



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SCHOOL FOR GLOBAL LEADERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M378

PRINCIPAL: CARRY CHAN **EMAIL:** CCHAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carry Chan	*Principal or Designee	
Erin Garry	*UFT Chapter Leader or Designee	
Laurel Hirsch	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Steven Hirsch	Member/Parent	
John Tringle	Member/Parent	
Damaris Del Toro	Member/Parent	
John Coleman	Member/Parent	
Jesse Startup	Member/Teacher	
Erick Sanchez	Member/Teacher	
Cheryl Granda	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, 100% of science teachers will integrate literacy skills into the science curriculum for their grade.

Comprehensive needs assessment

In 2011, only 28.6 % of 6th graders met performance standards on the NYS ELA exam, followed by 37.3% of 7th graders and 31.3% of 8th graders. In an effort to enrich students' acquisition of literacy skills, the science curriculum will integrate literacy skills and strategies with science content knowledge. This will also facilitate our initiative to address the Common Core Standards' focus on reading and writing informational texts.

Instructional strategies/activities

- Professional development on explicit literacy instruction
- Weekly *Science in the News* assignment
- Science and Literacy Teacher buddy system
- Integrate extended writing assignments such as lab reports, essays, and feature articles into long term curriculum
- Share best practices through common planning for science and ELA teachers
- Align labs and lessons with literacy Common Core Standards power standards

Strategies to increase parental involvement

- 2 term Curriculum Nights when parents can be exposed to the science and ELA curriculum
- Parental involvement in school wide science fair
- Frequent contact, via email, phone calls home, in person conferences, and web site interface, between the science department and parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teaching partnership with New York University
- America Reads College Tutors Program
- NYC DOE Teacher Recruitment Fairs
- School-Based Hiring Committee
- School-Based, City-Wide and Network Staff Development Opportunities

Service and program coordination

- Full time Literacy Instructional Coach
- Curriculum Alignment and Mapping Professional Development
- Monthly Curriculum Specialist meetings
- Common Core Standards Professional Development workshops

Budget and resources alignment

- 10,000 Lab equipment, Science manipulatives and tools
- 20,000 SMART Board interactive technologies
- 20,000 professional development funding for Literacy differentiation and DOE performance task development

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, 100% of Special Education students, both IEP and self contained, will show an increase in literacy **or** math skills as evidenced by at least one year's progress on the NYS ELA exam **or** NYS Math exam.

Comprehensive needs assessment

In 2011, 24% of our tested population received Special Education Services. Of that population, 3% scored a level 3 or higher on the NYS ELA exam and 6.5% scored a level 3 or higher on the NYS math exam. This testing data in both ELA and Math showed a significant gap in the number of Special Education students who met performance standards in ELA and/or math as compared to general education students and other subgroups at the same grade level.

Instructional strategies/activities

- Pull out instruction in small groups for targeted instruction
- Push in instruction to assist students in acquiring skills and knowledge
- Interim assessments such as ACUITY will be used to pinpoint student weaknesses and to plan instruction to further student growth
- Increased focus on phonemic awareness through the use of Wilson program
- Weekly trip to the local library
- Use of manipulatives, audio/visual tools, and technology to increase engagement and provide instruction in multiple modalities
- Inquiry work by grade teams
- Differentiated instruction to provide multiple entry points and pathways to student learning

Strategies to increase parental involvement

- English Literacy Workshops for parents
- Parent chaperones on trips to the local library
- Math Game Nights
- Parents invited to publication parties and reading celebrations in the ELA classrooms
- Monthly Inquiry meetings with parents of IEP students to collaborate efforts and discuss best practices, interventions methods

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teaching partnership with New York University
- America Reads College Tutors Program
- NYC DOE Teacher Recruitment Fairs
- School-Based Hiring Committee
- School-Based, City-Wide and Network Staff Development Opportunities

Service and program coordination

- Push in and Pull out Intervention Methods
- Differentiation professional development
- Monthly Curriculum Specialist meetings
- Team Teaching structures and professional development
- Utilize Wilson Program
- Inquiry work aligned by grade
- After School Intervention Program and Saturday Academy

Budget and resources alignment

- 25,000 Classroom Libraries & After School Resources
- 15,000 After School Intervention Programs for Reading and Math
- 8,000 Math Textbooks and Software
- 5,000 Professional development of differentiation and team teaching strategies

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, Special Education students will show increased mathematics performance as evidenced by at least 15% of that subpopulation scoring a level 3 or 4 on the NYS ELA exam.

Comprehensive needs assessment

2011 NYS math exam scores for special education students revealed that only 6.5% of special education students are meeting or exceeding performance standards. This is broken down into 26% of 6th grade SPED students scoring a level 3, 44% of 7th grade SPED students scoring a level 3 or 4, and 9% of 8th grade students scoring a level 3. The school only made 2010-2011 Special Education AYP in math with the aid of Safe Harbor.

Instructional strategies/activities

- Teachers will continue to develop their repertoire of differentiation strategies
- Professional development on effective team teaching methods and applications
- Students and teachers will explicitly monitor progress towards achieving state standards through the use of a standards-based classroom progress chart
- Differentiated instruction to provide multiple entry points and pathways to student learning
- Block scheduling (90 minutes) for Math
- 1:1 Mentorship for new math teachers

Strategies to increase parental involvement

- Monthly Inquiry meetings with parents of IEP students to collaborate efforts and discuss best practices, interventions methods
- Math Game Nights

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teaching partnership with New York University
- America Reads College Tutors Program
- NYC DOE Teacher Recruitment Fairs
- School-Based Hiring Committee
- School-Based, City-Wide and Network Staff Development Opportunities

Service and program coordination

- Professional Development on differentiation, manipulatives and the use of technology in Math
- Guidance Department Youth development cycles to target Hispanic and African American subgroups in meeting ELA performance standards
- Team Teaching model for CTT class

- Block scheduling increase instruction time
- Push in and Pull out Intervention Methods
- Inquiry work aligned by grade
- After School Intervention Program and Saturday Academy

Budget and resources alignment

- 20,000 After School Intervention Program and Saturday Academy
- 8,000 Math Textbooks and Software
- 5,000 Professional development: Differentiation and Team Teaching methodology

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2012, 100% of school staff will have participated in at least one of our quarterly activities designed to improve parental and community involvement in the school.

Comprehensive needs assessment

During the 2010-2011 school year, the school had more frequent activities to encourage parents, teachers, and administrators to come together. However, our use of technology in maximizing attendance at these activities was weak. This year we will continue the frequency of activities that bring together all stake holders and capitalize on strategic scheduling and the use of technology to increase participation of both teachers and parents at these events.

Instructional strategies/activities

- Host a quarterly curriculum night, in addition to Parent/Teacher conferences
- Host quarterly honor roll breakfasts for the students and their parents
- Host school wide end of year barbeque event
- Teachers design and facilitate informative standards-based parent workshops for specific content areas (ELA and Math)
- Parent Coordinator will facilitate at least two ARIS Parent Link workshops
- Ongoing High School application process workshops with guidance counselor and teachers as facilitators
- Curriculum Night (1 per term)

Strategies to increase parental involvement

- Parents on the PTA and SLT will help plan these aforementioned events and activities
- Post events on the school web site as well as mail and send home fliers with students
- Parent Coordinator will make personal phone calls to parents inviting them to events

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teaching partnership with New York University
- America Reads College Tutors Program
- NYC DOE Teacher Recruitment Fairs
- School-Based Hiring Committee
- School-Based, City-Wide and Network Staff Development Opportunities

Service and program coordination

- ARIS Parent Link Training Program
- High School Articulation workshops

Budget and resources alignment

- 4,000 Food and Beverages
- 2,000 High School Articulation workshops
- 2,000 Open House

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- By June 2012, 100% of ELA and Math teachers will develop and implement unit curriculum and daily lessons which address the content area's Common Core Standard's power standards, as developed by the department.

Comprehensive needs assessment

In 2011, we began work on understanding the new Common Core Standards and their implications on curricular revision and instruction. This year we will deepen this work by selecting ELA and Math power standards aligned with the required NYC DOE literacy and math performance tasks and using them to increase student performance in both ELA and Math.

Instructional strategies/activities

- Teachers will attend PD to identify the power standards that matter the most in their content area and isolate the skills necessary for student success.
- Teacher teams will vertically align their curriculum (to above and below grade level) to strategically address the power standards necessary for student success.
- Teacher teams will work with the Network Instructional Specialist to develop a reading unit of study aligned to the CCS and addressing the literacy performance task as outlined by the NYC DOE.
- Teacher teams will work with the Network Instructional Specialist to develop a writing unit of study aligned to the CCS and addressing the literacy performance task as outlined by the NYC DOE.
- Teachers will identify and modify any gaps or overlaps observed in curriculum maps.
- Quarterly, teacher teams will assess CCS to review and make revisions to specify which standards and indicators that have been targeted as "essential" and use teacher interim check-ins to evaluate student progress.
- Teachers will generate a scoring guide or rubrics to provide the evidence as to what degree of proficiency students have attained relative to the CCS literacy performance task and indicator taught in a particular reporting.

Strategies to increase parental involvement

- Common Core Standards-based parent workshops for specific content areas (ELA and Math)
- 2 term Curriculum Nights
- School Leadership Team review of selected ELA and Math power standards

Strategies for attracting Highly Qualified Teachers (HQT)

- Student Teaching partnership with New York University
- America Reads College Tutors Program
- NYC DOE Teacher Recruitment Fairs
- School-Based Hiring Committee
- School-Based, City-Wide and Network Staff Development Opportunities

Service and program coordination

- CFN Expert Group on CCS Performance Task Development
- School Evaluation and Revision Team (SERT)
- Curriculum Specialists
- Extended Day Department Planning

Budget and resources alignment

- 1,000 Curriculum Development & Revision
- 3,000 Literacy Professional Development
- 5,000 August Professional Development Week
- CFN Support/Professional Development & Expert Group

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	22	7	5	3	0	0	0
7	10	15	5	3	2	0	0	0
8	20	10	5	3	2	0	0	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Reading and Writing Intervention Program: After-School small group instruction once a week for 2 hour for students who are not meeting State standards in ELA, using , small group direct instruction and Kaplan. Also, Co-teaching periods of small group instruction during the school day to support students in the classroom.</p> <p>One-to-one Writing Tutorial: Students receive one-to-one support once a week for 1 hour with a ELA teacher after school or during lunch.</p>
Mathematics	<p>After School Math Intervention Program: After-School small group instruction once a week for 2 hours for students who are not meeting State standards in Math, using small group direct-instruction, Math Jeopardy and Brain-Pop. Also, during the school day co-teaching to support small group instruction in the classroom.</p> <p>One-to-one Math Tutorial: Students receive one-to-one support after school or during lunch for 1 hour with a Math teacher.</p>
Science	<p>Science Partnership: Group and partnership activities are incorporated during the school day to promote collaborative learning. Each student is partnered with another student to support content learning and there is explicit instruction in academic language. Also, twice a week during the school day teacher co-teach to support small group instruction in the classroom. In January students participate in a Saturday Science Academy.</p> <p>One-to-one Science Tutorial: Students who are not mastering a science standards receive additional support during lunch time twice a week</p>
Social Studies	<p>Small Group Lunch Tutorial: Students who are struggling with nonfiction reading strategies are supported by ELA/Humanities teachers twice a week.</p> <p>Multi-genre Non-fiction Library: Teachers have a multi-level classroom library with historical fiction, primary sources and other reference material to support content-learning.</p> <p>Multimedia Resources. Teachers use various forms of mediums, including audio, video, and fine arts, to engage various types of learners.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Peer Intervention-I Messaging: Co-plan and co-teach with classroom teachers to implement anti-bullying curriculum twice a month. Group and Individual Counseling: At risk students are scheduled for counseling in group sessions or individually once a week or as needed. Group Counseling and I-Messages: During the school day three times a week teach a class on incorporating Intervention strategies and I- messages. Student Government: Students and staff members work together to identify students' needs and respond accordingly.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Counseling: The School Psychologist provides counseling three days a week as needed</p>
<p>At-risk Services provided by the Social Worker</p>	
<p>At-risk Health-related Services</p>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Kathy Pelles	District 01	Borough Manhattan	School Number 378
School Name School for Global Leaders			

B. Language Allocation Policy Team Composition

Principal Carry Chan	Assistant Principal Keri Hickey
Coach Cheryl Granda	Coach type here
ESL Teacher Tiffany Huang	Guidance Counselor Sandra Brandan
Teacher/Subject Area Alexandra Beers/Math	Parent type here
Teacher/Subject Area Erin Garry/ELA	Parent Coordinator Daisy Rios
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	271	Total Number of ELLs	31	ELLs as share of total student population (%)	11.44%
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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.
5. 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.)
6. 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. 

1a

The School for Global Leaders currently has 271 students in the 6th, 7th, and 8th grade. Of the 271 students 31 are Ells, 11.44% of the total student population. Instruction is provided in a free-standing ESL program through a pull-out and push-in delivery model. A full-time ESL teacher is providing services to our entire ESL population. Content area teachers provide additional support in their respective classes to meet students' linguistics and academic needs. Out of the 31 ELLs, there are 12 with 1 to 3 years of service, 10 with 4 to 6 years of service, 6 long-term ELL, and of the total 13 students with IEPs. Based on the Home Language Surveys, 27 ELLs are Spanish speaking students, 2 Chinese speaking students and 2 Bengali speaking students.

Upon admission of students new to the NYC school system, parents are administered the Home Language Identification Survey and they are interviewed by a licensed-pedagogue. Based on the responses on the survey, the students' home language is established as well as eligibility for testing with the LAB-R. If students are eligible for the LAB-R, they are tested if they are Spanish-speaking with the Spanish Lab. If the students are entitled to ESL services, based on the LAB-R, they are provided ELL services. Parents are provided with a

Parent Orientation workshop within ten days of admission. Parent orientation is presented by the Assistant Principal of ELLs and they are shown the DOE video in parents' language. Information about the 3 NYC ELL program models is provided in the parents' language if a

school based translator is not available in the school, we would request a translator from the DOE office of translations. The 3 program models that parents are invited to choose are transitional bilingual, dual language and ESL. Parents will complete a Parent Choice Letter. In the last year, all parents selected an ESL program. If parents opt for a bilingual program, they are offered the option to transfer to a school that offers the program of choice. Currently, our program is completely aligned with the parent request. In the future, we will ensure the review of parent request periodically to ensure alignment of program with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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	0									0
Dual Language	0									0
ESL	12	1	4	10		6	6		3	28
Total	12	1	4	10	0	6	6	0	3	28

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	8	7					27
Chinese							2	1	1					4
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	14	9	8	0	0	0	0	31

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

During the 2011-2012 school year, there are 31 ELLs served, since the other 5 are x-coded Special Education ELLs, served as per their IEP. The thirty pnc ELLs are provided ESL services in a pull out/push in model in a heterogeneous group, with adaptations based on their English proficiency and individual instructional needs. They are mixed for two periods a day. Beginners and Intermediate ELLs receive 360 minutes of ESL, the Advanced students receive 180 minutes of ESL as well as 180 minutes of ELA. ELL instruction (ESL and content areas) is

provided in the workshop model, adapted to meet the needs of ELLs. Extra scaffolding is provided through strategic grouping, differentiated projects and assignments, and a variety of ESL strategies to help our ELLs meet and exceed the standards. Academic interventions and tutorials provide additional help to our ELLs. Instruction is differentiated through grouping, adapted materials, and individualized approaches and materials. Targeted interventions for Math and ELA include: tutoring, AIS, and in class supports provided based on needs assessment.

Courses Taught in Languages Other than English ⓘ

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

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

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

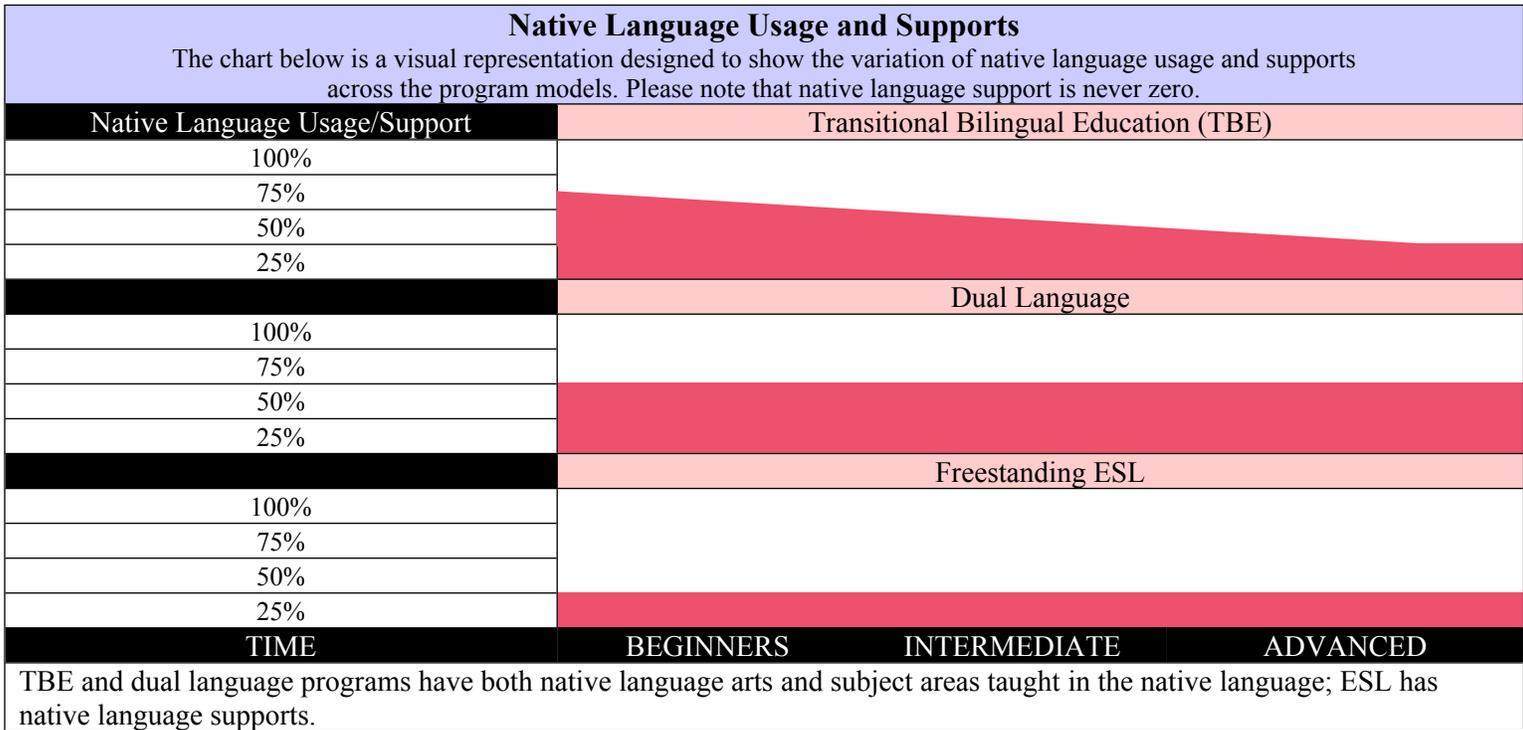
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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
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B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?

D. Professional Development and Support for School Staff

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

All personnel working with ELLs participate in school-wide professional development, including: ELL strategies across content areas, differentiated assignments for ELLs and use of audio/visual tools and softwares. At the beginning of the school year all of our teachers report to work a week early in order to participate in school organized professional development workshops. During that week all teachers participate in a 10 hour workshop outlining strategies in teaching ELLs as per Jose P. The workshop is conducted by one of our licensed Special Education teachers and ESL teacher who has went through the regional Jose P. training and has also been an ESL coordinator. This year we will also be sending staff to network staff development (CFN 112) on engaging ELL students in the classroom. On staff we have a few Spanish speaking teachers who provide support to the ESL students in their native language during the school day. We also have two staff members who speak Chinese.

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	2	3					10
Intermediate(I)							4	2	3					9
Advanced (A)							5	5	2					12
Total	0	0	0	0	0	0	14	9	8	0	0	0	0	31

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	0	0				
	I							0	0	0				
	A							0	4	0				
	P													
READING/ WRITING	B							5	3	2				
	I							4	1	3				
	A							5	3	0				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	5	0	0	9
7	2	4	0	0	6
8	0	2	1	0	3
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	4	4	2	0	3	0	0	0	13
7	0	0	5	0	2	0	0	0	7
8	2	0	3	0	0	0	1	0	6
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Our student English proficiency level measured by the NYSESLAT is as follow; 12 advanced, 9 intermediate, and 10 beginner. The majority of our ELLs have lowest scores in reading and writing modalities. The strongest areas are the listening and speaking. In order to increase our students reading and writing abilities all of our teachers ensure the use of variety of reading and writing strategies in all classes to help increase student achievement. Since we have only a few ELL students in the school, our teachers target specific needs in these areas.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>School for Global Leaders</u>		School DBN: <u>01M378</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carry Chan	Principal		12/1/11
Keri Hickey	Assistant Principal		12/1/11
Daisy Rios	Parent Coordinator		12/1/11
Tiffany Huang	ESL Teacher		12/1/11
Margaret Tringle	Parent		12/1/11
Erin Garry/ELA	Teacher/Subject Area		12/1/11
Robert Perales/ELA	Teacher/Subject Area		12/1/11
Cheryl Granda	Coach		12/1/11
	Coach		1/1/01
Sandra Brandan	Guidance Counselor		12/1/11
Kathy Pelles	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **01M378** School Name: **School for Global Leaders**

Cluster: _____ Network: **112**

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

Part A: Needs Assessment Findings

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

Upon admission of new students to the NYC school system, parents are administered the Home Language Identification Survey and they are interviewed by a licensed-pedagogue. Based on their responses on the survey, the students' home language is established as well as eligibility for testing with the LAB-R.

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.

According to the Home Language Report, for the 2011-2012 school year we have 97 homes that primarily speak a language other than English. The major finding is the native home languages are broken down into 3 main categories: 4% of homes where the native language is a form of Chinese (Mandarin, Cantonese, or otherwise), 11% Spanish speaking homes, and 3% homes where Bengali is the native language. These findings were reported to the school community at the first PTA meeting in September and a notice was mailed home to the entire school community in all 3 languages.

Part B: Strategies and Activities

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

All documents, hard copies or electronically communicated, that contain critical information regarding a student's education, safety, health or applicable legal matters are translated into in each of the languages identified in the Home Language Identification Survey. These translations are made by a school based staff member. Approximately 13% of all letters send home are translated into Spanish, Chinese, and Bengali.

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

New student Parent Orientation workshops are presented by the Assistant Principal of ELLs and they are shown the DOE video in parents' language. During the workshop, information is provided in the parents' native language by an school based translator. If a school-based translator is not available in the school, we request a translator from the DOE office of translations. We also host Back to School nights, Curriculum Nights, High School Application Workshops, ARIS Parent Link training as well as 2 Parent/Teacher Nights. All of the events and any parent workshops are translated into Spanish and Chinese from one of our multilingual teachers. Again, if a school based translator is not available, we request a translator from the DOE office of translations. Non native speakers receive phone calls in Spanish and Chinese inviting them to all the workshops.

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

At our September Back to School Night, as well as at our subsequent Curriculum Nights (2 per year), parents whose primary language is non English are provided with a translated version of the NYC DOE's Bill of Parents' Rights and Responsibilities. In the school's main office there is signage indicating the availability of translation services by a school based staff member. Approximately 13% of all letters send home are translated into Spanish, Chinese, and Bengali.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: School for Global Leaders	DBN: 01M378
Cluster Leader:	Network Leader: Kathy Pelles
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to support content-specific skill and language development for ELL students, SGL provides small group targeted instruction in ELA, Science and Math, both after school and at Saturday Academy. ELL students generally score levels 1 and 2 on NYS ELA and Math exams and most are beginner or intermediate on the NYSESLAT. Bilingual instruction is provided by one ESL teacher in English and students' native languages (Spanish and Mandarin). Materials used for instructional purposes include native language resources, audio listening libraries, tape recorders, laptops, bilingual dictionaries and glossaries, and subscription-based interactive websites and software. After school students are grouped by grade level and language proficiency and meet once a week for a period of 75 minutes afterschool. Saturday Academy meets every Saturday from February through April. Each session is 2 hours in length and students are given direct instruction in a mixed ability class with general education students using a CTT model of instruction and small group, targeted instruction.

Part C: Professional Development

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

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

Begin description here: In order to support content teachers in their instruction of ELL students, teachers participate in ARIS and Acuity training sessions once every quarter. Teachers of ELLs also participate in weekly differentiation workshops facilitated by Ms. Granda for 2 hours each beginning September and ending in December in order to engage students according to their multiple learning styles and create multiple pathways of learning. The ESL teacher attends off-site professional development in administering, scoring and analyzing data results. Both the ESL and the content are teacher will attend CFN workshops on team teaching strategies.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: In addition to mandated activities such as parent orientation during ELL identification process, SGL hosts 2 bilingual (English & Spanish) Curriculum Nights (one in October and one in January) where teachers review the grade level curriculum in each subject area and provide translated copies of course syllabi. Through the months of October and February we hold several High School information workshops, facilitated by our bilingual guidance counselor so that parents of ELLs can be active participants in the high school decision making process. One of our goals the 2011-2012 school year is to increase the participation of ELL parents in all school activities as well as improve school to home communication. In an effort to achieve this our school we are developing a partnership with Wany to host English language classes for the parents of ELLs beginning in February/March 2012. In October SGL hosted 4 Meet the Principal events (one per week for 90 minutes each) where parents came in and had small group meetings and conversations with the principal. ELL parents were supported in these meetings by an on-site translator who spoke both Spanish and Mandarin and our guidance counselor who speaks Spanish. In order to promote and celebrate the academic achievement of our ELL populations, SGL hosts a quarterly Honor Roll Breakfast and 100% school attendance ceremonies. We also held a multicultural Thanksgiving Feast in November that was attended by families of all ethnic backgrounds.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		