELLs. Mandated hours are followed based on their proficiency levels. Manipulatives, visual support, technological support and frequent authentic assessments (e.g. portfolio learning and student conferencing) are key program components.

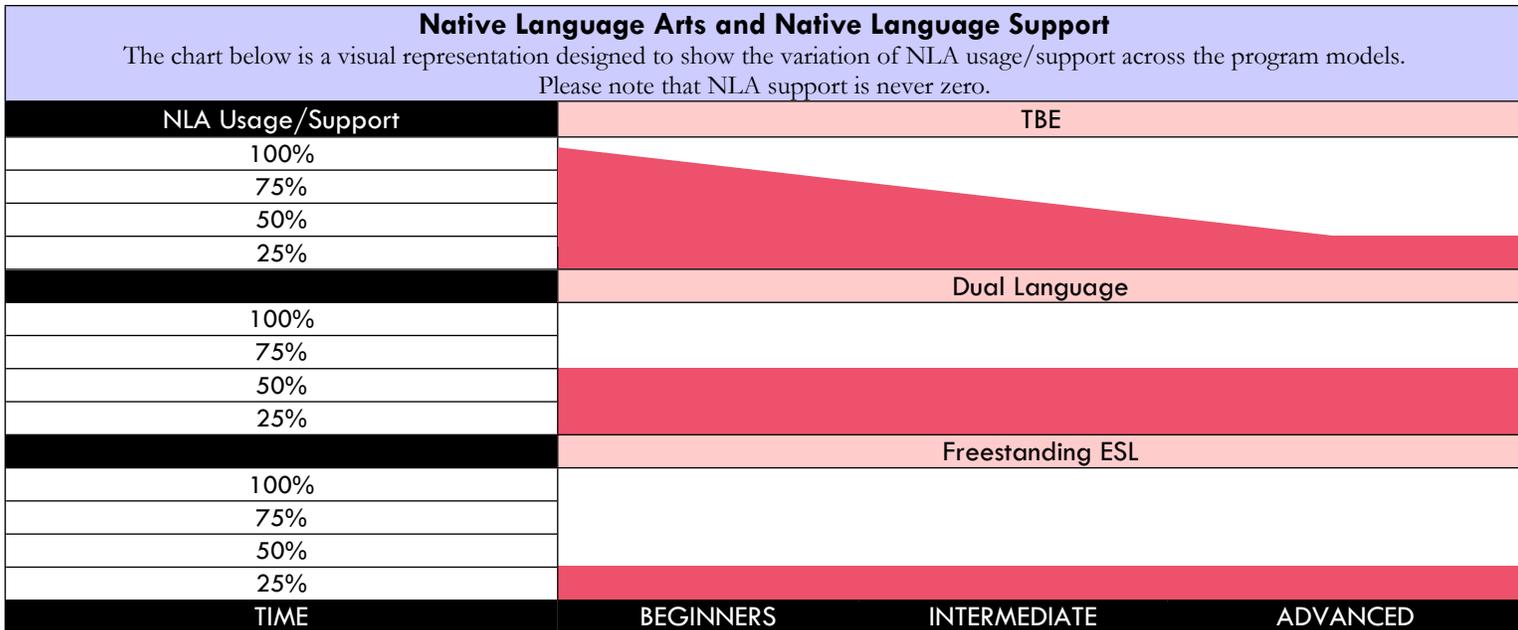
A TBP (Transitional Bilingual Program) consists of a self-contained 12:1:1 Bilingual Special Education classroom. There is some inter-visitation of the students in the self-contained Bilingual and ESL classes to better meet the Math and Reading needs of the students, especially the beginner ELL's.

The ELLs are grouped in order to allow for differentiated instruction. Grouping will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed including Read 180. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. They are encouraged to write and read in their native language while scaffolding in English as they acquire more vocabulary and grammar. Small group instruction is done during at least half of their ELA class and during Social Studies with some time allowed for assimilation during Science and Math. Peer mentoring is encouraged. Whenever text books are available in the students' native language they are made available to them to use in all content areas.

Translators are made available to students in their respective language during state exams. Hands on activities and manipulatives are used whenever possible in Math and Science programs. Support is given in all content areas. Special attention is given to SIFE students as well as 4-6 and long term ELLs. ESL instruction focuses on their reading comprehension and basic reading skills (fluency and comprehension). Different strategies are used to strengthen grammar, spelling and writing mechanics. There is also a focus on vocabulary. Technology is incorporated into ESL instruction to provide enhancement in reading skill, writing skills and providing student motivation. Paste response to questions 1-4 here

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
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?

Paste response to questions 5-14 here

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)?

Paste response to questions 1-5 here

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.

Professional Development and Support for School Staff

At least one of the teachers who teach the ELL's will have attended the Department of Education's QTEL provided by LSO workshop and onsite training. The ELL's teacher will attend a series of instructional support strategy workshops with a special focus on ELL's and their need for additional writing skills. ESL teachers are offered the opportunity to participate in workshops through the BETAC and the Office of ELLs. ESL teacher received training through BETAC at Fordham University on NYSESLAT scoring.

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?

Parental Involvement

Parents will have access to the ELL information kit which is kept in the classroom and also with the parent coordinator. Each parent completes the required home language survey and is informed of their choices for other ESL programs in the city. In addition, there is an initial interview with parents of recent arrivals to determine the level and quality of education of the student in their home country. Parent contact is ongoing and not confined to parent night. The parents are a key part of our school community and parents of ELL's are encouraged to participate in the School Leadership Team as well as other school-wide parent events.

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)							7	9	8					24
Intermediate(I)							8	10	6					24
Advanced (A)							5	6	5					16
Total	0	0	0	0	0	0	20	25	19	0	0	0	0	64

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
5									0
6									0
7									0
8									0
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									0
7									0
8									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

Additional Information

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

11x272

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 20010-2011

Form TIII – A (1)(a)

Grade Level(s) 6-8 Number of Students to be Served: 29 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

There are currently 491 students enrolled at MS 272 Globe School for Environmental Research. 11.8 % of our school population is ELL students. The ELL component of the instructional program consists of a free standing program and one 12:1:1 TBE special education class. ELL students are grouped in both heterogeneous and homogeneous ESL instructional classes. ELLs learn English language through content with native language support provided in the form of instruction and materials to the beginners. Beginning students receive 360 hours, Intermediate 360 hours and Advanced 180 hours of service weekly. The curriculum correlates with the core curriculum for the general student body and adheres to New York State Standards, including the Standards for ELLs. Mandated hours are followed based on their proficiency levels. Manipulatives, visual support, technological support and frequent authentic assessments (e.g. portfolio learning and student conferencing) are key program components.

A TBP (Transitional Bilingual Program) consists of a self-contained 12:1:1 Bilingual Special Education classroom. There is some inter-visitation of the students in the self-contained Bilingual and ESL classes to better meet the Math and Reading needs of the students, especially the beginner ELL's.

The ELLs are grouped in order to allow for differentiated instruction. Grouping will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed including Read 180. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English. They are encouraged to write and read in their native language while scaffolding in English as they acquire more vocabulary and grammar. Small group instruction is done during at least half of their ELA class and during Social Studies with some time allowed for assimilation during Science and Math. Peer mentoring is encouraged. Whenever text books are available in the students' native language they are made available to them to use in all content areas.

Translators are made available to students in their respective language during state exams. Hands on activities and manipulatives are used whenever possible in Math and Science programs. Support is given in all content areas. Special attention is given to SIFE students as well as 4-6 and long term ELLs. ESL instruction focuses on their reading comprehension and basic reading skills (fluency and comprehension). Different strategies are used to strengthen grammar, spelling and writing mechanics. There is also a focus on vocabulary. Technology is incorporated into ESL instruction to provide enhancement in reading skill, writing skills and providing student motivation.

Title III After School Program for ELLs.

ELLs receive supplemental support after school to strengthen their written and oral comprehension skills across content areas. A total of 29

Additional Information

ELLs, 13 of which are newcomers, are invited to attend tutoring sessions offered from Monday through Thursday, 3:10 pm– 4:40 pm, for fifteen weeks from January to June. Two classes will be taught by certified ESL teachers. One group specializes for our special education transitional bilingual group and the other group is comprised of ESL students. Program will run from January through June.

The ELLs are grouped in order to allow for differentiated instruction. Groups will be fluid depending on students' strengths in subjects as well as their language skills. All ESL students will also have technology instruction and language support as needed including Read 180. Newcomers are given special attention to ensure that their academics do not fall below their grade level while they are acquiring English.

The following supplementary materials will be purchased with Title III funds to support the program:

- o ESL Merit Software Program
- o Supplementary native language libraries
- o Select supplementary classroom libraries
- o Supplementary native language/English dictionaries
- o Games/crafts/supplies

Saturday field trips will be held to introduce students to a wide variety of cultures in the NYC area. These institutions will be of both cultural and historical value. These experiences will provide opportunities for students to use context specific language and also to learn about American culture and society in a relatable and advantageous way. The ESL teacher will take ELLs on a number of class related trips including the Metropolitan Museum of Art, a Broadway musical and borough walking tours. All of these experiences will be of benefit to ELLs in learning outside of the classroom.

Proposed Activities are to be 1 trip per month funded by Title III. These trips will consist of a theater trip to The Lion King musical, Metropolitan Museum of Art, as well as other cultural activities such as borough walking tours.

Parental Involvement

As per the CR Part 154 parents of new ELLs are given an orientation with video provided by NYC DOE. Over the course of the year, parents are informed of their child's progress, school events and family services through frequent communication with the ESL teacher. Translation and interpretation services are provided when necessary as per the Chancellors Regulation.

The school's Parent Coordinator also works with ESL parents to provide and ensure that parents receive important information concerning the school's activities and testing schedules, PTA meetings, City-wide ELL Parents' meetings and school newsletters. The coordinator organizes and presents at monthly meetings to discuss and inform parents regarding topics of common interest and/or problems common to all our students.

Parents will be invited to join their child on Saturday field trips. A lunch outing will be given to invite and provide parents the opportunity to become more involved in their child's academic and cultural progress. Title III funds will be used for these events to purchase refreshments, snacks, transportation for trips and materials for Parent Celebration for Student Achievement.

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.

At least one of the teachers who teach the ELL's will have attended the Department of Education's QTEL provided by LSO workshop and onsite training. The ELL's teacher will attend a series of instructional support strategy workshops with a special focus on ELL's and their need for additional writing skills. ESL teachers are offered the opportunity to participate in workshops through the BETAC and the Office of ELLs. ESL teacher received training through BETAC at Fordham University on NYSESLAT scoring.

Workshops will focus on:

- QTEL, differentiation of instruction for ESL students
- interdisciplinary instruction
- English Regents Prep
- protocol for looking at student work
- teaching vocabulary and strategies for scaffolding instruction

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		2/18/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		