



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME** : THE GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH

**DBN** : 11X272

**PRINCIPAL**: MATTHEW ANGELL

**EMAIL**: MANGELL@SCHOOLS.NYC.GOV

**SUPERINTENDENT**: ELIZABETH WHITE

**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
Mr. Matthew Angell	*Principal or Designee	
Mr. Victor Vofri	*UFT Chapter Leader or Designee	
Wendy Roberts	*PA/PTA President or Designated Co-President	
Shareese Bobbitt	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	
Delrose McGregor	Member/ Paraprofessional	
Anthony Samonte	Member/ Teacher	
Pauline Lynch	Member/ Teacher	
Arlette Kerr	Member/Parent	
Aja Cannon	Member/ Parent	
Kayon McEwan	Member/ Parent	
	Member/	

## **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**

- Improve teacher effectiveness by developing a shared understanding of instructional excellence. Principal and APs will conduct 10 formative observations for each teacher using selected components of the Charlotte Danielson rubric to provide meaningful feedback by June 2012.

### **Comprehensive needs assessment**

- Our school is a Title 1 school that went from a grade of D (14.6) in 2009-2010 to a C (33.8) on our 2010-2011 Progress Report. The school also received a D (2.2 out of 15 points) on their Environment grade, a C (6.5 points out of 25) on our Performance grade, and a C (24.0 of 60 points) on Progress grade according to our 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey showed the school scored a 5.9 out of 10 points on "Communication" and a 6.0 out of 10 points in Safety & Respect. The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- Math and ELA and for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).
- We analyzed the average growth percentile per class based on the 2011 State Testing to look at teacher effectiveness. Although averages for almost all teachers went up last year through increase support and feedback it was not sufficient enough for the State Accountability Report in ELA overall and Math in Special Education and ESL instruction. Also, our city Quality Review from the 2010-2011 School year highlighted differentiation as an area to work on. Using this data we have determined that using a research based rubric to improve instructional excellence in all teachers will strengthen our test results.

### **Instructional strategies/activities**

- Teachers self-assess on selected components Charlotte Danielson rubric: 1c, 1e, 2b, 3d, 3e, 4d.
- Staff determines to focus on the common core instructional shifts.
- Principal and Assistant Principals develop and implement coherent PD plan for teachers that integrates the selected components of the rubric and 2 common core instructional shifts.
- Principal and Assistant Principals train and use Teachscape software to improve feedback efficiency to teachers.
- Principal and Assistant Principals set up and follow a schedule for teacher observation and feedback using a research based rubric.

### **Strategies to increase parental involvement**

- Fostering a caring and effective home-school partnership, to ensure that parents can effectively support and monitor their child's progress.
- Sharing information about school and parent related programs, meetings, and other activities in a format, and in languages that parents can understand.
- Conduct parent workshops with topics including: understanding educational accountability, grade-level curriculum, and assessment expectations.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide on-going professional development around the Charlotte Danielson rubric.
- Provide regular, supportive feedback that helps each teacher feel more successful.
- Assigning teachers into collaborative teaching teams for professional support from colleagues.
- Providing teachers with the opportunity to provide feedback through surveys and staff meetings.

**Service and program coordination**

- Children's First Network support around targeted professional development for rubrics and teacher observations.
- Scheduled rounds and outside school visits for Assistant Principals using observational tools for coaching.
- Inter-class visitation scheduled for teachers to support best practices.

**Budget and resources alignment**

- Fair Student Funding -- allocations for two Assistant Principals. Duties for the Assistant Principals are divided equally and their supervision of teachers is sectioned by subject area across grades.
- Fair Student Funding -- Allocation for Dean of Discipline. The hiring of a Dean will help alleviate some disciplinary matters from Assistant Principals plates and allow APs to focus more on instruction.
- Tax Levy Children's First Network Support -- allocation for ongoing professional development in all necessary areas and monthly meetings around Danielson's framework.

**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**

- 80% of students will effectively use evidence to support arguments across subject areas and grades, as aligned with the 2011-2012 Citywide Instructional Expectations, by implementing common core aligned units, tasks and rubrics by June of 2012 as measured by student moving at least one level higher on the common core aligned rubric.

**Comprehensive needs assessment**

- Our school is a Title 1 school that went from a grade of D (14.6) in 2009-2010 to a C (33.8) on our 2010-2011 Progress Report. The school also received a D (2.2 out of 15 points) on their Environment grade, a C (6.5 points out of 25) on our Performance grade, and a C (24.0 of 60 points) on Progress grade according to our 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey showed the school scored a 5.9 out of 10 points on "Communication" and a 6.0 out of 10 points in Safety & Respect. The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- Math and ELA and for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).

**Instructional strategies/activities**

- Teachers will develop a common core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet weekly in teams to assess student work and plan lessons that demand evidence to support a claim.
- Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.
- Evidence: 80% of students move up at least one level in the "use of evidence" area of the teacher development rubric.
- Evidence: Copy of teacher-developed tasks and rubric aligned to the Common Core, along with samples of student work.

**Strategies to increase parental involvement**

- Conduct parent workshops with topics including: understanding educational accountability, grade-level curriculum, and assessment expectations.
- Providing materials and training to help parents work with their children to improve their achievement level in literacy.
- Provide assistance to parents in understanding City, State, and Federal standards and assessments.
- Develop and distribute a school newsletter periodically given to keep parents informed about school activities and student progress.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Provide ongoing professional development around looking at student work.
- Plan collaborative team meeting time into the schedule.

**Service and program coordination**

- Children's First Network targeted professional development around citywide instructional expectations with Assistant Principals and staff.
- Atlas Rubicon online curriculum mapping software training for teacher curriculum committee.
- Race to the Top curriculum committee CFN training on consensus curriculum mapping
- Turnkey staff training on unit planning and mapping.
- Targeted Assistant Principal Support in ELA and Math analysis of student work as aligned to Common Core Learning Standards.

**Budget and resources alignment**

- Tax Levy Children's First Network Funds for professional development.
- Fair Student Funding --Two Assistant Principals
- Title 1 – Reduce Class size teacher allocations to support adequate staff for six teacher teams.
- ARRA RTTT -- Race to the Top funds for Curriculum Development.

### 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**

- Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom, and school culture conducive to academic achievement. 70% of teachers will report being well supported in addressing student behavior and discipline problems (up from 37%) on Spring 2012 Learning Environment Survey. Number of suspensions based on classroom incidents will decrease by 5% from last school year by June 2012.

#### **Comprehensive needs assessment**

- Our school is a Title 1 school that went from a grade of D (14.6) in 2009-2010 to a C (33.8) on our 2010-2011 Progress Report. The school also received a D (2.2 out of 15 points) on their Environment grade, a C (6.5 points out of 25) on our Performance grade, and a C (24.0 of 60 points) on Progress grade according to our 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey showed the school scored a 5.9 out of 10 points on "Communication" and a 6.0 out of 10 points in Safety & Respect. The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- Math and ELA and for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).
- From school year 2009-2010 to school year 2010-2011 the school made significant progress towards reducing large incidents and reducing suspensions. One of the results was more class time instruction and better NY State test results. We still have a significant amount of work to do in this area as sited in our Learning Environment Survey. Although the numbers improved our staff and student perception did not necessarily reflect the difference. This year we intend on improving school safety and discipline by implementing a PBIS program to also build school culture around positive behaviors.

#### **Instructional strategies/activities**

- Provide ongoing target professional development and staff professional development on Collaborative Problem Solving strategies. 90% of staff will be trained by June 2012.
- Assess and improve disciplinary incident reports for ladder of referral. Set clear expectations with staff for which areas of the discipline code are covered by the teacher, team, dean, AP, and then Principal.
- Hire a Dean of Discipline to manage incidents reports, ladder of discipline, and PBIS implementation..
- PBIS committee develops and implements E.A.R.T.H. rubric. The committee also monitors effectiveness at monthly meetings analyzing incident/OORS report data.
- School leaders emphasize and reinforce relevant rules and procedures throughout school year.
- 70% of teachers responding "strongly agree" or "agree" to the question "I can get the help I need at my school to address student behavior and discipline problems" increases from 37% to 70% between 2011 and 2012.
- Total number of suspensions based on classroom incidents decreases by 5% from school year 2010-2011 to 2011-2012.

#### **Strategies to increase parental involvement**

- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Provide 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.
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities.
- Create a safe, supportive, and effective learning community for students and a welcoming respectful environment for parents and guardians.
- Provide PBIS reward system communications to keep parents up to date on school rewards.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Supporting teachers with classroom management difficulties will increase Highly Qualified Teacher retention.
- Providing a positive environment build on rewarding positive behaviors in students will attract and retain HQT.
- Team collaboration on disciplinary issues with teachers who see the same students and can find strategies that work will attract and retain HQT.

**Service and program coordination**

- Children's First Network support around targeted professional development on Youth Development.
- Leadership Academy Principal Coach working with Principal and Staff on Collaborative Problem Solving methods of helping behaviorally at-risk students.
- PBIS staff professional development led by Dean of Discipline
- PBIS rubric and reward system implementation.
- School PBIS committee analyzes monthly data and target areas of concern.

**Budget and resources alignment**

- Fair Student Funding – allocation and hiring of Dean of Discipline
- OTPS -- P-card Allocation for PBIS Rewards
- OTPS -- Supplies General allocations in OTPS for printing of PBIS Posters, Rubrics, and School Currency.

## 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.

<p><b>Annual Goal #4</b></p> <ul style="list-style-type: none"><li>• Develop instructional coherence across grades 6th, 7th, and 8th curriculum in all core subject areas and upload all consensus and unit maps for the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade to Atlas Rubicon by June 2012. 80% of teachers will respond that curriculum, instruction, and assessment are aligned within and across the grade levels at this school based on the Spring 2012 Learning Environment Survey.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• Our school is a Title 1 school that went from a grade of D (14.6) in 2009-2010 to a C (33.8) on our 2010-2011 Progress Report. The school also received a D (2.2 out of 15 points) on their Environment grade, a C (6.5 points out of 25) on our Performance grade, and a C (24.0 of 60 points) on Progress grade according to our 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey showed the school scored a 5.9 out of 10 points on “Communication” and a 6.0 out of 10 points in Safety &amp; Respect. The school has a State accountability status (NCLB status) of “Improvement (year 1) Comprehensive” identified for the subjects of- Math and ELA and for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).</li><li>• Our curriculum was mentioned as an area of improvement during the 2010-2011 School Quality Review and including the Common Core Learning Standards in the school wide curriculum is a citywide goal during the 2011-2012 school year. We have sent staff members to curriculum training with the network during the spring of 2011 and feel we have the capacity to dive more deeply into our curriculum development.</li></ul>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• Curriculum committee attends CFN training on curriculum develop.</li><li>• School purchases site license to Atlas Rubicon.</li><li>• Curriculum committee meets 3 times a month to revise current curriculum for 6<sup>th</sup> grade and upload to Atlas Rubicon.</li><li>• Professional development plan developed for curriculum committee to turnkey to their teacher teams.</li><li>• Regular feedback by Assistant Principals and Principals given to teachers about their unit plans.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>• Provide assistance to parents in understanding City, State, and Federal standards and assessments.</li><li>• Conduct parent workshops with topics that may include: grade-level curriculum, literacy, and assessment expectations.</li><li>• Schedule flexible parent meetings to share information about the school’s educational program.</li><li>• Hold annual Title 1 Parent Curriculum Conference.</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Developing a more engaging, rigorous curriculum will attract and retain dedicated HQT.</li><li>• Marketing the curriculum to potential hires will be an incentive to join our staff.</li></ul>
<p><b>Service and program coordination</b></p> <ul style="list-style-type: none"><li>• Children’s First Network targeted professional development around citywide instructional expectations with Assistant Principals and staff.</li><li>• Atlas Rubicon online curriculum mapping software training for teacher curriculum committee.</li><li>• Race to the Top curriculum committee CFN training on consensus curriculum mapping</li><li>• Turnkey staff training on unit planning and mapping.</li></ul>

- Targeted Assistant Principal Support in ELA and Math analysis of student work as aligned to Common Core Learning Standards.

**Budget and resources alignment**

- Race to the Top – ARRA Funds – for curriculum team to work on revising and uploading curriculum.
- Fair Student Funding -- Allocations for two Assistant Principals

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	46	55	0	0	7	0	0	0
<b>7</b>	48	42	0	0	10	0	0	0
<b>8</b>	51	50	35	0	5	0	0	0
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	Teachers use Triumph learning Coach materials during small group push in services during the school day. From January to May we run small group after school instruction also using Triumph learning Coach materials.
Mathematics	Teachers use Triumph learning Coach materials during small group push in services during the school day. From January to May we run small group after school instruction also using Triumph learning Coach materials.
Science	Teachers use Triumph learning Coach materials during small group push in services during the school day. From January to June we run small group after school instruction also using Triumph learning Coach materials.
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	One Guidance Counselor provides intervention At-risk services in small groups during the school day.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

<b>At-risk Health-related Services</b>	<b>N/A</b>
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**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 11X287 **School Name:** The FORWARD School of Creative Writing

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Did not meet AYP in ELA. Did not meet AYP in ELA for Students with Disabilities.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Each class has been assigned 2-3 periods of writing instruction during the regular school day. In addition, we will operate 2 ELA academies to address reading comprehension and writing. Our weekday academy will address reading comprehension. Our Saturday Academy will address deficiencies in writing for all students who performed at or below proficiency level 2.5 on the 2010-2011 NYS ELA exam.

### **Part B: For Title I SINI Schools Only**

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 will be used to remove the school from school improvement.

The Title I 10 percent will be used to fund a teacher to support ELA instruction, planning, implementing the Chancellor's instructional initiatives for 2011-2012 and the ongoing development of ELA curriculum. In addition, the ELA Liaison will support teachers' ongoing inquiry into their instructional practices and support the full implementation of the Common Core Literacy Standards across disciplines in order to help raise the level of rigor with which instruction is planned and implemented.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Each new teacher is assigned a buddy-teacher, with whom they meet once each week to discuss instructional strategies, conduct instructional intervisitations and/or discuss impediments to successful teaching and strategize solutions to the challenges they face. In addition, our ELA liaison and Math Coach meet with their departmental PLT's a minimum of two periods each week to examine student work in order to modify/strengthen instruction and review departmental data.

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.

We will distribute the parent notification letter via backpack home method. In addition, we will follow this up with a Voice-master message to all parents asking them to ensure that they receive this very important communication from our school. The notice will also be posted on our Parent Coordinator's Parent notifications bulletin board, located just outside of our office. main

<p><b>Reading Comp Academy</b> <b>Tuesdays &amp; Thursdays</b></p> <p>Time: 3:15 – 5:15</p> <p><b>Number of Students: 50 per grade</b> <b>Total Students: 150</b> <b>Number of teachers: 4 Total</b></p>	<p><b>Start Date: January 3<sup>rd</sup></b></p> <p>Dates in January: 3<sup>rd</sup>, 5<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, 26<sup>th</sup>, 31<sup>st</sup> – <i>Number of days for this month: 9</i></p> <p>Dates in February: 2<sup>nd</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 14<sup>th</sup>, 16<sup>th</sup>, 28<sup>th</sup>, – <i>Number of days for this month: 6</i></p> <p>Dates in March: 1<sup>st</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 22<sup>nd</sup>, 27<sup>th</sup>, 29<sup>th</sup> – <i>Number of days for this month: 9</i></p> <p>Dates in April: 3<sup>rd</sup>, 5<sup>th</sup> – <i>Number of days for this month: 2</i></p>	<p><b><u>TEACHERS' SALARIES</u></b></p> <p><b>Total Number of Days: 26 x 2 hours per day = 52 hours</b> <b>52 hours x 4 teachers = 208 hours</b> <b>208 hours x \$41.98 = \$8731.84</b></p>	<p><b><u>SUPERVISOR SALARY</u></b></p> <p><b>26 x 2 hours per day = 52 hours</b> <b>52 hours x 1 Supervisor = 52 hours</b> <b>52 hours x \$43.94 = \$2,284.88</b></p>
<p><b>Writing Academy Saturdays</b></p> <p>Time: 9:00-12:00</p> <p><b>Number of Students: 50 per grade</b> <b>Total Students: 150</b> <b>Number of teachers: 3 Total</b></p>	<p><b>Start Date: January 7<sup>th</sup></b></p> <p>Dates in January: 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup> – <i>Number of days for this month: 4</i></p> <p>Dates in February: 4<sup>th</sup>, 11<sup>th</sup>, 18<sup>th</sup> – <i>Number of days for this month: 3</i></p> <p>Dates in March: 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup> – <i>Number of days for this month: 3</i></p>	<p><b><u>TEACHERS' SALARIES</u></b></p> <p><b>Total Number of Days: 12 x 3 hours per day = 36 hours</b> <b>36 hours x 3 teachers = 108 hours</b> <b>108 hours x \$41.98 = \$4533.84</b></p>	<p><b><u>SUPERVISOR SALARY</u></b></p> <p><b>12 x 3 hours per day = 36 hours</b> <b>36 hours x 1 Supervisor = 36 hours</b> <b>36 hours x \$43.94 = \$1581.84</b></p>
<b>SUB-TOTAL for programs</b>		\$13,265.68	\$13,265.68 + \$3866.72 +
Total for books and supplies			\$1986.02 +
Professional Development & Curriculum Planning		7 teachers @ 3 hours each – 21 hours X \$41.98=\$881.58	\$881.58 +
Total			\$20,000.00

**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 <b>Jose Ruiz/Paula Waldron</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>272</b>
School Name <b>Globe School for Environmental Research</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mr. Angell</b>	Assistant Principal
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Britos</b>	Guidance Counselor
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Rudy Rupnarian</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>448</b>	Total Number of ELLs	<b>51</b>	ELLs as share of total student population (%)	<b>11.38%</b>
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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. 

11x272

#### 1. ELL Identification Process

In most cases we have a staff members who speak the native language of the student and/or parent at the time of registration. This helps us let the parent and student be aware of school procedures, expectations, as well as answering initial interview is done for Spanish speaking students in English with a basic array of questions; such as their name, age, grade, country they are coming from , if they had any English classes in their native country. This then determines if a LAB should be administered to them. 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. I (the ESL teacher) am present at time of registration and speak with the parent and student. 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. RLAT and RNMR are looked at monthly to ensure that no entitled student is not receiving ESL services. The NYSESLAT is administered by me the ESL teacher and a record is kept along with a schedule made to ensure all students have been tested in all 4 parts of NYSESLAT.

2. At time of registration, a meeting is set up so the parent can come in and watch the DVD of the parent orientation .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 only). An explanation of all 3 programs along with the programs available at our school is given. Parental Choice is then made. In no cases at the present moment, have parents expressed an interest in TBE or DL programs but a sign up sheet is taken at the time of orientation of parents desiring this type of program. Parents are also explained that 15 or more parents must want said program for it to be available at our school. All of this is done by the ESL teacher. 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.

3. 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. Our school only offers ESL services. These letters are made by the me the ESL teacher and I make copies for the school's records. The distribution of Parent Survey and Program selection forms are given to parents by me the ESL teacher. These letters are stored in the ELL Compliance Binder.

4. Placement letters are sent in the mail by the ESL teacher. Copies are then kept in the Compliance Binder. The ESL teacher also ensures that the letters are translated in the native language of the parent or guardian. Parents are given home language for the Parent Home Language form.

5. The trend has not increased. Parent selections at the present time do not warrant a change or addition in program availability at

school level. Parents are satisfied with choosing the ESL program for their child at the school. Looking at the parent trend of language selection in years past parents have chosen

6. Currently parent request and program models offered at our school are aligned. Those parents who have signed up for the bilingual program are currently not 15 or more to open up a bilingual program at our school.

## 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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							5	5	5					15
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	5	5	5	0	0	0	0	15

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	8
SIFE	6	ELLs receiving service 4-6 years	14	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		
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	Total
TBE	2	0	2	5	1	5	2	0	2	9
Dual Language										0
ESL	23	4	0	10	2	3	10	0	3	43
Total	25	4	2	15	3	8	12	0	5	52

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

### C. Home Language Breakdown and ELL Programs

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

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	<b>0</b>									

**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							5	16	12					33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	2	1					4
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	3					6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>20</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>44</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

### 1. 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. The ESL model is a free standing pull out program and the TBE is a special education bilingual class in the 12:1:1 model.

2. 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. Mandated hours are followed based on their proficiency levels.

A TBP (Transitional Bilingual Program) consists of a self-contained 12:1:1 Bilingual Special Education classroom. In the 12:1:1 bilingual self contained class native language usage and support is 50%.

3. The curriculum correlates with the core curriculum for the general student body and adheres to New York State Standards, including the Standards for ELLs. Manipulatives, visual support, technological support and frequent authentic assessments (e.g. portfolio learning and student conferencing) are key program components. In the TBE bilingual special education 12:1:1 class follows the 50/50 model.

4. To ensure that ELL's are appropriately evaluated in their native language. Resources and materials such as textbooks or handbooks are used with students whenever available. An assistant principal is assigned to monitor the ELL systems within the school and keep up to date information in a compliance binder. Both Assistant Principals work together to ensure appropriate accommodations, such as native language testing, are given on all school wide assessments. In addition, monitoring of teacher assessments is included within the observation feedback process.

5. Differentiated instruction for ELL subgroups:

a. SIFE- ESL teacher consults with all of the students' teachers about these students. We analyze where the students are in comparison with other students and discuss their strong and weak strengths are at. We then work on materials we can use to help these students.

b. Newcomer students receive a lot support from the ESL teacher as well as the teachers who have these newcomer students. Students receive help with adjustment to the NYC school system. They work on phonics, specifically by working with the ESL teacher and individually on the computer. They receive support with basic information they need to know along with helping them transfer their own native language skills. Students take assessments as all other students in the school so that they understanding the testing structures. This includes students who would be exempt from ELA state tests the first year.

c. ELL's who have been receiving services from 4-6 years. These students work and receive additional help in working with the skills they have not yet mastered. This is done by looking at ARIS and their NYSESLAT scores and focusing at these areas. Consultation is done with their content area teachers as well. There is a higher concentration on working on reading comprehension and writing skills. The Read 180 component is added in to help these students.

## A. Programming and Scheduling Information

d. Long term ELL's for the most part have a hard time with writing skills. Work on this process is continuously done in class. Consultation is done with their teachers as well as with students. Various writing skill are gone over to work with the areas the students struggle with.

6. Teachers work in teams to analyze student work on a weekly basis and develop instructional strategies across the curriculum. They document their implemented strategies on school created log sheets. The school curriculum team revises the school curriculum based on school wide assessments and in working with the common core roll out have included more literacy strategies across the curriculum. All teachers receiving literacy training and feedback from assistant principals to help accelerate language development of all learners. Instructional Strategies: Strategic Sharing, Graphic Organizers, Explicit Modeling, clear objectives. Ensure Mandates: Assistant Principal assigned to ELL monitor and compliance, and an Assistant Principal assigned to SWD monitor and compliance. Ensures ESL instruction with SWD: AP and ESL service provider create and implement school schedule for ELL/SWD population. Ensure IEP Bilingual – We have a 12:1:1 bilingual classroom. Students are assigned by office of student enrollment to the program. Incoming student procedures dictate a review of the IEP upon registering at the school.

7. We have only one self-contained bilingual special education classroom in our school. This class participates in all school functions. The teacher is an active participant in grade level teams to maintain her connection to the curriculum and in addition other teachers push-in to the classroom to broaden their access to the current curriculum. Specify which teacher content areas push into the room. Curriculum: Varied assessments and multiple entry points into the curriculum allow for widest range possible to meet the diverse needs of ELL-SWDs. Scheduling Flexibility: CSE and Special Education team meet annually evaluate programming for all SWD. Where appropriate SWD have the option for flexible programming based on need. Instructional: Talk about flexible grouping based on content area within different instructional models.

### 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

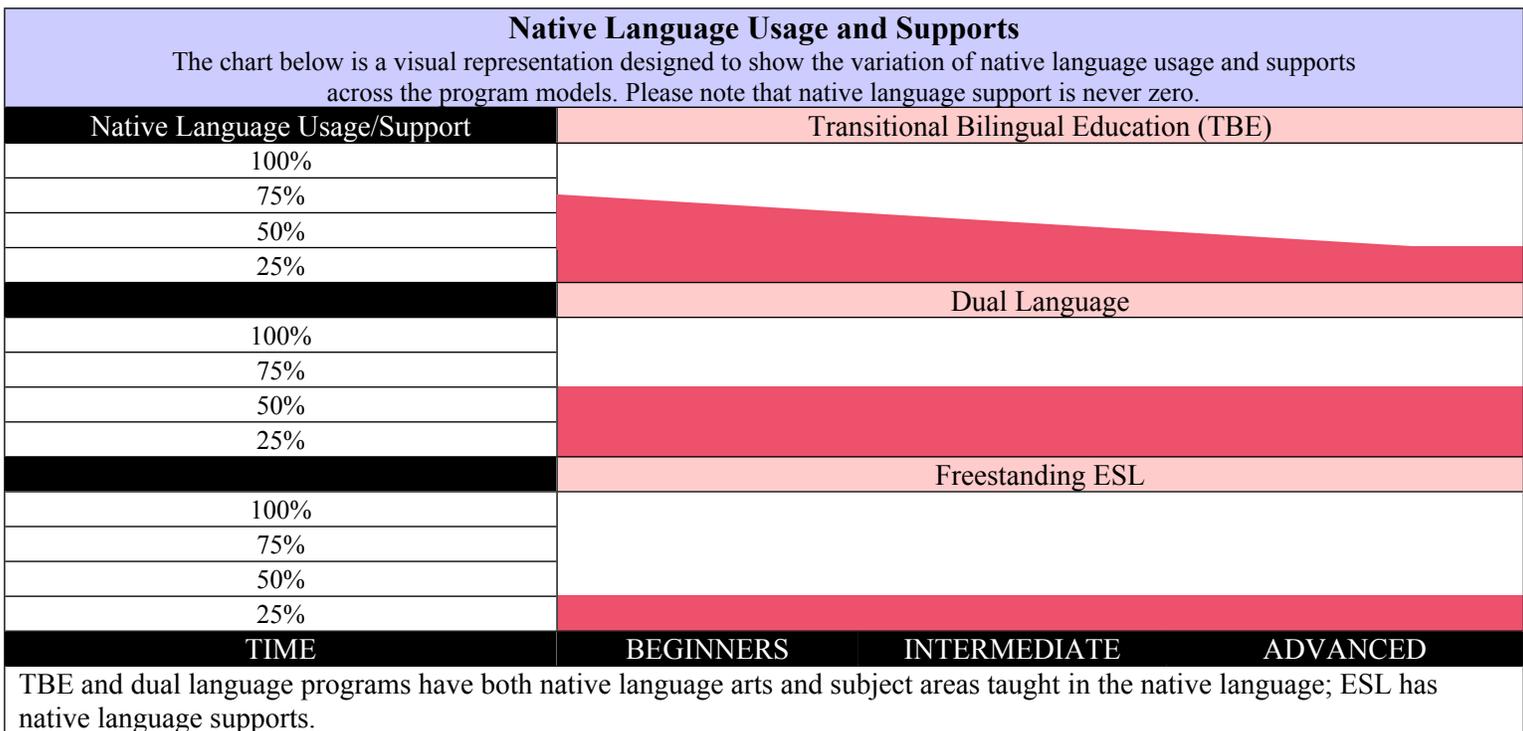
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. Tiered team intervention work hand and hand to acclimate ELLs to English language. In addition to ESL services, monthly data is assessed on grade level teams. Teachers have flexible push-in periods to provide small group instruction to struggling students. Teachers choose from a range of commercial materials, Kaplan, Pearson, Coach, etc, and teacher created materials to provide target instruction based on student needs. Classroom teachers and ESL teachers collaborate to provide individualized support to students who are struggling with English language acquisition.

## 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?

8. Tiered team intervention work hand and hand to acclimate ELLs to English language. In addition to ESL services, monthly data is assessed on grade level teams. Teachers have flexible push-in periods to provide small group instruction to struggling students. Teachers choose from a range of commercial materials, Kaplan, Pearson, Coach, etc, and teacher created materials to provide target instruction based on school and classroom assessments. Classroom and Team goals for whole class instruction is also based on school and classroom assessments. Assistant Principals monitor teachers goals and instructional outcomes.

9. Transitional support for ELL's who scored proficient. These students are given additional testing time, ESL teachers speak with their teachers to monitor their progress. Acuity and Aris data is looked at to target areas where they may need help and support.

10. An overall ELL Professional Development will be provided schoolwide for all teachers. An analysis will be done on the resulting strategies done on- 44.8% of ELLs scored 75% growth or higher on the ELA, and 35.1% ELL a 71% in Math. All staff will share on the growth strategies.

11. No programs or services for ELLs will be discontinued.

12. All ELLs are afforded equal access to all school programs. Afterschool and Supplemental services offered in our building are ELA and Math testing Prep, High School entrance exam prep, Beacon afterschool program and an ESL afterschool program. ELL students are treated no different than general education students. I the ESL teacher ensure that all ELL students are informed of all upcoming school activities (curricular or extra curricular) and/or school programs. The ESL program will consist on working with 15 beginning level ELL students. These students will work on skills that will help them in the areas they struggle in. This data is looked at from state scores and NYSESLAT scores. This program will run with Title 3 funds.

13. Instructional materials: Read 180, Merit ESL Software, ESL website programs, Smartboard. Dictionaries, picture dictionaries and key vocabulary words in their native language in the content areas are provided to students.

14. Native language support is delivered 50% of the time in the TBE special education 12:1:1 class. Dictionaries and key words in various content areas are made available for students.

15. Yes. Teacher made materials and instructional materials within ESL services and TBE classroom are matched to student functional level and grade level based on school assessments such as Fountas and Pinnell and Acuity testings.

16. We do not have any activities in our school to assist newly enrolled ELL students before the beginning of the school year.

17. Spanish

## 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.

1. All teachers of ELL are observed by Assistant Principals and/or the Principal in September and October. Based on initial observations the teacher and administrator develop goals for the school year. We provide ongoing professional development sessions in house around teacher goals as well as send ELL teachers to trainings given by our CFN. This calendar of PDs consists of Nov. 8<sup>th</sup>- 3 hours, June 7<sup>th</sup>- 3 hours and Jan. 18<sup>th</sup>- 1.5 hours. Workshops are around literacy strategies in all of the content areas for struggling readers. ESL and SWD teachers use strategies to improve unit/lesson planning.

2. All students, including ELLs, meet with our transition guidance counselor to help them identify which schools they would like to apply. We reach out to ESL centered High Schools and they make visits to our school to meet with prospective students around what their schools offer. Guidance counselor works with APs and CFN supports on providing access and guidance to our ESL students. Language High School are welcome and make a presentation.

3. ELL training hours are distributed through the three PD days a year and also given during weekly sessions led by Assistant Principals. We provide professional development around using Fountas and Pinnell to identify and target reading skills, discovering appropriate reading materials, and discovering math materials to use with ELL students. 7.5 hours is dedicated to strategies for struggling readers, ELL, and SWD students such as small group reading, differentiating and content area literacy strategies. Records are maintained of agendas and sign ins in compliance binders.

## 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?

1. Parent involvement consists of a school PTA in which all parents are invited to attend and join. Letters and automated calls are sent out in Spanish and English.

2. Our school partners with Urban Advantage to provide services for all ELL parents. Urban Advantage is to engage families in science education. Activities are to involve parent and students with family activities such as the NY Botanical Garden, Bronx Zoo, NY Hall of Science, American Museum of Natural History, Brooklyn Botanic Garden, NY Aquarium, Staten Island Zoo and the Queens Botanical Garden. Parent Coordinator and guests are invited to attend various workshops at these locations throughout the year. There are other various workshops offered throughout the year as well.

3. Needs of parents are evaluated by asking parents, by way of letters and meetings asking what resources they need. Parent Surveys are given invited parents to participate in parent workshops. These letters indicated various times so that parents are able to attend the meetings. These letters are sent home in the native language of the parents. Computers and laptops are provided for parent use in the main office. Letters are sent home so that parents are aware of how to look at the progress of their child by way of ARIS. The role of the parent coordinator is to provide parental involvement, inform parents of upcoming events, testing dates. Their goal is to provide information to parents on helping their child succeed in school with tests and with those targeted in failing.

4. Parents make requests and/or suggestions on workshops or help they may need. Automated phone calls and letters are also done at this time.

# 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)							2	6	6					14
Intermediate(I)								10	7					17
Advanced (A)							5	9	6					20
Total	0	0	0	0	0	0	7	25	19	0	0	0	0	51

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	2	3				
	I							1	3	1				
	A							2	13	8				
	P							3	5	7				
READING/ WRITING	B							2	6	6				
	I							0	9	7				
	A							4	8	5				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	2			4
7	12	5			17
8	9	6			15
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	2		2		1				5
7	17		3						20
8	9		6		2				17
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		-0		-0		-0		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 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**

- 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?

### 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.

Last years 8<sup>th</sup> grade Science scores were not available through ARIS or ATS.

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew Angell	Principal		10/14/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Lorena Britos	ESL Teacher		10/14/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 11X272      **School Name:** The Globe School For Environmental

**Cluster:** 6      **Network:** 608

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

**Part A: Needs Assessment Findings**

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

The 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 Arabic, French, 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. 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 are translated into Spanish.

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 (Arabic, French or Fulani) services for PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

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.

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.

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 Arabic, 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 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>.

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.

## 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: <a href="#">Globe School</a>	DBN: <a href="#">11x272</a>
Cluster Leader: <a href="#">Jose Ruiz</a>	Network Leader: <a href="#">Rudy Rupnarian</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: <u>15</u> Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: <u>1</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>0</u>

## 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:

- rationale: This after school program is help children develop English language learners perform well in content areas.
- Subgroups & grade levels to be served: students that will be targeted are mostly low level beginners students who are in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. all students performed at beginner level on their NYSESLAT. Some of the students were exempt from the ELA last year and others scored at Level 1. this group does have SIFE students and they are not long term ELLs.
- Schedule and Duration: the program will run until the last week of May, 2012. It will be held from 3:10-4:30 pm on Tues, Wed, and Thursdays.
- Language of instruction: instruction will be given solely in English
- # & types of teachers: there will only be 1 ESL certified teacher
- Types of materials: iPods, this will be used as a reading and recording of their individual reading tool as well as allowing me to assess the students individual reading needs. This is a technique being used at one of the schools in Manhattan to work with ESL students. A video has been placed online for administrators to see how the program is of benefit to ELL students. This came from the DOE ARIS resources.

## 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

Curriculum Development and Inclusion – \$2000

**Rationale** – Our ESL programs revolve around a pull-out service, and therefore adequately developing classroom teachers in ESL/SWD/low level reader strategies is imperative to ESL student growth. WE have designed a Professional Development series that looks at our current curriculum and updates it with data points, assessments, and strategies to help struggling readers and ESL/SWD students. We will use Title 3 money to fund per-session time for our ESL teachers to work with the curriculum team and ELA teachers across grades to improve on classroom strategies.

**Teachers to receive training** – Whole staff will receive training during full PD days, and during the school day during the year. The four members of the curriculum team will meet after school once a week for 1 ½ hours from November through February with an additional ESL teacher developing our curriculum to reflect our diverse population of learners including ELL students. Curriculum members factor into every grade team and can turnkey information when they turnkey updated curriculum maps.

**Part C: Professional Development**

**Schedule and duration** – Once a week for 1 and half hours for 4 months.

**Topics to be covered** – Curriculum and Unit mapping, Instructional Strategies, Instructional Materials, and School Assessments.

**Name of Provider** -- Lorena Britos, Laura Vogl, Hannah Nguyen, Alana Witkowich, and Nickeisha Wilson.

**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

Begin description here:

- **rationale:** to keep parents all Entitled ELL students are aware of the happenings in our school. | Becoming a well informed parent on the importance of aiding in their child’s educational development leads to success for all.
- **schedule:** various times usually during the school day. We try to work on the availability of the parent and teacher when planning these activities.
- **topics:** NYSESLAT testing scores/preparation, ELA/Math testing and studying requirements, promotion criteria information, High school information and application procedures-at no cost to Title 3 budget.
- **provider:** ESL teacher, guidance counselor
- Parents notified: by letter in English and their native language and/or by phone.
- Parents will be invited to attend any activities or trips that many be planned.

**Part E: Budget**

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

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		