



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SCHOOL FOR GLOBAL LEADERS  
**DBN (i.e. 01M001):** 01M378  
**Principal:** CARRY CHAN  
**Principal Email:** CCHAN2@SCHOOLS.NYC.GOV  
**Superintendent:** DANIELLA PHILLIPS  
**Network Leader:** KATHY PELLER

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Carry Chan	*Principal or Designee	
Robert Perales	*UFT Chapter Leader or Designee	
Shaworne Smith	*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	
Mayra Ambroise	Member/ Parent	
Delmaris Deltoro	Member/ Parent	
Monica Merrick	Member/ Parent	
Jessie Startup	Member/ Teacher	
Paige Wehren	Member/ Teacher	
Nicole Bastone	Member/ Teacher	
Selina Acquino	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

At least 35% of all students, including SWDs and ELLs in Level I will make progress on the ELA state exam. There will be an increase of 10% of students with IEPs and ELLs scoring a level 2 or higher on the exam.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Out of 118 students who have an IEP and/or is an ELL who currently scored a Level I, 85 students scored a proficiency level of 1.8 or above on the ELA state exam. They are considered "high" 1s and with intervention support, they would be able to make progress.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. School has partnered with teacher's College Reading and Writing Project to improve literacy instruction across content-areas.
2. Academic Intervention Program – Zero period to target all Level I's
3. Monday Intervention Planning – Teacher plans intervention lesson in alignment to the current unit and/or basic literacy and/or math skills.
4. Teachers will analyze student work completed in zero period at the grade team meetings to determine a collaborative inquiry strategy to be used across disciplines
5. Teachers use technology such as "" and WebQuest to improve student engagement in class and to ensure that all students participate in class.
6. School-wide tracking system – All teachers will use an accessible and transparent system of tracking and monitoring students skills toward meeting grade level standards

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teacher's College Staff Developer – Eliza Zonana
2. Literacy Coach – Erin Garry
3. Grade Inquiry Team Leaders
4. 6th Grade – Robert Perales
5. 7th Grade – Nicole Bastone
6. 8th Grade – Melanie Werner
1. TEQ Technology Staff Developer - Morgan

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Student Report cards
- Running Periods
- Teacher Observation Reports
- Summative Performance Tasks

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 23 teaching periods and an additional 2 planning periods
- School schedule for zero period from 8:10-9:00 a.m. Tuesdays and Wednesdays.
- Zero period planning for all teachers on Mondays 8:10-9:00 a.m.
- Grade Inquiry meetings all at 1:00 p.m.
- Classroom libraries
- Teacher's College staff developer
- TEQ Techonology staff developer

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Come and Learn with Your Child Day
- Monthly PTA meetings
- Use of the school's webpage to inform parents of important events and testing dates
- Use of Jupiter Grades grading system to keep parents abreast of student progress
- ARIS Parent Link workshop for parents
- Engage parents in discussion on how to spend Title I money

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

40 % of students in level 3 will make one year of progress on the ELA state exam. There will be increase of 10% of students scoring a level 3 or higher on the ELA test.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Out of 17 students who scored a level 3 on the ELA state exam, 7 students scored a 3.5 or above on the test

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. School has partnered with teacher's College Reading and Writing Project to improve literacy instruction across content-areas.
2. Academic Intervention Program – Zero period to target all Level I's
3. Monday Intervention Planning – Teacher plans intervention lesson in alignment to the current unit and/or basic literacy and/or math skills.
4. Teachers will analyze student work completed in zero period at the grade team meetings to determine a collaborative inquiry strategy to be used across disciplines
5. Teachers use technology such as "" and WebQuest to improve student engagement in class and to ensure that all students participate in class.
6. School-wide tracking system – All teachers will use an accessible and transparent system of tracking and monitoring students skills toward meeting grade level standards

**2. Key personnel and other resources used to implement each strategy/activity**

1. Teacher's College Staff Developer – Eliza Zonana
2. Literacy Coach – Erin Garry
3. Grade Inquiry Team Leaders
4. 6th Grade – Robert Perales
5. 7th Grade – Nicole Bastone
6. 8th Grade – Melanie Werner
7. TEQ Technology Staff Developer - Morgan

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Student Report cards
- Running Periods
- Teacher Observation Reports

- Summative Performance Tasks

**4. Timeline for implementation and completion including start and end dates**

5. September 2013-June 2014

**6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 23 teaching periods and an additional 2 planning periods
- School schedule for zero period from 8:10-9:00 a.m. Tuesdays and Wednesdays.
- Zero period planning for all teachers on Mondays 8:10-9:00 a.m.
- Grade Inquiry meetings all at 1:00 p.m.
- Classroom libraries
- Teacher's College staff developer
- TEQ Techonology staff developer

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Come and Learn with Your Child Day \*Saturday Parent Teacher Conference\* Literacy Strategies at Home \*Aris Parent Link
- Monthly PTA meetings
- Use of the school's webpage to inform parents of important events and testing dates
- Use of Jupiter Grades grading system to keep parents abreast of student progress
- ARIS Parent Link workshop for paretns
- Engage parents in discussion on how to spend Title I money

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

40% of all students in level I will make progress on the Math state exam. There will be an increase of 10% of students scoring a level 2 or higher on the Math state exam.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Out of 110 students, 44 students scored a 1.9 or above on the Math state exam

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. School has partnered with teacher's College Reading and Writing Project to improve literacy instruction across content-areas.
2. Academic Intervention Program – Zero period to target all Level I's
3. Monday Intervention Planning – Teacher plans intervention lesson in alignment to the current unit and/or basic literacy and/or math skills.
4. Teachers will analyze student work completed in zero period at the grade team meetings to determine a collaborative inquiry strategy to be used across disciplines
5. Teachers use technology such as "" and IXL and LearnBop to improve student engagement in class and to ensure that all students participate in class.
6. School-wide tracking system – All teachers will use an accessible and transparent system of tracking and monitoring students skills toward meeting grade level standards

<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Jessie Startup: Math Team Leader</li> <li>2. Literacy Coach – Erin Garry</li> <li>3. Grade Inquiry Team Leaders</li> <li>4. 6th Grade – Paige Wehren and Natalie Horras</li> <li>5. 7th Grade – Stacey Pappas</li> <li>6. 8th Grade – Jessie Startup</li> <li>7. TEQ Technology Staff Developer - Morgan</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ul style="list-style-type: none"> <li>• Student Report cards</li> <li>• Running Periods</li> <li>• Teacher Observation Reports</li> <li>• Summative Performance Tasks</li> </ul>
<b>4. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013-June 2014</li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ul style="list-style-type: none"> <li>• 23 teaching periods and 2 planning periods</li> <li>• School schedule for zero period from 8:10-9:00 a.m. Tuesdays and Wednesdays.</li> <li>• Zero period planning for all teachers on Mondays 8:10-9:00 a.m.</li> <li>• Grade Inquiry meetings all at 1:00 p.m.</li> <li>• Classroom libraries</li> <li>• Teacher’s College staff developer</li> <li>• TEQ Techonology staff developer</li> </ul>

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Come and Learn with Your Child Day, \* Saturday Parent Teacher Conference \* Math Strategies at Home
- Monthly PTA meetings
- Use of the school’s webpage to inform parents of important events and testing dates
- Use of Jupiter Grades grading system to keep parents abreast of student progress
- ARIS Parent Link workshop for parents
- Engage parents in discussion on how to spend Title I money

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

30% of students in level 3 will make progress in Math. There will be an increase of 10% of student scoring a Level 3 or 4 in the Math state test

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Out of 22 students who scores a level 3 or above, 6 students received a proficiency rating of 3.5 or higher.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **8. Strategies/activities that encompass the needs of identified subgroups**

1. School has partnered with teacher's College Reading and Writing Project to improve literacy instruction across content-areas.
2. Academic Intervention Program – Zero period to target all Level I's
3. Monday Intervention Planning – Teacher plans intervention lesson in alignment to the current unit and/or basic literacy and/or math skills.
4. Teachers will analyze student work completed in zero period at the grade team meetings to determine a collaborative inquiry strategy to be used across disciplines
5. Teachers use technology such as IXL and LearnBop to improve student engagement in class and to ensure that all students participate in class.
6. School-wide tracking system – All teachers will use an accessible and transparent system of tracking and monitoring students skills toward meeting grade level standards

#### **9. Key personnel and other resources used to implement each strategy/activity**

10. Jessie Startup: Math Team Leader
11. Literacy Coach – Erin Garry
12. Grade Inquiry Team Leaders
13. 6th Grade – Paige Wehren and Natalie Horras
14. 7th Grade – Stacey Pappas
15. 8th Grade – Jessie Startup
1. TEQ Technology Staff Developer - Morgan

#### **16. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Student Report cards
- Student Trackers
- Teacher Observation Reports
- Summative Performance Tasks

#### **17. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

#### **18. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 23 Teaching Periods and 2 additional planning periods
- School schedule for zero period from 8:10-9:00 a.m. Tuesdays and Wednesdays.
- Zero period planning for all teachers on Mondays 8:10-9:00 a.m.
- Grade Inquiry meetings all at 1:00 p.m.
- Department inquiry meetings
- TEQ Techonology staff developer

### ***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Come and Learn with Your Child Day \* Saturday Parent Teacher Conference\* Math Strategies at Home
  
- Monthly PTA meetings
- Use of the school's webpage to inform parents of important events and testing dates
- Use of Jupiter Grades grading system to keep parents abreast of student progress
- ARIS Parent Link workshop for parents
- Engage parents in discussion on how to spend Title I money

### ***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
<b>X</b>	<b>Tax Levy</b>		<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.												

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Intervention period</li> <li>• ELA After-school</li> <li>• Repertoire teaching model</li> <li>• Reading and writing workshop</li> <li>• Raz Kids Reading intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lesson</li> <li>• Small Group</li> <li>• One-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Before school</li> <li>• After school</li> <li>• During school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Intervention period</li> <li>• Math after-school</li> <li>• Use of CMP3</li> <li>• IXL LearnBop</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lesson</li> <li>• Small Group</li> <li>• One-to-one tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• During School</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Non-fiction reading strategies</li> <li>• Argument and Informational Writing</li> <li>• Closed reading of texts</li> <li>• Inquiry Based Learning</li> </ul>	Mini-lesson Small-group One-to-one tutoring	During and after-school
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Collaborative Learning</li> <li>• Self-assessment</li> <li>• Informational Writing</li> <li>• Argument Writing</li> </ul>	Mini-lesson Small group One-to-one tutoring	During and after-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Gender-specific counseling Individual counseling	Small group One-to-one counseling	Before, during, and after-school

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

7. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Certification/Screening Process</li> <li>• Mentor for first year teacher</li> <li>• Content Specific PD</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers College Reading and Writing Project for Literacy Teachers CMP3 for Math teachers Danielson Framework Network Lab-site Glory walk-throughs Lesson Lab Facilitation

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We purchased school uniforms, supplies, and instructional materials for students who live in temporary housing and need financial assistance.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We created a MOSL committee to review the options for the local measures of teacher evaluation. Also, the teacher teams are designing unit exams by grade level to assess students' progress in meeting Common Core Standards. Teachers analyze assessment results in order to revisions to curricular and unit plans.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## The School for Global Leaders

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, The School for Global Leaders is 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 training on ARIS parent link to help parents understand their children's testing history, attendance, report grades, etc.
- 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;
- **host additional parent teacher conferences to keep parents informed of individual progress**

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 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 Fun Day events in March and April
- 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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. 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 Common Core 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;
- providing high quality professional development in literacy and math

*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; year;

*Provide parents reasonable access to staff by:*

- Setting up Jupiter accounts for parents and students
- 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 with 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

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 NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Carry Chan</b>	Assistant Principal <b>Keri Ricks Cheryl Campos</b>
Coach <b>Erin Garry</b>	Coach <b>type here</b>
ESL Teacher <b>Tiffany Huang</b>	Guidance Counselor <b>Sandra Brandan</b>
Teacher/Subject Area <b>Melanie Werner/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jessie Startup/Math</b>	Parent Coordinator <b>Daisy Rios</b>
Related Service Provider <b>Danielle Glenn</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	242	Total number of ELLs	40	ELLs as share of total student population (%)	16.53%
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# Part II: 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):
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														
	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>														
Push-in							1	1	1					3
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	18
SIFE	5	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	6

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	3	7	18	2	8	6	0	3	40
Total	16	3	7	18	2	8	6	0	3	40

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							7	7	11					25
Chinese							4	5	3					12
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian								1	1					2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	11	14	15	0	0	0	0	40

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)							1	7	7					15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	4	6					11
Advanced (A)							9	3	2					14
Total	0	0	0	0	0	0	11	14	15	0	0	0	0	40

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	3			9
7	8	3			11
8	12				12
NYSAA Bilingual (SWD)					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	6		1		2				9
7	6		3		1		2		12
8	9		3		1				12
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As per the 2013 Measures of Student Learning in ELA, Fountas and Pinnell running records are being utilized to assess the literacy skills of all students, including ELLs. All teachers have administered this assessment within the first semester of the current school year in order to serve as a baseline assessment for literacy growth throughout the academic year. These assessments will be administered twice more, once in the middle of the year as well as at the end of the year in order to track student growth. This data is utilized to inform our school's instructional plan in ESL and ELA as teachers use the results of running record assessments to modify the TCRWP curriculum to meet the needs of ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our students' English proficiency levels and their eligibility to continue receiving ELL services was measured by the 2013 NYSELAT is as follows: 14 advanced, 11 intermediate, and 15 beginner. The sixth grade contains the highest number of Advanced ELLs at 9 while only two out of the 11 total sixth graders scored at the Beginner and Intermediate levels. Our seventh and eighth grades contain 7 Beginner ELLs per grade and the lowest number of Advanced ELLs at 3 and 2 respectively. The eighth grade contains 6 Intermediate level ELLs while the seventh grade has only 4.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The majority of our ELLs have lowest scores in reading and writing modalities. The strongest areas are the listening and speaking. In the sixth grade 7 students tested as Proficient in the listening and speaking modalities while 0 tested Proficient in reading and writing. In the seventh grade 7 students tested at Advanced in listening and speaking while 6 students tested at Beginner in reading and writing. In the eighth grade 0 students tested as Beginners in listening and speaking while 4 students tested at Beginner in reading and writing. 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 our ELL population is within one class per grade, our teachers can target specific needs in these areas.

4. For each program, answer the following:
  - a. 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?

On the 2013 NYS English Language Art Exam, 26 ELL students scored a level one. There were 6 students who scored a level 2, and 0 students scored at levels 3-4. There were 4 New York State Alternate Assessment students, and 4 students were not tested on the 2013 ELA exam. On the 2013 NYS Math Exam our ELLs are approaching standards. There were 21 students who scored at level one, 7 students who scored at level 2, 4 students at level 3 and 2 students at level 4. There were 4 New York State Alternate Assessment students, and two students did not take the 2013 Math exam.

We are using the periodic and interim assessments 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. Newcomer Spanish speaking students and Chinese speaking students are paired with more advanced English speaking students who share their home language. In addition, Spanish/English, Chinese/English and French/English dictionaries are provided for student use in all classrooms, along with NYSED bilingual glossaries for each content area. Classroom libraries contain bilingual Spanish/English, Chinese/English and French/English books and additional resources, such as assistive technological devices such as electronic dictionary translators, digital voice recorders, iPads and laptop computers with multi-language capabilities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?

All personnel working with ELLs participate in school-wide professional development, including: ELL strategies across content areas, Differentiated assignments for ELLs. At the beginning of the school year all of our teachers report to work a week

early in order to participate in a 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 an ESL teacher who has gone through the regional Jose P. training and has also been an ESL coordinator. On staff we have a few Spanish-speaking teachers who provide support to the ESL students in their native language during the school day. 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 assessments. Our ELLs are supported for two years after exiting ESL services in each academic class, and testing accommodations are provided.

7. 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?

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

ELL student performance is tracked across academic years in order to evaluate their growth from 6<sup>th</sup> to 7<sup>th</sup> to 8<sup>th</sup> grades. The success of our programs for ELLs is determined in part by the Measures of Student Learning in ELA, Fountas and Pinnell Running Records, NYSESLAT, ELA and Math Periodic Assessments, as well as annual state test scores on the NYSESLAT, ELA and Math Exams. Based on student performance, our ESL program is adapted to address gaps in student learning in order to further support our ELLs.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon admission of new students to the NYC school system, parents are administered the Home Language Identification Survey and interviewed by our ESL teacher Ms. Huang who speaks, Spanish, Mandarin, Cantonese and French, if a parent speaks another language we call the DOE translation department for translation services. Based on their 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 the results from the Home Language Survey indicate they are Spanish-speaking students are tested with the Spanish Lab.

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.

After testing parents are provided with a Parent Orientation workshop within ten days of admission. The parent orientation workshop is presented by the ESL teacher, Ms. Huang and they are shown the DOE video in parents' language. During the workshop information about the dual language, transitional bilingual and ESL the New York City ELL program models are provided in the parents' native language if a school based translator is not available in the school, we request a translator from the DOE office of translations. The 3 program models that parents are invited to choose from are; transitional bilingual, dual language and ESL. After the program models are presented parents complete a Parent Choice Letter. If parents choose transitional bilingual or dual language they are offered a transfer, our school only offers ESL program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During the Parent orientation workshop conducted by our licensed ESL teacher, Ms. Huang parents are provided an ELL Parent Brochures, Parent Survey and Selection Forms as well as Parent Notifications in the appropriate home language as indicated on the

Parents' Preferred Language Form. All materials are securely stored in the students cumulative record by the ESL teacher in a locked file cabinet for future records.

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.

If parents opt for a bilingual program or dual language program that our school does not offer, they are offered the option to transfer to a school that offers the program of their choice. Currently, our school only offers ESL program. Our program of choice is completely aligned with our parents' requests. In the future, we will ensure the review of parent requests periodically to ensure alignment of program with parents' request. Within 20 school days and after parent choice is made and program is determined our school secretary will update the ELPC screen in ATS. Placement and entitlement letters are sent to parents and kept in cumulative record. All material in information is presented to parents in their native language.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our students' English proficiency levels and their eligibility to continue receiving ELL services is measured annually by their performance on the NYSESLAT. The NYSESLAT is administered by our ESL teacher to all ELLs during the assessment window in the Spring of each year and is proctored according to testing guidelines set by NYS by our school's Testing Coordinator, ESL teacher and other service providers as needed. Our teacher ESL teacher uses the NYSESLAT eligibility report from ATS to determine students who need to take the NYSESLAT.

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

If parents opt for a bilingual program that our school does not offer, they are offered the option to transfer to a school that offers the program of their choice. Currently, our program is completely aligned with our parents' requests. In the future, we will ensure the review of parent requests periodically to ensure alignment of program with parents' request. Every year in June administration and a group of teachers review our current programs and parents' survey to determine programs for the following year

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

In the 2013-2014 school year, there are 40 ELLs being served in push-in and pull-out model. Students are served in heterogeneous groups according to grade level during push-in periods once a day, in which the ESL teacher co-teaches with the ELA content teacher. The ESL teacher supplements instruction in ELA with modifications and accommodations based on the students' English language proficiency and individual instructional needs. Beginner and Intermediate ELLs additionally receive pull-out periods with the ESL teacher who delivers targeted instruction to homogenous groups of students across grade levels.

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)?

Students of all NYSESLAT proficiency levels receive a total of 180 minutes of ESL through push-in services per week. Beginner and Intermediate ELLs receive an additional 180 minutes of ESL in a pull-out program by our ESL teacher for ELA and Math instruction, meeting the required total of 360 minutes of ESL services. ELL instruction (in ESL and content areas) is provided in the workshop model, adapted to meet the needs of ELLs. Our ELLs receive a combination of push-in and pull-out for a total of either 180 minutes or 360 minutes of service.

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 foster language development and meet the demands of the Common Core Learning Standards.

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 assessments. Our ELLs are supported for two years after exiting ESL services in each academic class, and testing accommodations are provided.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Periodic and Interim assessments are utilized throughout the 3 times a school year to monitor student growth in all four modalities of English acquisition. The ESL teacher administers classroom performance assessments for ELL students' listening and speaking skills, while ELA teachers administer on-demand reading and writing assessments throughout the year. Students also take classroom mock exams to familiarize themselves with test-taking formats and protocols prior to the NYSESLAT assessment.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Global leader teachers who speak the student's native language provide native language support as needed. Newcomer Spanish speaking students and Chinese speaking students are paired with more advanced English speaking students who share their home language. In addition, Spanish/English, Chinese/English and French/English dictionaries are provided for student use in all classrooms, along with NYSED bilingual glossaries for each content area. Classroom libraries contain bilingual Spanish/English, Chinese/English and French/English books and additional resources, such as assistive technological devices such as electronic dictionary translators, digital voice recorders, iPads and laptop computers with multi-language capabilities. Our ELLs are supported for two years after exiting ESL services in each academic class, and testing accommodations are provided. Our school wide lesson plan identifies SIFE, and ELLs teachers must identify and make accommodations and entry points for them within the curriculum.

7. 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?

Extra scaffolding is provided for ELL-SWDs 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 with language acquisition 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 assessments.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students with Disabilities are flexibly scheduled across age and grade levels to provide them with instruction that is appropriate and in the least restrictive environment as per their specific IEP goals in all content areas, including ELA and ESL classes. ELL students are pulled out of self-contained classes and are homogeneously grouped with students of similar English proficiency levels rather than according to age or grade restrictions in order to provide them with the least restrictive environment.

### 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	45 minutes per day	45 minutes per day	45 minutes per day

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

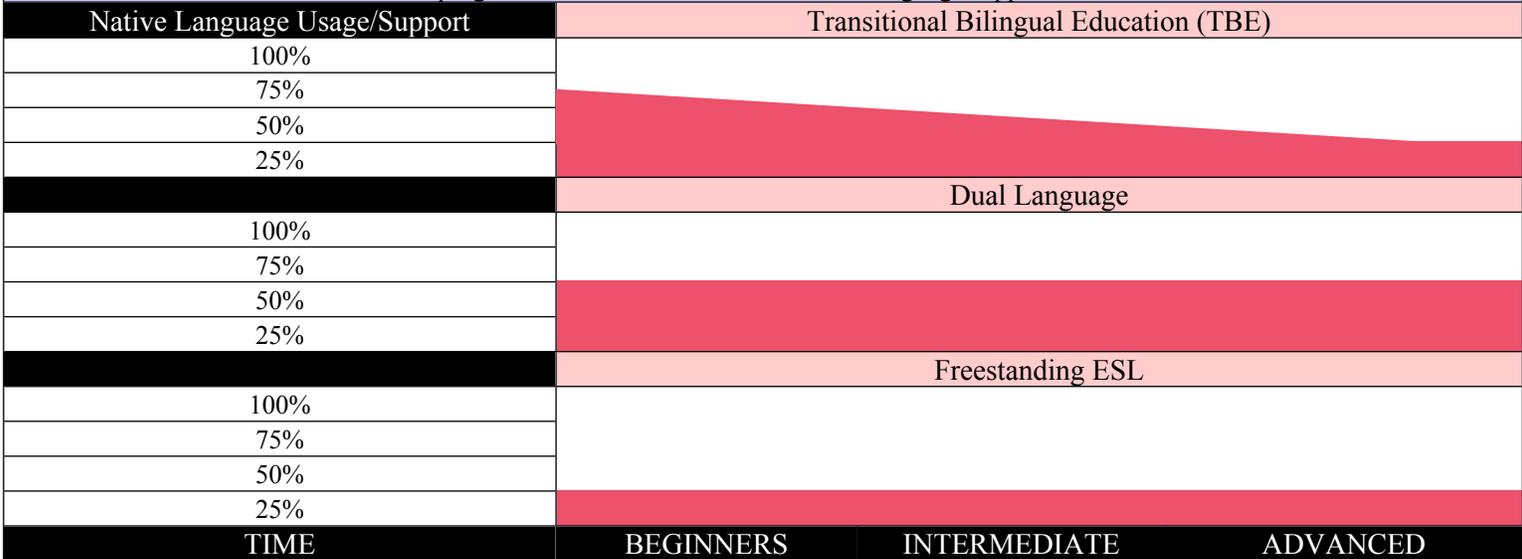
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- Global Leader teachers who speak newcomer students' native language provide native language support as needed in Spanish, Chinese and French. Newcomer Spanish speaking students and Chinese speaking students are paired with more advanced English speaking students who share their home language. In addition, Spanish/English, Chinese/English and French/English dictionaries are provided for student use in all classrooms, along with NYSED bilingual glossaries for each content area. Intermediate and Advanced level ELLs are encouraged to utilize these tools to acquire academic vocabulary terms and use them in listening, speaking, reading and writing tasks. Classroom libraries contain bilingual Spanish/English, Chinese/English and French/English books and additional resources, such as assistive technological devices such as electronic dictionary translators, digital voice recorders, iPads and laptop computers with multi-language capabilities.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program is successful at meeting the needs of ELLs in content and language development because all classes follow a workshop model that integrates literacy skills with content learning. For example, science and social studies teachers are encouraged to pre-teach content-specific vocabulary to ELL students, differentiate between content and academic vocabulary and provide students with appropriate native language translations or texts in order to supplement the content curriculum. Students engage in Common-Core aligned tasks that accommodate their English proficiency levels. In this way students are provided with opportunities to engage in appropriate grade-level content and concepts while simultaneously progressing in their English language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- One of our schoolwide instructional goals is to use technology as a tool to support instructional expectations. The 2013-2014 school year will pilot programs on iPads and laptops that specifically support the development of literacy skills for ELLs. The Learning A-Z Raz-Kids online reading program is an example of one such interactive technology that develops students' listening, speaking, and reading skills.
12. What programs/services for ELLs will be discontinued and why?
- At this time we will not discontinue any ESL services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ESL after school is offered twice weekly to beginning and intermediate level ELLs, in addition to two periods a week of Extended Day in which targeted instruction is provided to the lowest performing third of ELL students. In order to support ELLs in preparation for the NYS ELA and Math Exams, ELL students also receive AIS and Saturday Academy support services. ELLs are also encouraged to participate in our schools' extracurricular activities such as band, track, basketball and cheerleading. Our ESL students are fully integrated into our after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Spanish/English, Chinese/English and French/English dictionaries are provided for student use in all classrooms, along with NYSED bilingual glossaries for each content area. Intermediate and Advanced level ELLs are encouraged to utilize these tools to acquire academic vocabulary terms and use them in listening, speaking, reading and writing tasks. Classroom libraries contain bilingual Spanish/English, Chinese/English and French/English books and additional resources, such as assistive technological devices such as electronic dictionary translators, digital voice recorders, iPads and laptop computers with multi-language capabilities. iPad and laptop programs that specifically support the development of literacy skills for ELLs are utilized. The Learning A-Z Raz-Kids online reading program is an example of one such interactive technology that develops students' listening, speaking, and reading skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL model, native language bilingual dictionaries and content-specific glossaries are provided to deepen student understandings of content material. Dual language flashcards are made and updated on a weekly basis for students to use during classwork and homework. Native language literacy skills are also encouraged by providing students with paired texts in English and their native language where available.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELL services are delivered in conjunction with ELLs' ages and grade levels following the push-in model, as ELA classes are

grouped according to grade. Pull-out services occur heterogeneously across ages and grade levels, as they are homogeneously grouped by English Proficiency levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In September our school hosts a Welcome Back Night. During the Welcome Back Night students and parents are given a copy of the curriculum along with the state standards. Each teacher verbally outlines their curriculum and class requirements. All families are encouraged to attend and ask questions. In November we have our first Parent/Teacher conferences. At Parent/Teacher conferences parents are given their child's report card, verbal feedback and how they can provide assistance to their child at home. ELL students are encouraged to attend with their parents to ensure clear communication between student, parent and teacher expectations.

18. What language electives are offered to ELLs?

Spanish as a Foreign Language (LOTE) is offered to ELLs for whom Spanish is not their native language.

19. For schools with dual language programs:

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

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All personnel working with ELLs participate in school-wide professional development once a month, including: ELL strategies across content areas, Differentiated assignments for ELLs. At the beginning of the school year all of our teachers report to work a week early in order to participate in a 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 an ESL teacher who has gone through the regional Jose P. training and has also been an ESL coordinator. On staff we have a few Spanish-speaking teachers and paraprofessionals who provide support to the ESL students in their native language during the school day. Our bilingual school guidance counselor helps newcomer students adapt to the social and emotional demands of middle school, and provides extra support to ESL students in their transition from middle school to high school. Throughout the year our entire staff including guidance counselor and paraprofessionals receive professional development on common-core standards and ELL support. School administration and guidance counselor work closely with the 6th and 8<sup>th</sup> grade team to develop systems and protocols to help make the adjustment to middle school and the transition to high school easy for our ELLs.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 our school hosts 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 requirements. All parents are encouraged to attend and ask questions. In November we have our first Parent/Teacher conferences. At Parent/Teacher conferences 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 exams. 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, Chinese and French by one of our multilingual teachers. All parent activities have translators on hand. The translators are school staff including teachers, paraprofessionals, our parent coordinator and DOE translators. The parents also receive phone calls in their home language inviting and encouraging them to attend all the workshops. Our parent coordinator works with WANY to provide ESL services at our school in the evening to our parents. We conduct a parent survey every year in multiple languages in order to better meet the needs of our parents the following year. 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 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 and these sessions. All Professional development workshops are provided 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 regional 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? 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.

### **E. 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 response to question here:

# Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carry Chan	Principal		1/1/01
Keri Ricks	Assistant Principal		1/1/01
Daisy Rios	Parent Coordinator		1/1/01
Tiffany Huang	ESL Teacher		1/1/01
	Parent		1/1/01
Melanie Werner	Teacher/Subject Area		1/1/01
Jessie Startup	Teacher/Subject Area		1/1/01
Erin Garry	Coach		1/1/01
	Coach		1/1/01
Sandra Brandan	Guidance Counselor		1/1/01
Kathy Pelles	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*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 2013-2014 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 ESL teacher parents are shown the DOE video in parents' native language. During the workshop, information is provided in the parents' native language by an school based translator. If a school-based translator is not available in the school, we request a translator from the DOE office of translations. We also host Back to School nights, Curriculum Nights, High School Application Workshops, ARIS Parent Link training as well as 2 Parent/Teacher Nights. All of the events and any parent workshops are translated into Spanish and Chinese from one of our multilingual teachers or staff members. 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. 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.

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): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>33</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u> # 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 and these sessions. All Professional development workshops are provided an ESL provider from Lower East side prep highschool. 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 regional 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>		