



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** SCHOOL FOR GLOBAL LEADERS

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

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

**SUPERINTENDENT:** DANIELLA PHILLIPS



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Carry Chan	*Principal or Designee	
Rebecca Reuter	*UFT Chapter Leader or Designee	
John Coleman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Erick Sanchez	Member/Teacher	
Jessie Startup	Member/Teacher	
Christina Montes	Member/Parent	
Mayra Vargas	Member/Parent	
Rose Torres	Member/Parent	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### **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**

In June 2013, we will maintain a minimum of 95% pass rate on the NYS Science Exam

#### **Comprehensive needs assessment**

In 2011, 97% of the graduating class scored a 2 or higher on the NYS Science exam. Out of the 65 students that took the exam, 66% met state standards and 5% received a level 4. This year 89 students will be taking the NYS Science Exam. Based on that number, our goal is to have a minimum of 85 students receive a 2 or higher on the exam.

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

- Professional Development geared towards science content and curriculum planning
- CFN co-planned professional development on incorporating literacy strategies in the Science classroom
- Science and Literacy teacher buddy system
- Align labs and lessons with Common Core Standard for Literacy in Science
- Develop units of study with performance tasks with CCLS aligned rubrics
- Saturday Science Academy as a method of intervention for lower performing students
- Share best practices through common planning for science and ELA teachers.

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

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

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

**Service and program coordination**

- Supervising department Assistant Principal is the same as that of Humanities Department to facilitate integration of literacy skill in the Science department
- Participation in Common Core Lab Pilot 2-12-2013
- Science Lab site participants
- Weekly NYU Science Tutor

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

By June 2013, all students will have engaged in two Common Core aligned units of study in each core subject area

**Comprehensive needs assessment**

Last year we incorporated the Common Core Learning Standards into our ELA and Math curriculum by selecting and teaching towards ELA and Math power standards aligned with the required 2011-2012 NYC DOE literacy and math performance tasks. This year, we deepen that work by designing at least two Common Core-aligned units of study in ELA, Math, Social Studies and Science, each with an embedded performance task.

**Instructional strategies/activities**

- Core subject teachers will select two units of study in which they would like to embed a Common Core-aligned performance task
- Core subject teachers will use the Common Core Learning Standards to backwards plan two units of study; in Social Studies and Science, one performance task will be aligned with the informational writing CCLS and one performance task will be aligned with the argumentative CCLS
- ELA, Social Studies, and Science teachers will use the Literacy Design Collaborative's (LDC) template tasks to create Common Core-aligned performance tasks
- Math teachers will use the Math Design Collaborative's (MDC) Formative Assessment lessons to create Common Core-aligned performance tasks
- Instructional Leads members will participate in monthly professional development workshops and student/teacher work alignment evaluation sessions as part of the Common Core Lab Pilot
- Assistant Principal and Instructional Leads Team will turn key learning and feedback from Common Core Pilot session to the non-Instructional Leads core subject teachers
- Assistant Principal and Instructional Leads Team will work with core subject teachers to develop Common Core aligned units, evaluate the alignment of the units, assess student work resulting from performance tasks, and thereafter, revise the units

**Strategies to increase parental involvement**

- Common Core Standards-based parent workshops for specific content areas (ELA and Math)
- 2 term Curriculum Nights
- Parents invited to Performance Task Publication events

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X \_\_\_\_\_ Tax Levy    X \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Instructional Leads Team
- Department Inquiry Team & Common Planning Time
- Common Core Lab Pilot School, 2012-2013
- NYC DOE Science and Social Studies Text & Task Set Resource Pilot, 2012-2013
- School-specific professional development workshops with Common Core Pilot point-person

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

By June 2013, we will show a 10% increase in the overall number of students meeting performance standards on the NYS ELA Exam

#### **Comprehensive needs assessment**

For the 2010-2011 school year 27.2 % of our student population scored a level 3 or 4 on the NYS ELA exam. This was down from 30.6% the previous year. Data shows that although we have been moving students from performance level 1 to performance level 2, we must increase the upward movement of students from performance level 2 to 3 so that they can meet NYS performance standards this year and work scoring a level 4 for the 2013-2014 school year.

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

- Use of Columbia Teacher's College materials to revise the ELA curriculum with Network Support Specialist
- Students receive 45 minutes of Reading instruction and 45 minutes of Writing instruction five times a week each
- Teacher use the Common Core Learning Standards to backwards plan all ELA units
- Teaches will use unit specific standards trackers to pinpoint student strengths/weaknesses and to plan instruction to further student growth
- Teachers submit ELA unit plans (Reading and Writing) submitted to Assistant Principal for review and revision feedback
- Weekly Department Inquiry Meetings to analyze student work against CCLS, make curricular revisions, and research/share best practices for the literacy classroom
- For each unit, teachers create grade-wide Reading summative assessment tasks that require students to demonstrate acquisition of literacy skills on a text of grade appropriate complexity
- Teacher and student use of common literacy language/terms across all content areas
- Formative assessments such as ACUITY, Fontis & Pinell reading evaluations, daily conferences and exit slips will be used to pinpoint student weaknesses and to plan instruction to further student growth
- Math, Science and Social Studies will reinforce reading and writing skills in each content unit (as evidenced in curriculum maps)

**Strategies to increase parental involvement**

- English Literacy Workshops for parents
- Parents invited to publication parties and reading celebrations in the ELA classrooms
- Parent & Student reading partnerships

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
X \_\_\_\_\_ Tax Levy    X \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    X \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Department Inquiry Teams with focus on analysis of student work and curricular implications
- Common Planning among the Humanities and Science teams
- Network Professional Development
- Curriculum Alignment Professional Development
- Participation in the Common Core Lab Pilot, 2012-2013
- Teacher Effectiveness Pilot, 2012-2013

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

By June, 2013, there will be a 10% increase of students achieving a level 3 or 4 on the NYS Math Test

**Comprehensive needs assessment**

In 2012, 55% of 6<sup>th</sup> graders met performance standards on the NYS Mathematics exam, followed by 55% of 7<sup>th</sup> graders and 59% of 8<sup>th</sup> graders. In order to prepare students for high school and beyond we need to increase the number of students meeting grade level standards across all 3 grades.

**Instructional strategies/activities**

- Pull out instruction in small groups based on data collected by teachers and analyzed in inquiry teams
- Interim assessments such as Acuity will be used to assess students strengths and weaknesses and to plan instruction to further student growth
- Incorporating manipulative, audio/visual tools, and technology to increase engagement and provide instruction in multiple modalities
- Inquiry work by grade teams to identify best practices and implement them school-wide
- Differentiating instruction to provide multiple entry points for all learners
- Integrating literacy strategies into mathematics instruction
- Providing students with rigorous tasks that may be solved using a variety of different methods

**Strategies to increase parental involvement**

- Implementing a school wide grading system (Jupiter Grades), which allows parents to access student's grades and behavior data on a daily basis.
- Frequent contact via email, phone calls home and in person conferences, between Math teachers and parents.
- Quarterly progress reports distributed and collected.

**Budget and resources alignment**

- Indicate your school's Title I status: X  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I          Title IIA     X   Title III          Grants          Other

If other is selected describe here:

**Service and program coordination**

- Common Core Professional Development workshops
- Curriculum Alignment Professional Development
- Weekly Math Department Meetings
- Professional Development incorporating Accountable Talk and Literacy Strategies into the Math classroom



### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>A. Strategies and programs include a combination of direct instruction using <i>Ready NY CCLS Instruction</i> (grade 6-8) and Kaplan with multimedia resources including audio books, online ACUITY activities and Brain-Pop</p> <p>B. Teacher's College Workshop Model for Reading and Writing</p>	<p>A. Small group instruction: 1:10 Regular Education students 1:5 Special Education students</p> <p>B. Large group with collaborative team teaching model</p>	<p>A. We provide fifty minutes of ELA small group instruction twice a week as part of the school day</p> <p>B. Five periods of co-teaching per week are incorporated into students' schedules so that students can receive interventions support in their regular classroom setting</p>
Mathematics	<p>A. Strategies and programs include a combination of direct instruction using <i>Ready NY CCLS Instruction</i> (grade 6-8) and Kaplan with multimedia resources including audio books, online ACUITY activities, IXL and Brain-Pop</p> <p>B. Practice with verbal and written mathematical reasoning when solving</p>	<p>A. Small group instruction: 1:10 Regular Education students 1:5 Special Education students</p> <p>B. Small group pull out services</p>	<p>A. We provide fifty minutes of Math small group instruction twice a week as part of the school day</p> <p>B. We provide forty five minutes of Math small group pull out services one period a day as part of the students' regular school day</p>

	problem, modeling, guided practice and independent practice of problem solving		
Science	<p>A. Working with manipulatives, models, scientific tools and doing inquiry-based lab activities</p> <p>B. Science tutor does intervention work including review of academic language, guided practice before interactive activities, use of questioning to check for understanding and adjust instruction accordingly</p>	<p>A. Group and partnership activities</p> <p>B. 1:4 Tutor to Student relationship</p>	<p>A. 3-4 times a unit, as directed by learning objectives as well as Saturday Science Academy running March-April 2013</p> <p>B. Twice a week during Science class as part of the regular school day</p>
Social Studies	<p>A. The use of a multi-level classroom library with historical fiction, primary sources and other reference material to support content-learning</p> <p>B. Use of multimedia resources to reinforce content knowledge</p>	<p>A. Whole class and small group instruction</p> <p>B. Whole class and small group instruction</p>	<p>A. Daily as part of the regular instructional day</p> <p>B. As needed when evidenced by formative assessments and as part of the regular instructional day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>A. Utilizing I Messages, written conversations, sharing and listening protocols and anger management techniques</p> <p>B. Self Reflection, identification of emotional triggers, strategies for de-escalation</p>	<p>A. Group and individual counseling</p> <p>B. One to One Services</p>	<p>A. At risk students are scheduled for counseling in group sessions or individually once a week or as needed</p> <p>B. The School Psychologist provides counseling three days a week as needed</p>



### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach. At School for Global Leaders 100% of our teachers are deemed Highly Qualified by NCLB standards.

Strategies and activities we utilize to ensure this include:

#### **Recruitment & Retention:**

- We have a student teaching program partnership with New York University. Through this partnership we have had the privilege of helping to train future teachers and recruit teachers who hold a Bachelor's Degree in their content area and who graduate from the program fully licensed.
- We utilize NYC DOE Teacher Recruitment Fairs and CFN Recruitment Fairs to meet with HQTs and introduce them to our school community. We invite prospective HQTs that we meet at the fairs into our building, provide them with a tour, and ask them to do a demonstration lesson within their area of licensure. Inviting prospective HQTs into our building to meet the school community gives both SGL and the educator a chance to make a preliminary assessment as to whether or not the school is a "best fit" for the educator. It is our belief that providing a teacher time to get to know the school culture and "daily life" helps them make a more informed decision about whether or not to become part of the School for Global Leaders community. If they are hired as part of our teaching staff we have seen an increase in personal and professional investment in the school and an increase in retention.
- As alumni, our teaching staff and administrative staff network with various local colleges, such as Hunter College, to publicize the kinds of work we do at School for Global Leaders and attract HQ educators who share the same teaching philosophy we do. Ensuring a shared educational philosophy and shared vision has shown a positive impact on teacher retention.
- To increase teacher effectiveness and retention we are part of the city's Teacher Effectiveness Pilot, 2012-2013

#### **Teaching Assignments:**

- 100% of teachers are teaching within their area of licensure.
- We use various forms of student and teacher data, including, but not limited to, NYS testing scores, individual professional development plans, teacher preference sheets, teacher observation reports, student report cards and student data folders, to ensure strategic teacher assignments that maximize the teacher's strengths in an effort to

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the School for Global Leaders Title I parent Involvement Policy, parents of Title I students, parent members of the school's Parent Teacher Association, as well as parent members of the School Leadership Team, are consulted on the proposed Title I Parent

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, The School for Global Leaders will:

- ❖ Involve and engage parents in the planning and evaluation of the school's Title I program.
- ❖ Involve parents in the discussion and decision regarding Title I funds.
- ❖ Provide funds for committees that include parents who are members of the School Leadership team, the Parent-Teacher Association and Title I Advisory Council.
- ❖ A Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on needs of the parents in order to ensure that our school environment is welcoming to all parents.
- ❖ Develop Parent workshops around ARIS Parent Link
- ❖ Host the required Title I Parent Annual Meeting on or before December 1, of each school year to advise parents on spending of Title I funds.

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

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

## **Section II: School-Parent Compact**

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

### **School Responsibilities:**

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

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

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

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

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

- ❖ creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

**Parent/Guardian Responsibilities:**

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

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by School administration on November 20, 2012. This Parent Involvement Policy was updated on October 10, 2012. The final version of this document will be distributed to the school community on January 16, 2013 and will be available on file in the Parent Coordinator's office.

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Kathy Pelles</b>	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>378</b>
School Name <b>School for Global Leaders</b>			

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

Principal <b>Carry Chan</b>	Assistant Principal <b>Keri Hickey</b>
Coach <b>Cheryl Granda</b>	Coach <b>type here</b>
ESL Teacher <b>Tiffany Huang</b>	Guidance Counselor <b>Sandra Brandan</b>
Teacher/Subject Area <b>Alexandra Beers/Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Erin Garry/ELA</b>	Parent Coordinator <b>Daisy Rios</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</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		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>271</b>	Total Number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>11.44%</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. 

1a

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

### B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language	0									0
ESL	12	1	4	10		6	6		3	28
<b>Total</b>	<b>12</b>	<b>1</b>	<b>4</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>28</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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 L	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: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

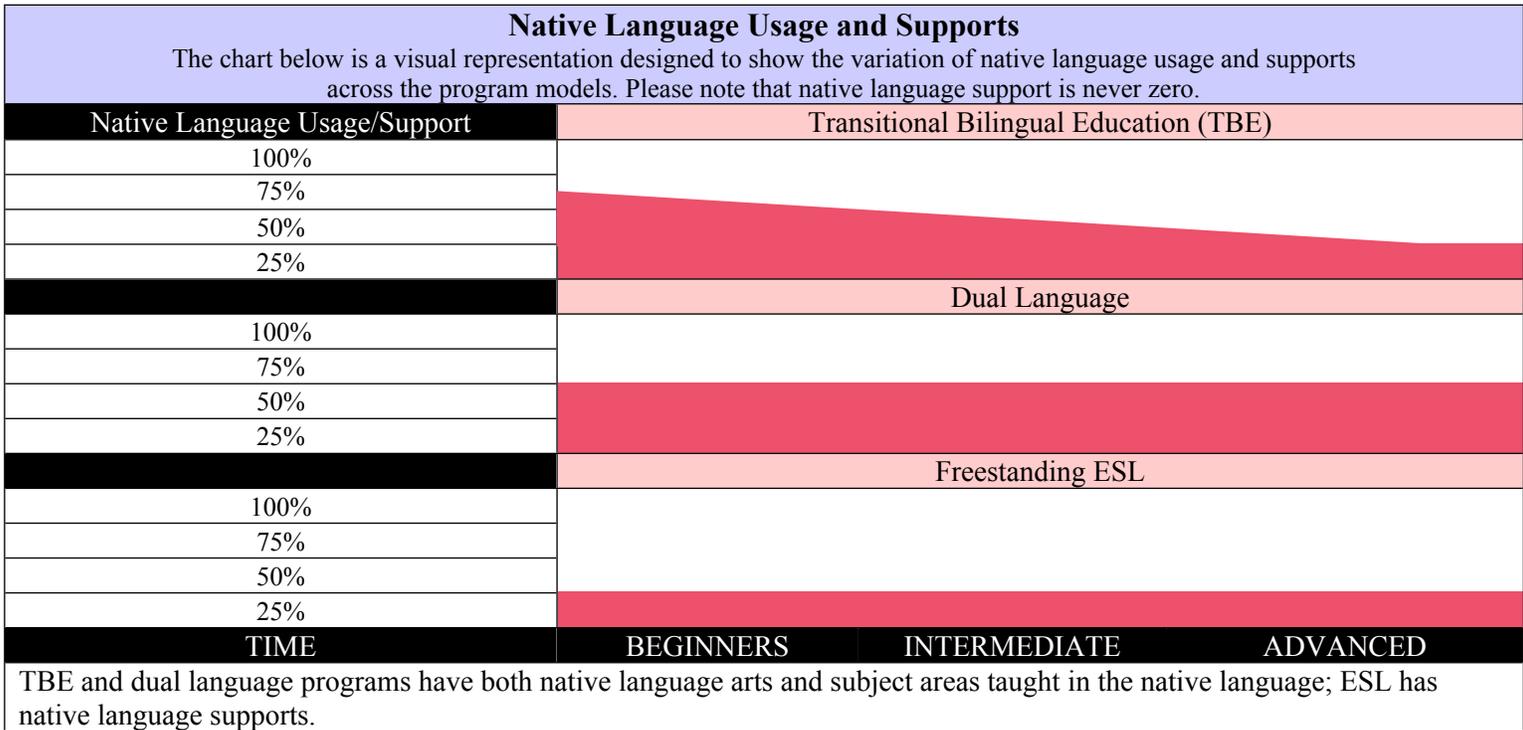
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

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

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

### C. Schools with Dual Language Programs

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

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

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	2	3					10
Intermediate(I)							4	2	3					9
Advanced (A)							5	5	2					12
Total	0	0	0	0	0	0	14	9	8	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	5	0	0	9
7	2	4	0	0	6
8	0	2	1	0	3
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	4	2	0	3	0	0	0	13
7	0	0	5	0	2	0	0	0	7
8	2	0	3	0	0	0	1	0	6
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

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

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

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

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

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

On the 2011 English Language Art state exam 6 of our ELL students scored at level 1. There are 9 students who scored at a level 2 and no students scored at a level 3. There were 2 student exempt due to years of service and 3 New York State Alternate Assessment students. On the 2011 Math state exam the majority of our ELLs are approaching standards. There are 6 students who scored at level 1, 10 students who scored at level 2, 5 students at level 3 and 1 student at level 4. In the 2011 state math test we had only 4 students take the test in their native language. According to the low percentage of students taking the translated version we can not determine any patterns or trends at this time.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> <u>School for Global Leaders</u>		<b>School DBN:</b> <u>01M378</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carry Chan	Principal		12/1/11
Keri Hickey	Assistant Principal		12/1/11
Daisy Rios	Parent Coordinator		12/1/11

**School Name: School for Global Leaders**

**School DBN: 01M378**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tiffany Huang	ESL Teacher		12/1/11
Margaret Tringle	Parent		12/1/11
Erin Garry/ELA	Teacher/Subject Area		12/1/11
Robert Perales/ELA	Teacher/Subject Area		12/1/11
Cheryl Granda	Coach		12/1/11
	Coach		1/1/01
Sandra Brandan	Guidance Counselor		12/1/11
Kathy Pelles	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** \_\_\_\_\_      **Network:** 112

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

**Part A: Needs Assessment Findings**

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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.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: School for Global Leaders

DBN: 01M378

This school is (check one):  conceptually consolidated (skip part E below)

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):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served: 33

Grades to be served by this program (check all that apply):

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 1

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: In order to support content-specific skill and language development for ELL students, SGL provides small group targeted instruction in ELA, Science and Math, both during an afterschool enrichment program and a Saturday Academy. We currently have 24 students in grades 6-8 who are entitled to ELL services. There are 9 students x-coded who are receiving services as per their IEP. 100% of ELL students participate in the after-school enrichment program and Saturdays. The enrichment after-school program for all ELLs began the first Monday in January and will continue every Monday through May. The class is held every Monday from 2:30-4:30 and is taught by Ms. Huang our ESL provider and Ms. Garry our ELA teacher. Through research of data we have found our ESL population struggles with reading and writing. So we have decided to use a CTT model utilizing an ELA teacher and an ESL. The after school enrichment programs focus is on meeting Common Core standards. Students work on teacher made materials and lessons aligned to common core standards.

The Saturday program will begin the first Saturday in February and conclude the last Saturday in May. All ELL students are required to attend the Saturday academy. The Saturday program will be from 9:00AM to 12:00PM. The Saturday program is taught by our ESL provider Ms. Huang. During the Saturday program students work on reinforcing skills they will need to pass the NYSESLAT exam with NYSESLAT test -prep books. Students are grouped according to their NYSESLAT score within the class.

The school will use alternate funding sources (title 1) to complement the Title III funds.

### Part C: Professional Development

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

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

Begin description here: In order to support content teachers in their instruction of ELL students, teachers participate in ARIS and Acuity training sessions once every quarter. Teachers of ELLs also participate in weekly differentiation workshops facilitated by various teacher leaders for 2 hours each

## Part C: Professional Development

Monday beginning November and ending in January in order to engage students according to their multiple learning styles and create multiple pathways of learning. In addition, the Title III teachers received the professional development on researched-based strategies to improve literacy instruction provided by an ESL provider from Lower East Side prep high school. Teachers are also learning how to use audio (books on tape) to support students reading comprehension and language acquisition. The CFN has provided professional development on increasing students' conversation skills through Socratic seminars. Here are some of the professional development sessions that were provided to teachers. All Title III teachers participated in these sessions. All Professional development workshops are provided by an ESL provider from Lower East Side Prep High School. Lower East Side Prep High School is a transitional high school located within our school building.

**Introduction to ESL Methodology:** (First Thursday in September for 2 hours) Which method or method(s) should you be using?

There is a variety of language teaching methods, and each has its own merits depending upon student proficiency levels and classroom

instructional goals. Teachers will be introduced to several methods, will practice developing activities which employ these methods, and will

determine which methods best meet the needs of their local student populations. Our licensed ESL teacher will conduct the workshop.

**Developing Language and Reading Fluency:** (First Thursday in November for 2 hours) An interactive and experiential workshop where teachers will learn how to help students develop fluency in the English language. Teachers will study the various stages of language growth and experience specific strategies for developing students' comprehension, fluency, and participation in the ESL and mainstream classroom. This workshop is designed for those who work with newly-arrived ELLs. The workshop is conducted by our licensed ESL teacher.

**Scaffolding Strategies for Developing Academic Language with Students:** (First Thursday in January for 2 hours) An interactive and experiential workshop where teachers will learn how to facilitate English Language Learners' growth in academic language and in the content areas. Workshop participants will experiment with specific strategies for developing and assessing students' growth in academic language. The workshop will be conducted by the ESL teacher.

**ESL Assessment:** (First Thursday in March for 2 hours) An interactive and experiential workshop where teachers learn how to adopt, adapt and develop assessments for ESL students. The workshop participants will review the NYSESLAT and the scoring rubric in order to understand what is required of ESL students and develop a plan of how they can assist students within their subject area. The workshop is conducted by the assistant principal who has been regionally trained on scoring of the NYSESLAT.

**ESL Instructional Strategies:** (First Thursday in May for 2 hours) An interactive and experiential workshop where teachers explore the question: are you teaching language or are you teaching about language?

### Part C: Professional Development

Some of our students have studied ESL for many years, know a lot about the grammatical system and may even have considerable vocabulary knowledge, and yet still have difficulty communicating in English. This workshop will introduce a variety of instructional strategies that go beyond teaching about language, and result in solid skill building for our students. Teachers will leave with materials and tools that will empower them as teachers and their students as learners. The workshop is conducted by our licensed ESL teacher.

All of these professional development sessions to support teachers in planning and implementing differentiated activities to support the diverse needs of ELLs. Teachers will utilize strategies during after-school and Saturday academy. In addition, both the ESL and the content area teacher will attend CFN workshops on team teaching strategies in order to improve the quality of planning for ELLs in the classroom.

### 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:

SGL hosts 2 bilingual (English & Spanish) Curriculum Nights (one in October and one in January for 2 hours) where teachers review the grade level curriculum in each subject area and provide translated copies of course syllabi. Through the months of October and February we hold several High School information workshops for 1 hour, facilitated by our bilingual guidance counselor so that parents of ELLs can be active participants in the high school decision making process. One of our goals the 2012-2013 school year is to increase the participation of ELL parents in all school activities as well as improve school to home communication. In an effort to achieve this our school we are developing a partnership with Want to host English language classes for the parents of ELLs beginning in February/March 2013. The adult ESL class is taught by our ESL provider and occurs every Thursday for 2 hours from 5pm-7pm. In October SGL hosted 4 Meet the Principal events (one per week for 45 minutes each) with 6th grade parents where parents came in and had small group meetings and conversations with the principal. ELL parents were supported in these meetings by an on-site translator who spoke both Spanish and Mandarin and our guidance counselor who speaks Spanish. In order to promote and celebrate the academic achievement of our ELL populations, SGL hosts a quarterly Honor Roll Breakfast hosted by our Principal and Parent coordinator and 100% school attendance ceremonies. We also held a multicultural Thanksgiving Feast in November for our entire school community that was attended by families of all ethnic backgrounds. All Parent engagement activities are announced through letters sent home in translated into all languages of our student population. We also send out a school message phone system in English and Spanish announcing all school events.

### 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 contracts.</li> </ul>		
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>		