



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH

**DBN (i.e. 01M001):** 11X272

**Principal:** RASHAUNDA SHAW

**Principal Email:** RSHAW4@SCHOOLS.NYC.GOV

**Superintendent:** ELIZABETH A. WHITE

**Network Leader:** RUDOLPH RUPNARAIN

### 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
Rashaunda Shaw	*Principal or Designee	
Viktor Vorfi	*UFT Chapter Leader or Designee	
Vacancy	*PA/PTA President or Designated Co-President	
Shareese Bobbitt	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sharon Spann	Member/ Assistant Principal	
Dayne McLean	Member/ Assistant Principal	
Pauline Lynch	Member/ Teacher	
Lisa Deleo	Member/ Teacher	
Gillian Pemberton Smith	Member/ Parent Coordinator	
Byron Licari	Member/ Teacher	
	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.

# **School Comprehensive Education Plan (SCEP) Requirements**

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

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### ***All Schools***

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each 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 Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### ***Priority Schools Only***

<b>X</b>	<b>Expanded Learning Time (ELT) Program Description</b>
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## School Information Sheet for 11X272

School Configuration (2013-14)					
Grade Configuration	06,07,08,SE	Total Enrollment	293	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	8	# SETSS	4	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	13	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.2%	% Attendance Rate		90.2%	
% Free Lunch	90.9%	% Reduced Lunch		4.3%	
% Limited English Proficient	10.5%	% Students with Disabilities		19.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American		62.6%	
% Hispanic or Latino	32.3%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	1.7%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.17	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	2.9%	% Teaching Out of Certification		13.3%	
% Teaching with Fewer Than 3 Years of Experience	17.1%	Average Teacher Absences		11	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		5.9%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		45.7%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP

#### **Describe the strengths of your school's 12-13 SCEP.**

Goal 1-"The School Leadership should develop a systematic process to monitor progress of the school towards meeting the goals within the CEP. This system should include interim benchmarks and achievable goals that should be met before establishing new priorities."

Goal 2- "Supervisors should monitor the implementation of these different (ICT) methods of instructional delivery through regular observation. The school leadership should seek support from the Network to have PD that supports teachers in effectively differentiating instruction to allow access to the curriculum for all students, including special populations. The school leadership should seek Network support to conduct inter-visitations to schools that are successfully differentiating instruction to meet the needs of all students."

Goal 3-PD should be provided for integrated CO-teaching teachers and general education teachers that focus on different methods of instructional delivery.

These aforementioned goals were 272x's greatest success as indicated by our student data in the 2012-2013 Progress Report. Our primary goals during the last school year were to ensure that all students received Common Core aligned instruction in all subject areas. Our teachers were exposed to professional development which assisted them in the writing of Common Core aligned curriculum maps, unit, and lesson plans. Teachers were able to implement the instructional shifts in unit and lesson plans.

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

Goal 4-"The school leadership should work with the teacher teams to prioritize the implementation and monitoring of the PBIS program. The school with the assistance of the Network student support staff should ensure that the development and implementation of the program is consistent, including tiers of support for special populations.

Goal 5-The school leadership should identify community-based partnerships to support the needs of the students and families."

During the 2012-2013 school years, we did not successfully meet the needs of our PBIS program. The development and implementation of the program was inconsistent.

We did not successfully identify community-based partnerships to support the needs of our students and families. The relationships necessary to develop these programs were not fostered in a timely fashion.

#### **Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

During the development and implementation of the school's 2012-2013 SCEP, we experienced challenges identifying the needs of our students and families and fostering relationships with community based organization to provide appropriate support to address the needs of our various population, specifically, our overage students. Our students needed a consistent, well structured, PBIS program with incentives to foster positive behavior. Our "at risk" and overage students needed consistent strategies to assist them with developing appropriate social, emotional, and academic habits to be successful in school. The lack of this type of support contributed to an increased number of OORS reports.

#### **Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

Goals one, two and three were successfully implemented.

- Our systemic approach to teacher evaluation using research based Danielson framework assisted us in identifying our teacher's areas of weakness and providing ongoing and differentiated support to teachers. Through professional development weekly workshops, monthly department meetings, weekly department inquiry meetings and one-to-one conferences with teachers, we were able successfully meet the needs of our teachers to enhance student progress.
- During the 2012-2013 school years, we successfully met the needs of our special education staff and students. The supervisor in charge of Special Education met weekly with the SIT and SAT to ensure that systems were in place to assess the students and meet their needs. Special Education teachers met twice each week to discuss student's areas of weakness, review student work, and through the inquiry process work on modes of instruction to meet the varied learning modalities of the students.
- During the 2012-2013 school year, our network team provided support to supervisors and teachers on and off campus on use of Universal Design for Learning. Supervisors carefully monitored evidence of UdL in unit plans, lesson plans, and day-to-

day instruction. Teachers were held accountable for ensuring that all students including SwDs and ELLs had access to the curriculum.

**Were all the goals within your school's 12-13 SCEP accomplished?**  **Yes**  **No**

**If all the goals were not accomplished, provide an explanation.**

There were two goals that were not accomplished. During the 2012-2013 school year. We were able to successfully implement the PBIS approach and we did not maintain partnership with a CBO to support our students and families.

**Did the identified activities receive the funding necessary to achieve the corresponding goals?**  **Yes**  **No**

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP

**Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

Our goal this school year is to renew and revitalize 272x's mission to focus on environmental research. We will need to build and foster relationships with Community Based Organizations and the GLOBE Program at Queens College to improve our science education.

**List the 13-14 student academic achievement targets for the identified sub-groups.**

Our goal is to make progress at least 10% in math and ELA with all of our subgroups including SwDs, ELLs, and lowest one third of our students.

**Describe how the school leader(s) will communicate with school staff and the community.**

School leaders communicate with staff via

- Faculty conference
- Department meetings
- 1:1 conference
- Memorandums
- Personnel letters
- Logs of Assistance
- Newsletters
- Emails
- Flyers

School leaders communicate with the community via:

- Parent Workshop/Meetings
- Parent/Teacher Conferences
- Letters
- Monthly Calendar
- Flyers
- Phone Calls
- Phone Messenger Calls
- Emails
- School Website
- Jupiter Grades

**Describe your theory of action at the core of your school's SCEP.**

Our theory of action is a result of our analysis of observations and data from the State School Quality Review and the DoE Quality Review. Focused learning walks, formal and informal observations with feedback sessions coupled with data analysis inform our theory of action for developing teachers. Devoting resources and time to developing our teacher's capacity to facilitate ongoing instructional improvement will be grounded in improving learning experiences for all students.

**Describe the strategy for executing your theory of action in your school's SCEP.**

Promote professional development:

- All staff
- Risk free
- Friendly
- Collaborative
- Differentiated
- Resourceful

Provide Professional Development

- Common Planning Periods
- Faculty Conference
- Workshops on and off campus
- Lunch and Learn
- Department Meetings
- Inquiry Meetings

Produce

- Effective teacher practice based on the Danielson framework
- Effective teacher instructional practice aligned to the Common Core
- Increased students' progress

- Effective use of data analysis

Assess

- Changes in instructional practice
- Changes in student progress
- Changes in student interest

Achievement

- High quality instruction

**List the key elements and other unique characteristics of your school's SCEP.**

During the 2013-2014 school year we will focus on:

- Encouraging strong parent involvement through opportunities to address the concerns of the parents and community
- Community Based Organizations will assist us in creating incentives for both students and parents to participate in the learning community

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

During our weekly meetings we will focus on monitoring the process and product of our work in PBIS and parental involvement activities. The following are members of 272x's cabinet:

- Principal
- 2 Assistant Principal
- 2 Instructional Coaches
- Dean
- Guidance Counselor
- Secretary

Each week, we discuss instruction and curriculum, school social events, public relations, school climate, and culture. Systems and structure are designed for monitoring of implementation. Our guiding principle is collaboration. All decisions are made in the best interest of our students.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
“The school leadership should develop a systematic process to monitor the progress of the school towards meeting the goals within the CEP. This system should include interim benchmarks and achievable goals that should be met before establishing new priorities.”			
<b>Review Type:</b>	NYSED SQR	<b>Year:</b>	2012
		<b>Page Number:</b>	4
		<b>HEDI Rating:</b>	Developing

### Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>X</b>	<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, the school administration will conduct frequent cycles of formal observations and provide differentiated professional development to all teachers to improve instructional practice as evidence by students’ achievement data, and teachers’ growth using Danielson’ framework.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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#### **A. Strategies/activities that encompass the needs of identified subgroups**

All teachers will participate in professional growth practices that shift teaching practices. <ol style="list-style-type: none"> <li>1. Activity-A minimum of three classroom observations to observe practices across competencies 1e, 3b, and 3d of the Danielson rubric will be conducted by the Administrators and the F-Status Retired Principal. <b>(SOP 2.3)</b></li> <li>2. Activity-All teachers complete three self-reflections regarding their practice within the specified domains of the Danielson rubric <b>(SOP 2.3)</b></li> <li>3. Activity-All teachers write a minimum of five highly effective lessons in accordance with the Danielson rubric <b>(SOP 2.3)</b></li> <li>4. Activity-All teacher teams (Inquiry, Grade Level, and Department) will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work developed during the 13-14 school year. <b>(SOP 2.3; 2.5)</b></li> <li>5. Activity-Modifying lessons according to the feedback received from the observations conducted in Activity A1 <b>(SOP 2.5)</b></li> </ol>
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#### **B. Key personnel and other resources used to implement each strategy/activity**

<ol style="list-style-type: none"> <li>1. F status retired principal will work with Assistant Principals and Principal on effective classroom observations as well as coaching instructional leads and teachers.</li> <li>2. Generation Ready Consultant will work with school based instructional coaches, teachers and teacher teams on delivering Common Core aligned and effective classroom instruction.</li> <li>3. DoE Talent Coach will meet with all department chairs (4) and administrators (3) on implementing the Teacher Effectiveness (TE) Rubric.</li> <li>4. Assistant Principals (2) will hold weekly department meetings with all teachers in each department and monthly feedback sessions for developing lessons.</li> <li>5. All Teacher teams (Inquiry, Grade Level, and Department) will engage in inquiry and design coherent lessons to improve student achievement.</li> </ol>
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#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

<ol style="list-style-type: none"> <li>1. By the end of the 2013-14 school year, school leaders and teachers will agree with the calibrated rating of 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across competencies 1e, 3b, and 3d.</li> <li>2. Self-reflections will be used both prior to and after each post observation to measure the alignment between teachers’ SA and observed practice.</li> <li>3. Teachers will share their highly effective lessons on the school’s ARIS private community.</li> <li>4. The data specialist will conduct an analysis of the results of the internal assessments as compared to the external assessments to evaluate the alignment between the internal and external data with a target of no more than a 10% deviation in the scoring alignment.</li> <li>5. 50% of lessons will increase their HEDI rating by one level from original lesson to the observation of the modified lesson.</li> </ol>
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#### **D. Timeline for implementation and completion including start and end dates**

<ol style="list-style-type: none"> <li>1. All teachers will be observed, both formally and informally, a minimum of three or six times times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year self-reflections and assessments. September 2013-April 2014</li> <li>2. Every other month, beginning in September 2013 and ending in June 2014.</li> </ol>
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3. Beginning in September 2013 and ending June 2014, Assistant Principals (2) and the instructional coaches will hold weekly common planning meetings with all teachers in the department and monthly feedback sessions for writing lessons.
  4. A minimum of three times a year between October 2013 and May 2014.
  5. Modifications to lessons will be made within two weeks of the post observation documented in the cycle of classroom observations.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. PS daily rate for F-Status retired principal X 52 sessions, 10 Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson.
  2. Per diem rate teachers for coverage of 10 days to engage teachers in Professional Development to enhance data analysis while closely examining student work.
  3. Inquiry Teams comprised of 4 teachers on each of the 4 teams meet 2-3 x per month x 9 months for a 3 hour session at the per session rate for Data/Inquiry to address the gaps between what students know and need to learn (Curriculum Planning and Writing, Inquiry meetings, and professional development).
  4. Generation Ready Consultant X 33 sessions professional development sessions for 6 teachers x 4 hours per session.
  5. Cabinet meeting weekly to discuss the effectiveness of all activities.

**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>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>	<b>X</b>	<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
"School leadership cannot yet articulate school wide performance growth based on administered assessments to date. Current systems for looking at grades for the last reporting period in comparison to the previous one yield unclear information to assess growth. Bar graph charts display assessments that measure different content objectives rendering them incomparable. Grading policy differs by grade and department resulting in limited coherence across the school thus producing an inconsistent gauge to measure progress. This impedes the opportunity to make timely adjustments and/or provide accurate feedback to students and teachers based on student outcome data to improve school-wide processes." School Quality Review 2012-2013, p. 5.				
<b>Review Type:</b>	NYC DOE Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b> 5
		<b>HEDI Rating:</b>	Developing	

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>X</b>	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>	<b>X</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2013, based on assessment data from all content areas, all teachers will work collaboratively in the use of student achievement data to enhance the focus of implementation of the Common Core learning.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
1. In September 2013, teachers will meet with their departments to create, revise and collaborate on units, lessons and performance tasks aligned to the Common Core State Standards.(SOP 3.4)	

2. During the 2013-2014 school year, teachers will develop unit and lesson plans based on Common Core theory. Teachers will also incorporate UDL strategies in order to provide multiple entry points for all learners. This collaboration and revision will improve teacher effectiveness and student outcomes. **(SOP 3.4)**
3. In September 2013, the ELD dept will begin using the Common Core aligned Code X program by Scholastic. Scholastic uses five principles that represent key shifts in curriculum and instruction. **(SOP 3.2)**
4. The Science Department will incorporate Common Core standards into laboratory procedures and performance tasks. **(SOP 3.2; 3.4)**
5. In September 2013, the principal will develop a coherent grading policy by grade and department to measure progress. **(SOP 3.5)**

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

1. The school principal will provide Common Planning Time, Teacher/Team Inquiry Teams and Interdisciplinary Teams within the school program and provide a professional development plan.
2. Assistant Principal supervising Math, Science, Physical Education and Health departments, and the Instructional Coach will incorporate UDL strategies providing multiple entry points for all learners improving teacher effectiveness and student outcomes.
3. Assistant Principal supervising English as a Second Language, Special Education, Social Studies, and foreign language departments will implement Code X representing the key shifts in curriculum and instruction.
4. Assistant principals, Instructional Coach and science teachers will incorporate Common Core standards into laboratory procedures and performance tasks.
5. The principal, assistant principals, Learning Coach and guidance dept will implement a coherent grading policy by grades and departments to measure progress.

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

1. Every week, the principal will provide Common Planning Time, Teacher Team Inquiry Teams and Interdisciplinary Teams within the school program and monitor the professional development plan.
2. Every week, the assistant principals and the Instructional Coach will collect and assess UDL strategies, evaluating the progress of providing multiple entry points for all learners and the effectiveness of teachers on student outcomes.
3. Monthly, ELA and SS depts will evaluate curriculum aligned with Scholastic Code X, incorporating Common Core Practices, Lesson Plans and Activities, Performance Tasks, Writing Assessments, Writing Folder Samples, Reading Assessments and data analysis.
4. Monthly, the science dept will evaluate the embedding of Common Core Learning Standards into laboratory procedures and performance tasks.
5. Monthly, the principal and assistant principals will monitor and evaluate the implementation of a coherent grading policy by grades depts. to measure progress.

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

1. During the 2013-2014 school years, The school principal will provide Common Planning Time, Teacher/Team Inquiry Teams and Interdisciplinary Teams within the school program and provide a professional development plan.
2. During the 2013-2014 school years, Assistant Principal supervising Math, Science, Physical Education and Health departments, and the Instructional Coach will incorporate UDL strategies providing multiple entry points for all learners improving teacher effectiveness and student outcomes.
3. During the 2013-2014 school years, Assistant Principal supervising English as a Second Language, Special Education, Social Studies, and foreign language departments will implement Code X representing the key shifts in curriculum and instruction.
4. During the 2013-2014 school years, Assistant principals, Instructional Coach and science teachers will incorporate Common Core standards into laboratory procedures and performance tasks.
5. During the 2013-2014 school years, The principal, assistant principals, Learning Coach and guidance dept will implement a coherent grading policy by grades and departments to measure progress.

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

1. Common planning periods will be embedded into the school day schedule.
2. Word Generations will take place in every classroom promoting interdisciplinary teaming.
3. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
4. Professional development sessions for teachers to support enhancing teacher practices from "Teach Like a Champion"
5. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	<b>X</b>	<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"School leaders and faculty have made efforts to integrate prioritized Common Core Learning Standards (CCLS) such as evidenced-based responses and vocabulary development across subjects. However, explicit strategies and modifications to support English Language Learners, students with disabilities and higher achievers are not identified in curricula. For example, in an ELA unit entitled, A Sense of Worth, the curriculum embeds CCLS standards in reading content and higher order thinking skills. However, corresponding lesson plans lack varied modifications to engage struggling or high achieving students in rigorous tasks or extensions. This result in curricula that does not yet foster conceptual understanding of subject matter that is accessible to a diversity of learners thus hindering improve student outcomes for all.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>	<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Throughout the 2013-2014 school year, school leaders will integrate CCLS across all content areas. Specific planning documents will demonstrate explicit strategies and modifications to support ELLS, SwDs and higher achievers. School leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies and lesson planning aligned to Danielson (1E) and (3B0 so that teachers incorporate critical thinking and discussion within their daily planning.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. In September 2013, School Principal will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction **(SOP 4.2)**
2. During the 2013-2014 school year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms. **(SOP 4.2; 4.5)**
3. Throughout the 2013-2014 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson). **(SOP 4.3)**
4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and the instructional coach will look at student data and analyze such data on a quantitatively and qualitatively basis to provide adjustments to lesson plans and unit maps as well as having the Instructional Coach and Curriculum Team providing professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in Scholastic Story Works **(SOP 4.3; 4.5)**
5. During the 2013 school year, Principal and Assistant Principals will provide time/schedule to conduct intra-visitations **(SOP 4.2)**
6. For the 2013 school year, an intervisitation schedule will be provided for visits to other schools to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities **(SOP 4.2)**
7. During the 2013-2014 school year, administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework. **(SOP 4.2)**
8. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads

workshops, Common Core Task planning. **(SOP 4.2)**

9. During the 2013-2014 school year, school curriculum team will conduct 'Aim' and Essential Question walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool. **(SOP 4.2; 4.4)**

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

1. The Principal will provide opportunities for teachers to share best practices to raise the Level of Tier 1 Instructors.
2. School Principal and assistant principals will provide targeted intervention Professional Development to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal reading and establishing teacher teams and meeting norms.
3. Teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. Teachers, A.P.'s and the Instructional Coaches will analyze student work and data on a quantitative and qualitative basis to adjust lesson plans and unit maps in addition to having the Instructional Coach and Curriculum Team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in Code X.
5. Principal, and Assistant Principals will provide time/schedule to conduct intra-visitations
6. Principal, and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with Disabilities
7. Administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
8. Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. School Curriculum Team will conduct 'Aim' and Essential Question walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool.

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

1. On a monthly basis, School Principal will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction.
2. On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.
3. On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and the Instructional Coach will evaluate how teachers look at student work both quantitatively and qualitatively, to adjust lesson plans and unit maps in addition to having the Instructional Coach and Curriculum Team evaluate professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in Story Works .
5. On a weekly basis, Principal, and Assistant Principals will evaluate time/schedule to conduct intra-visitations
6. On a monthly basis, Principal and Assistant Principals will evaluate time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. On a monthly basis, administration will evaluate the use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
8. On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. On a weekly basis, school curriculum team will evaluate the Essential Question and objectives, formative assessments for alignment walks while evaluating the progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 272x Observation tracking tool.

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

1. . During the 2013-2014 school year., School Principal and asst' principals will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. During the 2013-2014 school-year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Scholastic's Story Works and establishing teacher team and meeting norms.
3. Throughout the 2013-2014 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is

deepened (DOK, Cognitive Rigor Matrix, Danielson).

4. During the 2013-2014 school year, on a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will look at student data analysis both quantitatively and qualitatively in order to adjust lesson plans and unit maps as well deploying the Instructional Coach and Curriculum Team in an effort to provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in Code X.
5. During the 2013-2014 school year, Principal, and Assistant Principals will provide time/schedule to conduct intra-visitations.
6. During the 2013-2014 school year,, Principal, and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with Disabilities
7. During the 2013-2014 school year, administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
8. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. During the 2013-2014 school year, school Curriculum Team will conduct Essential Question, objective and formative assessments walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 272x Observation tracking tool.

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

1. Common Planning Periods
2. Teacher Team Periods
3. Monday Professional Development sessions
4. After-School Professional Development sessions.
5. Differentiated Professional Development focused on the 4 Domains and 22 Competencies (Supervisor per-session: 3 Supervisors + 3 hours + 22 sessions) (Teacher per-session: 17 teachers + 3 hours + 22 sessions)
6. Professional Periods for Intra-visitations.
7. Weekly cabinet meetings.
8. After-school meetings with Network/Cluster personnel.
9. Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school.

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"The school leadership should work with the guidance counselor to develop a more in-depth plan to support all students to research high school choices and to better assist them to navigate through the high school selection process. There is inconsistent use of the PBIS program in the school." (NYS School Quality Review, p. 4

<b>Review Type:</b>	NYS SQR	<b>Year:</b>	2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Ineffective
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014 the vision for student social and emotional development will be articulated with positive student behavior and classroom management programs as measured by a 5% increase in improvement of tone and climate on the NYC School Survey as well as a 5% reduction in suspensions and student referrals in OORS. The Principal and assistant principals, teams and teachers will articulate a clear and consistent College Ready message to every student demonstrating a renewed dedication to building positive school relationships that will positively impact the extended school day.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. In September 2013, School Principal, Assistant Principals, School Leadership Team, guidance department and Dean will update school-wide discipline policy as well as develop grade appropriate plans, Looking Ahead at High School. **(SOP 5.2; 5.5)**
2. In August 2013, School Principal will partner with Office of Safety and Youth Development and Kagan Cooperative Learning Strategies and as well as incorporate strategies from the Pre-Referral Intervention Manual (SOP 5.2)
3. In September 2013, School Principal, Assistant Principals and Dean will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors and celebrate students, teachers and stakeholders who demonstrate best practices of habits of mind. **(SOP 5.2; 5.3; 5.4; 5.5)** Habits of Mind Program
4. In September 2013, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. **(SOP 5.2, 5.5)**
5. On a monthly basis, School Principal and Deans will track OORs reporting reports for incidents and suspensions. Principal, assistant principals and dean will deploy and monitor personnel to targeted problematic areas mitigating potentially high student infractions. **(SOP 5.5)**
6. Throughout the 2013-2014 school year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum. **(SOP 5.2; 5.5)**
7. In Summer of 2013, Assistant Principal will Partner with the Director of "Bullying". **(SOP 5.2)**
8. In September 2013, School Principal will realign the roles and responsibilities of the Dean's position. **(SOP 5.2)**
9. Throughout the 2013-2014 school years, all staff and faculty will promote high school choice and excellent conduct in all classes through the school wide incentive Carnivals. (SOP 5.3)
10. Throughout the 2013-2014 school years, Phys. Ed. Teacher will implement the Student Recreational Center and Student Fitness Center. (SOP 5.3)
11. Throughout the 2013-2014 school years, School Principal, Assistant Principals and Guidance Counselors will create and implement Guidance After-School Program. **(SOP 5.3; 5.5)**

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

1. School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data disproportionality.
  2. School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual
  3. School Principal, Assistant Principals and Deans will Align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors.
  4. Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.
  5. School Principal and Deans will track OORs reporting reports for incidents and suspensions.
  6. School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
  7. Assistant Principal will Partner with Lee Hirsch, Director of "Bullying".
  8. School Principal will realign the roles and responsibilities of the Deans position
  9. All staff and faculty will promote excellent conduct in all classes through the school wide incentive Carnivals.
  10. Phys. Ed. Teacher will implement the Student Recreational Center and Student Fitness Center.
- 1.

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

1. On a monthly basis, school Principal, Assistant Principals, School Leadership Team and Deans will evaluate school-wide discipline policy as well as look at data disproportionality.
2. On a yearly basis, School Principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual
3. On a monthly basis, School Principal, Assistant Principals and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed anti-bullying behaviors.
4. On a mid-year basis, Assistant Principal and Anti-Bullying Coordinator will evaluate the staff mid-year survey as well as evaluate the student mid-year survey.
5. On a monthly basis, School Principal and Deans will evaluate and monitor OORs reporting reports for incidents and suspensions.

6. On a monthly basis, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. On a yearly basis, Assistant Principal will evaluate the partnership with Lee Hirsch, Director of "Bullying".
8. On a yearly basis, School Principal will evaluate the realignment of the roles and responsibilities of the Deans position
9. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive Carnivals.
10. On a weekly basis, the Phys. Ed. Teacher will evaluate the implementation of the Student Recreational Center and Student Fitness Center.

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

1. On a yearly basis, School Principal, Assistant Principals and Guidance Counselors will evaluate Guidance After-School Programs
2. On a monthly basis, School Principal, Assistant Principals, School Leadership Team and Deans will evaluate school-wide discipline policy as well as look at data on disproportionality.
3. On a yearly basis, School Principal will evaluate partnership with Office of Safety and Youth Development as well as Kagan Cooperative Learning evaluate strategies from the Pre-Referral Intervention Manual.
4. On a monthly basis, School Principal, Assistant Principals, dean and guidance department will evaluate guidance interventions as well as evaluate monthly assemblies that addressed anti-bullying behaviors.
5. On a mid-year basis, Assistant Principal and Anti-Bullying Coordinator will evaluate the staff mid-year survey as well as evaluate the student mid-year survey.
6. On a monthly basis, School Principal and Deans will evaluate and monitor OORs reporting reports for incidents and suspensions.
7. On a monthly basis, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
8. On a yearly basis, Assistant Principal will evaluate the partnership with "Director of "Bullying".
9. On a yearly basis, School Principal will evaluate the realignment of the roles and responsibilities of the Dean's position  
on a quarterly basis, all staff and faculty will evaluate the excellent conduct and high school choice campaign in all classes through the school wide incentive Carnivals.
10. On a weekly basis, the Phys. Ed. Teacher will evaluate the implementation of the Student Recreational Center and Student Fitness Center.  
On a yearly basis, School Principal, Assistant Principals and Guidance Counselors will evaluate Guidance After-School Programs.

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

1. Advisory periods.
2. Dean/Advisory meetings.
3. Assembly periods.
4. Response to Intervention Team meetings.
5. OORs meetings, once a week with Deans and Assistant Principals.
6. Cabinet meetings with Assistant Principals and Deans on a weekly basis.
7. After-school meetings with Deans with regard to "Bullying" partnership with Lee Hirsch.
8. Weekly cabinet meetings with Assistant Principals to evaluate and assign Dean's roles.
9. Quarterly after-school meetings with Phys. Ed. Teacher to plan and implement student incentive Carnival.
10. After-noon/lunch time recreation time via the use of the student *recreation room and student fitness center*. Field trips for students coordinated by teachers to support the PBIS initiative.
11. After-school meetings with Guidance Counselors to implement and evaluate guidance interventions.

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>	<b>X</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

## Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"The school leadership should identify community-based partnerships to support the needs of the students and families." (SQR, 2011-2012, p. 4) Out of 10 points, 7 points were assigned to the school in the area of communication and engagement.(NYC School Survey 2012-2013, p. 5-6)

<b>Review Type:</b>	NYC School Survey	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5-6	<b>HEDI Rating:</b>	N/A
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## Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

## Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, families will identify improved communications and engagement as evidenced by an increase in scores on the Learning Environment Survey by three points in both communication and engagement.

## Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Throughout the 2013-2014 school years, the principal and various staff members will engage community based partners and provide literature and letters to parents explaining the rationale behind the partnerships, the school's expectations of the partnerships and the partners' responsibilities. **(SOP 6.4)**
2. Throughout the 2013-2014 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator as well as Community Based Partnership personnel.**(SOP 6.2; 6.3)**
3. On a quarterly basis, the school's administrators will monitor the use of School Messenger and sponsor *Parent Forums* **(SOP 6.3; 6.2)**
4. Throughout the 2013-2014 school-years, the principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. **(SOP 6.3)**

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

1. Parent Coordinator, assistant principals and teacher leaders will engage community based partners and provide literature and letters to parents explaining the rationale behind the partnerships, the school's expectations of the partnerships and the partners' responsibilities.
2. Principal, assistant principals and Parent Coordinator will conduct parent training sessions through the coordination of the Assistant Principals, dean and Community based Partners personnel.
3. On a quarterly basis, the Principal and Assistant Principals will monitor the use of School Messenger and sponsor *Parent Forums*
4. Throughout the 2013-2014 school-years, the principal will coordinate with homeroom teachers and the Parent Coordinator; parent submission of emails to enroll in the Community Based Programs as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication programs with the school and CBOs.

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

1. Monthly Parent Workshops facilitated by the Parent Coordinator and the 21<sup>st</sup> Century's Community Based Organization, The Leadership Project will explain the rationale behind the partnerships, the school's expectations of their partners and their partner's responsibilities.
2. Twice a month check the rate of attendance of teacher, student and parents at all community based partnership events and their programs
3. Review monthly attendance of parent night activities.
4. School Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as working with the Parent Coordinator will conduct parent technology nights to promote online communication program.

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

1. On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.
2. On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
3. On a quarterly basis, school administrators will monitor the use of TeacherEase and School Messenger.
4. On a monthly basis, School Principal will coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent

Coordinator will conduct parent technology nights to promote online communication program.

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

1. Monday, monthly staff meetings afterschool.
2. Family Nights/Informational Nights (Evening times)
3. Twice a month, during cabinet meetings afterschool.
4. Professional Periods

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

Funding will supplemented by the 21<sup>st</sup> Century Grant.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

**Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Goal: By June 2014, 21st Century will enable our students to think critically, make judgments, solve complex, multidisciplinary, open ended problems, create entrepreneurial thinking habits that will increase our ELA and Math progress and reduce student OORS reported incidents.

**Activities**

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

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Principal, assistant principals and Instructional Coach will develop a menu of student topics to organize a foundation of critical thinking for approaching their entrepreneurial projects.
2. Principal, assistant principals and Instructional Coach will develop a structured after school learning experience for all students to express themselves clearly through the arts and writing to develop a frame of reference for their entrepreneurial projects.
3. Principal, assistant principals and Instructional Coach will develop a structured after school learning experience for all students to express themselves numerically and scientifically.

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Teachers, Instructional Coach and 21 Century personnel will implement instructional sessions for student topic development for their entrepreneurial projects.
2. ELA teachers, Instructional Coach and 21 Century personnel will implement instructional strategies through a structured after school learning experience for all students to express them clearly through the arts and writing to develop a frame of reference for their entrepreneurial projects.
3. Math and science teachers, Instructional Coach and 21 century personnel will implement a structured after school learning experience for all students to express themselves numerically and scientifically.

**C. Identify the target population to be served by the ELT program.**

1. All students are targeted to participate in the ELT .

**Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 <sup>st</sup> Century		Tax Levy		Title I SWP		Title I TA	X	Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

ELT partnerships are provided by 21st Century in partnership with The Leadership Project, Creative Connection, Stella Adler, and Omni Learn.

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

21st Century is our only ELT program provider.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

The ELT program meets the required integrated enrichment opportunities by offering students learner-friendly project topics rich in the content areas of math, ELA and science, fostered by team building drawn from student personal characteristics, interpersonal skills, critical and creative thinking and practical skills. Students will draw optimism from working on familiar project based tasks as they develop their business model project. Students will develop a sense of vision for easily seeing where things, both personal and business-related, can be improved and develop the requisite leadership skills required of explaining a vision to others. By focusing on problem solving techniques, students will use the SWOT Matrix (Strength Weakness Opportunities Threats) to develop the initiative needed to lead teams,; or be part of a team, in brainstorming and seeing the pros and cons of various complex teacher created scenarios. 200 hours of expanded learning time will be attained through after school and during Saturday sessions in partnership with 21st Century, The Leadership Project, Creative Connection, Stella Adler, and Omni Learn.

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

Students will partner will local businesses to understand how they relate to the greater school community and how businesses are structured to rely on skills developed through ELA, math and science instruction.

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

Teachers and 21<sup>st</sup> Century personnel will create an inventory of skills by having all students complete and submit an interest-survey. Teachers and 21 Century personnel will utilize formative and summative assessments, in addition to using periodic assessments and student work to gauge strengths and weaknesses in writing, reading and math. Instructors will differentiate their lesson plans by aligning their lesson plans to CCLS

<b>D. Are the additional hours mandatory or voluntary?</b>		<b>Mandatory</b>	<b>X</b>		<b>Voluntary</b>
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**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

Students are participating after school and during Saturday sessions.

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

The school is meeting its responsibility to provide interventions for students who need support services to increase student achievement by marketing the ELT opportunities directly to parents through letters home, phone messenger phone calls, personal phone calls and emails by guidance and administration, direct student recruitment of the most resistive by the parent Coordinator, teachers and Instructional Coach and principal.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>X</b>		<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

The school evaluates the impact of the ELT program on student achievement through a careful analysis of OORS data, formative assessments, attendance data, periodic assessments, guidance reports and dean/teacher feedback. Quarterly student surveys assessing student participation will be administered by the assistant principals.

### 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. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	<p>Kaplan Keys Advantage and Kaplan Foundations focus on comprehension and vocabulary building.</p> <p>Student's data from assessments is reviewed and the intervention is determined based on data from state test, teacher assessments, Fountas and Pinnell, and Performance Ed. The Fountas and Pinnell assessment assist us in determining the student's areas of weakness in the 5 strands of reading. Phonics, phonemic awareness, fluency, vocabulary, and comprehension are assessed. Students are grouped based on their needs. The teacher assigned to work with the group will receive data from the assessment to inform and drive their instruction.</p>	Small Group Instruction	Academic Intervention services are offered after school, Saturdays, and during the school day embedded in the school schedule.
<b>Mathematics</b>	Math strategies are based on Performance Ed. grade level. Student's data from the assessment, state test scores, and teacher assessments will determine the student's areas of weakness in math.	Small Group Instruction	Academic Intervention services are offered after school, Saturdays, and during the school day embedded in the school schedule.
<b>Science</b>	The Science AIS program uses Glencoe text and workbook for students across the grades. Teacher assessments are used to identify the students' areas of weakness. Strategies from the Glencoe program are identified by the teacher and students are provided tasks to assist in strengthening the area of weakness.	Small group instruction Push-in Lab Periods	During regular class period and After school program.
<b>Social Studies</b>	DBQ materials, online resources, and teacher's made materials.	Small group instruction. Push-in Lab Periods	During regular class period and After school program.
<b>At-risk services (e.g. <i>provided by the</i></b>	"At risk" student's areas of weakness in	Small group and individual counseling	Academic Intervention services are

<p><b>Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>ELA and math are identified through the use of Fountas and Pinnell assessment and Performance Ed.</p> <p>Kaplan Keys Advantage is used in both ELA and Math.</p> <p>The Guidance Counselor works with the teachers of our “at risk” students. Overage “at risk” students review their data with the Guidance Counselor during the school day. Students develop goals and an action plan for academic and social emotional growth. They provided with services in their academic area of weakness and counseling to address their needs and concerns. Their AIS teachers work with them on their areas of weakness. Students are taught to self-manage their learning and determine and record their own progress.</p>	<p>Parent-Teacher-Student Conferring and student counseling are core components of the AIS student support services for at risk students.</p>	<p>offered after school, Saturdays, and during the school day. One to one, counseling, group counseling , or classroom instruction.</p>
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**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ol style="list-style-type: none"> <li>1. Administrators will identify all non-HQT in the school and work closely with the CFN to ensure that non-HQT meet all required documentation and assessment deadlines.</li> <li>2. Struggling and non-HQT will be paired with HQT and/or assigned mentors.</li> <li>3. Administrators will use hiring fairs, open hire, and CFN to seek out and hire HQT teachers when positions are available.</li> <li>4. Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up-to-date practices.</li> <li>5. Teachers work in grade teams and department teams to foster collaboration and positive school culture. Reducing isolation helps retain Highly Qualified Teachers.</li> </ol>

**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).
Strategies and activities for high quality professional development for teachers, principals, and paraprofessionals aligned to CCSS will be sponsored by the school based instructional coach.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is creating a culture of opportunity for our youth: preventing and addressing violence, and providing services that enable our youth to make positive choices and lead productive lives. The coordination and integration of funds is systemic by prioritizing outcomes, deterring youth impacted by violence, creating better opportunities for students and their families by making readily available information on services for STH students and those who are prone to or victims of violence.

**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.).
N/A

**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.
MOSL committee for school selected MOSL assessments for local measure

**TA Schools Only**

**Use of Program Resources**

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

**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).
N/A

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## **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 272x. Therefore, 272x, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 272x and the families. 272x'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 272x community. 272x will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 272x community;

272x'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. 272x's 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 272x. 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, 272x will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children

who attend 272x and will work to ensure that 272x 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;

The Globe School will further encourage school-level parental involvement by:

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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>11</b>	Borough <b>Bronx</b>	School Number <b>272</b>
School Name <b>Globe School for Environmental Resea</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>Rashaunda Shaw</b>	Assistant Principal <b>Sharon Spann</b>
Coach <b>Lisa Deleo</b>	Coach <b>type here</b>
ESL Teacher <b>Nora Mejia</b>	Guidance Counselor <b>Vincent Moliterno</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Gillian Pemberton-Smith</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Rudolph Rupnarain</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)	293	Total number of ELLs	29	ELLs as share of total student population (%)	9.90%
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE							4	4	5					13
<b>Total</b>	0	0	0	0	0	0	4	4	5	0	0	0	0	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	7
SIFE	4	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	9

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	12	3	0	8	1	3	9	0	4	29
Total	12	3	0	8	1	3	9	0	4	29

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	4	9					20
Chinese														0
Russian														0
Bengali								1	0					1
Urdu														0
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	2	1					6
<b>TOTAL</b>	0	0	0	0	0	0	10	8	11	0	0	0	0	29

## 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)							2	2	5					9

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)							4	2	5					11
Advanced (A)							4	4	1					9
Total	0	0	0	0	0	0	10	8	11	0	0	0	0	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1	0	0	6
7	3	1	0	0	4
8	3	0	0	0	3
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	2	4	0	0	0	0	0	0	6
7	3	0	2	0	0	0	0	0	5
8	1	3	0	0	0	1	0	0	5
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	1	0	0	1	0	0	0	2
NYSAA Bilingual (SWD)	0	1	0	0	1	0	0	0	2

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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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?
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?
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.).

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1. Our school levels all students in Fountas and Pinnell twice a year. Fountas and Pinnell running records inform small group reading instruction based on leveled proficiency. Results boost performance in all subject areas.
2. Patterns revealed after looking at the NYSESLAT data show that ELLs' students' performance is very similar to the majority of student population at the school. The results reveal that students' greatest areas of need are in reading and writing comprehension skills. These are areas where students need to develop. Data patterns across proficiency level (on the LAB-R) shows that the majority of students need interventions in all four modalities..
- 3.
4. Patterns across proficiencies and grades are very similar. Tests scores taken in the native language are slightly higher than the ones taken in English (for newcomers). Intermediate and Advanced ELLs test results are similar whether taken in English or the native language. Intermediate and Advanced students usually prefer answering in English. The ELL Periodic Assessment test results are used to measure student progress in the four areas of study. Remedial instruction is provided in the areas of the child's needs.
5. Not applicable.
6. ELLs learn English language through content with native language support provided in the form of instruction (Spanish) as well as dictionaries, translated editions, manipulatives, and technology when available.
7. Not applicable.
8. We will evaluate the results of our ESL pull in and push out program by analyzing the data of Periodic Assessments, teacher assessments, NYSESLAT and State testing. We will also use Kaplan assessments.

## 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](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.
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. 

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### 1. ELL Identification Process

The intake for students who are new to NYC public schools is done by a trained pedagogue who at this time is the ESL teacher, Ms. Mejia. In the event that the ESL teacher does not speak the student's language another staff member fluent in the student's language is present to assist the ESL teacher with the intake. For new students where there is no staff member fluent in the student's language, we make arrangements through the Translation and Interpretation Unit to secure a translator who speaks the language. The LAB-R and the Spanish LAB are also administered by the ESL teacher. During the intake process, school policies, procedures and school expectations are explained. In addition, the ESL teacher provides new students with a brief interview with basic questions to determine the student's proficiency level in English. The results of the interview and the answers to the HLIS of Spanish speaking students provides us with information to administer the LAB. Upon registration of students new to the NYC public school system, the HLIS is administered to determine if the student is an ELL. The LAB-R and the LAB are administered to all students new to the NYC public school systems within ten days of the students' intake. Based on student's score on the LAB-R it is determined what level of ESL the student will be placed in (beginner, intermediate and/or advanced).

2. On the day of registration a meeting is set up between the ESL teacher and the parent so he/she can watch the DVD of the parent orientation. If the parent cannot stay the day of registration, the meeting is scheduled within the first ten days of student's enrollment. At the Parent Orientation an explanation of all three ESL program models is explained and at the same time an explanation is given of the program available at the school (ESL stand alone push in/pushout). In addition, an explanation is given to parents informing them that once the school has 15 or more students who speak the same language in a given grade a TBE/DL program will be offered.

After the explanation, parents are asked to complete the Parental Choice form. The ESL teacher keeps tally of the number of students who speak a given language in each grade in order to inform the principal of the need to implement a TBE/DL program at the school

3. Parent Surveys, program and entitlement letters are sent to students' parents via mail. The ESL teacher monitors the return of the letters and informs administration of the ones that have not been returned so that administration can assign a school aide to make phone calls to ensure the return of the letters. In addition, parents who do not return the letters are asked to complete the letters during parent meetings, Open School days and other parent activities. These letters are out within the first week of the student admission. The letters provided are the standard letters provided by the DOE. Once the letters are received at the school, the ESL teacher makes copies for the school and a copy is also placed in the ESL school's compliance binder.

4. Once students have the provisional results of the LAB-R, have completed the HLIS and have had the initial interview; students are assigned to an ESL class based on the results of these documents. Parents are consulted in their native language of students' placement either by mail or in person. Copies of the placement letters sent by mail by the ESL teacher are also kept in the Compliance Binder.

5. Each spring, ELLs are tested to determine their English proficiency levels using the New York State English as a Second Language Achievement Test (NYSESLAT). Eligible students are identified in ATS using the RLAT report by the ESL teacher. Students are informed by the ESL teacher of the days/periods of the test. In addition, parents are informed of the days of test administration by mail and phone calls. Furthermore all content area teachers remind students of the test days by posting the days/periods in their classrooms. In addition, the information is posted on the school's website and in posters around. Four days are set aside during the testing period to administer the different sections of the test. Sixth graders take different parts of the test on a given period/day while seventh and eighth graders take it during a different period/day. In addition, make-up test days/periods are scheduled to administer the test to absent students. Our ESL teacher proctors, collects and prepares the packages for external scoring. Our school notifies parents of NYSESLAT results. This is done at the beginning of the next school year. Students whose performance remains below proficiency continue to receive ESL services.

6. Based on our records of parent selection forms and parent surveys, about 94% of parents chose freestanding ESL, which is the program offered at our school. Parent's choice letters are kept in the students' record file in the Main Office and a tally is kept by the ESL teacher of parents' selections. Parent's responses are used to shape our interventions and determine the strategies that the school will carry out to fulfill the needs of our ELLs' population. The program offered at our school, ESL stand alone program is in alignment with parents' choice.

# 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])?
  2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  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?
  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).
  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?
  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?
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1. We have both push-in and pull-out models. Pull-out is taught in ungraded, homogeneous leveled groups (Beginners, intermediate, or advanced).
2. Beginner students receive 360 minutes (2 units of study), Intermediate 360 minutes (2 units of study), and Advanced 180 minutes (1 unit of study) of ESL weekly. NLA support is provided to Spanish speaking students.
3. The ESL teacher uses push-in model to assist ELLs during ELA and Math classes. Math and ELA uses Common Core Learning Standards. Content area classes are taught in English and the ESL teacher provides ELLs with support to make content area classes comprehensible, to foster language development and to meet the demands of the Common Core Learning Standards by using ESL strategies such as scaffolding, context clues, etc.

4. Test translated versions are made available throughout the year for our ELL population.

5. The ESL teacher is aware of every child's need in all four modalities of English acquisition and works on improving all ELLs scores. ELLs are evaluated informally in the classroom in all four areas: listening, speaking, reading, and writing by providing students with opportunities to use all the modalities in the classes. Informally students are assessed on a daily level by using different informal assessment such as exit tickets, asking students to explain what they learned, etc. In addition, students are provided with NYSESLAT prep materials during their pull-out ESL class. Advanced level students are provided with this prep during non content area classes such as music. Formally students are assessed twice a year using the Pearson Periodic Assessment. The results of the periodic assessment are used to determine students' areas of growth and areas of further need. Small evaluations are Pearson's Periodical Assessments, and NYSESLAT preparation materials and testing.

6. Special attention is given to SIFE students. Instruction focuses on their reading comprehension and basic reading and writing skills. Children that have been in US schools for less than three years, need to build everyday communication skills and also academic vocabulary. Previewing skills are used (titles, sub-titles, pictures, maps, graphs, bars, etc., to ensure ongoing understanding and English development. Use of graphic organizers and note taking skills are constantly used.

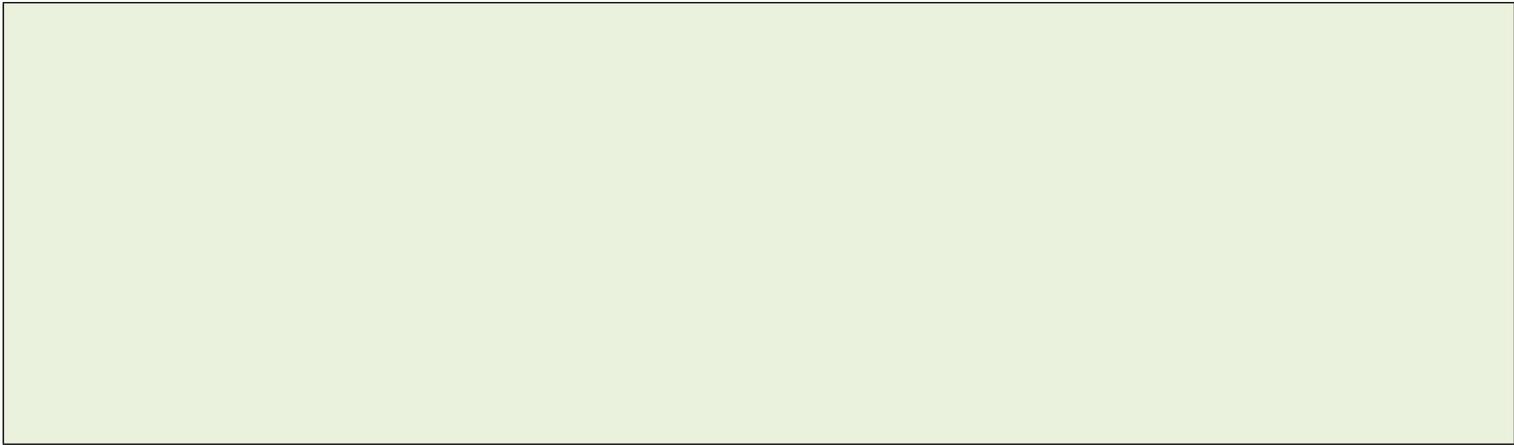
ELLs receiving service between 4 to 6 years usually lack English grammar and convention of writing. Instruction focuses mainly on those areas.

Long term ELLs are helped in English Language Arts and Social Studies. The ESL teacher pushes in during those classes to assist and evaluate student progress.

Long term ELL's for the most part have a hard time with writing skills. Work on this process is continuously done in class. Consultation is done with their teachers as well as with students to determine areas of needs. Various writing skill are discussed and reviewed in order to assist students with developing their writing skills. Former ELLs are provided with the same testing accommodations as current ELLs. They are provided with extended time for citywide and State testing. They are also provided with bilingual dictionaries and bilingual glossaries for every test except the ELA test.

7. ELL-SWDs use the same grade-level content area materials and the ESL teacher during pull-out time differentiates the material in order to make it accessible to students. Teachers work in teams to analyze student work on a weekly basis and collaboratively develop instructional strategies across the curriculum. They document their implemented strategies on school created log sheets. The assistant principals revise the school curriculum based on school wide assessments. We have included more literacy strategies across the curriculum. All teachers receive literacy training and feedback from assistant principals to help accelerate language development of all learners. Some of the instructional strategies that we use to accelerate ELL-SWDs language development are: Sharing, Graphic Organizers, Explicit Modeling, clear objectives, etc. An assistant principal is assigned to monitor instruction and compliance for ELL-SWDs.

8. Our ELL-SWDs, participate in all school functions. Teachers participate in ELA, IEP, and Math meetings to work on each ELL-SWDs goals. We have one self-contained class and one ICT class for every grade. Our ELL-SWDs are mainstreamed with general education students in several classes and activities. We use flexible scheduling for ELL-SWDs in order to provide them instruction in the least restrictive environment while at the same time adhering to students' IEP goals.



**Courses Taught in Languages Other than English [i](#)**

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**

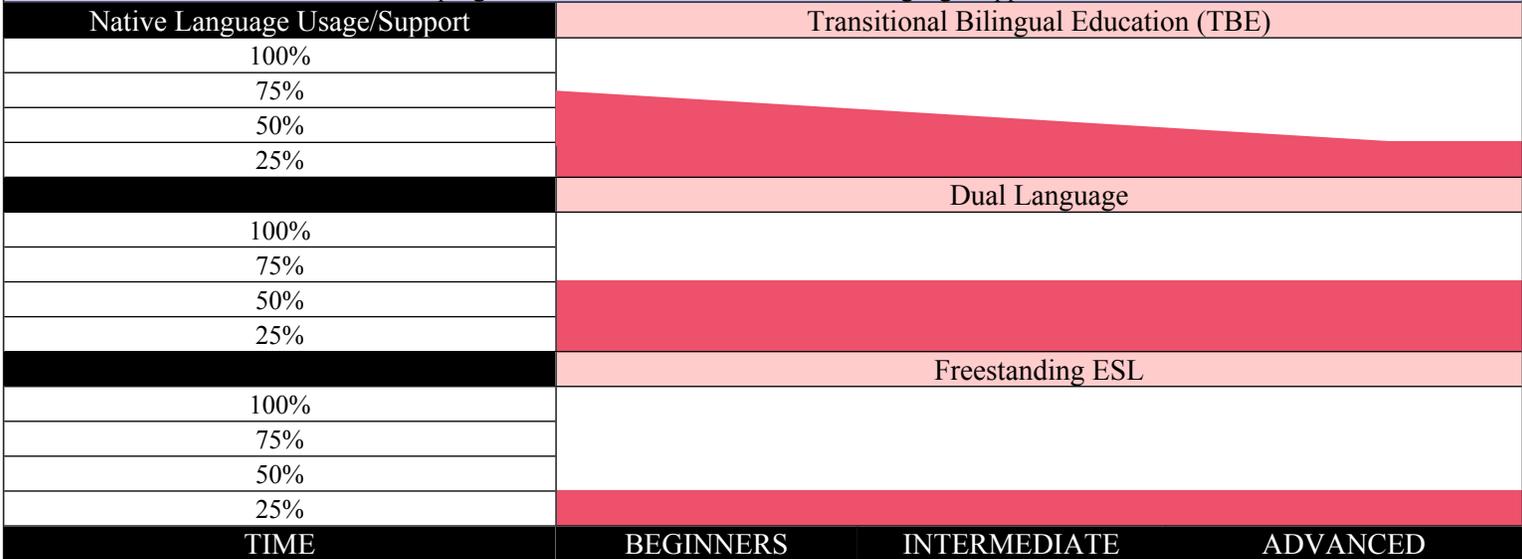
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade 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.
18. What language electives are offered to ELLs?
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)?

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9. We use "Keys to Learning" intervention program. This program is in English. This program accelerates students' language acquisition and ELA skills.
10. To promote success for our ELLs, we determine which are each learner needs. Ongoing need assessments include alternative assessments, standardized tests, one-on-one interview, group discussions and learner observations. For our pull-out program, students are placed homogeneously according to level (beginner, intermediate, or advanced).
11. Purchase of reading books in our student population native language, as well as translated versions of mathematics and science textbooks.
12. No programs/services for ELLs will be discontinued.
13. Our ELLs participate in all of our school programs. We encourage our ELLs to attend after school programs to receive homework help and to get prepared for tests.
14. We currently use "Keys to Learning" ESL program in our ESL pull-out program. We also have dictionaries in English-Spanish, English-Arabic, and English-French. In addition, our ELLs can use a laptop and use translation websites when they need to complete an assignment. For content areas, we use: key vocabulary instruction in the student's native language, ESL websites programs, picture dictionaries in the ESL pull-out classroom. In mainstream classes, content support materials are textbooks for

ESL,

Math, Science, and Social Studies.

15. Native language support is delivered to our ELLs whose native language is Spanish through the use of library books. We plan to purchase books in the language of all our ELLs. Also, we have a library with reading books in Arabic and Spanish.

16. We use service and resources appropriate for middle school students in their grade levels and in their independent reading levels.

17. Newly enrolled ELL students before the beginning of the school year when registered, receive information about the school (schedule, calendar for the year, lunch application, transportation, etc.). No activities are provided for newly enrolled ELLs before school starts. ELLs that are registered throughout the school year participate in all activities offered by the school.

18. None.

19. Not applicable.

### 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.

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1. All teachers of ELLs are observed by Assistant Principals and/or the Principal in September and October. Based on initial observations, the teacher and administration develop goals for the school year. We provide ongoing professional development sessions in house around goals as well and send the ELL teachers to trainings given by our CFN.

2. Professional development in the Common Core Learning Standards is offered to teachers of ELLs twice a month (first and third Mondays of each month) here at GLOBE.

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

4. The minimum 7.5 hours of ELL training occur on the following dates: Nov. 8<sup>th</sup> - 3 hours, June 7<sup>th</sup> - 3 hours, and Jan. 18<sup>th</sup> - 1,5 hours

## 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?

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1. Parental involvement consists of a school PTA in which all parents are invited to attend and join. In addition all parents are invited to join the SLT. Furthermore, parents are invited to attend all school function such as school trips, assemblies, etc. Letters and automated calls are sent in Spanish and English.

2. Our school partners with Urban Advantage to provide services for all ELL parents. Urban Advantage engages families in science education. Activities provided involve parents and students with family activities such as visiting the Bronx Zoo, NY Hall of Science, American Museum of Natural History, Brooklyn Botanical Garden, NY Aquarium, Staten Island Zoo, and the New York Botanical Garden. Parent coordinator and guests are invited to attend various workshops at these locations throughout the year. In addition other workshops on areas of parents' needs and on NYDOE initiatives and expectations are provided throughout the year.

3. Needs of parents are evaluated by asking parents, by way of letters and at meetings what resources they need. Parent Surveys are given inviting parents to participate in parent workshops. These letters indicate the dates and times so that parents are able to attend. These letters are sent home in the native language of the parents. Computers and laptops are provided for parent use in the main office. Letters are sent home so that parents are aware of how to look at the progress of their child by using ARIS. The role of the parent coordinator is to provide parental involvement, inform parents of upcoming events, testing dates, etc. Her goal is to provide information to parents on helping their child succeed in school with tests and by providing strategies to help their students not fail in school.

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

## 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)
Rashaunda Shaw	Principal		12/3/13
Sharon Spann	Assistant Principal		12/3/13
Gillian Pemberton-Smith	Parent Coordinator		12/3/13
Nora Mejia	ESL Teacher		12/3/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vincent Moliterno	Guidance Counselor		12/3/13
	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: 11X272 School Name: The Globe School for Environmental

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

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

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.

The GLOBE School has determined that the languages in which written translations and oral interpretation are: Spanish, Arabic, French, Fulani, and Bengali, or, in any other language that is preferred by parents. These translated services will meet our identified needs so that our large non-English speaking population will be more involved in the day-to-day activities of our school. Non-English speaking families, will be more aware of the workshops and services provided to the school community. These services will provide non-English speaking parents with access to their children's educational options help support parent-school accountability and broaden parents' capacities to improve their children's achievements. Additionally, these services will also help ensure our continued compliance with CR Part 154 and Title III regulations.

## 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.

We reviewed the Home Language Identification Surveys (HLIS) to identify what languages are spoken at home. The language in which translation and interpretation is needed mostly is Spanish. On site translation services will be provided by the ESL teacher. For PPC and IEP meetings should arise, then an outside vendor will be provided by the school.

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

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

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

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

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

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

## 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: <u>Globe School</u>	DBN: <u>11x272</u>
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>15</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: <u>1</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: This after school program is to help children develop the English language and apply the language to content areas.

Subgroups & grade levels to be served: students that will be targeted are mostly low level beginner students who are in 6th, 7th and 8th grade.

all students performed at the beginner level on their NYSESLAT.

Some of the students were exempt from the ELA last year and others scored at Level 1. this group does have SIFE students and they are not long term ELLs.

Schedule and Duration: The program started on November 13, 2012. The program will run until the last week of May, 2013. It will be held from 3:10-4:10 pm on Tuesdays, 3:10-4:10 pm Wednesdays and 3:10-4:10 pm on Thursdays.

Language of instruction: instruction will be given solely in English

# & types of teachers: there will only be 1 certified ESL teacher

Types of materials: iPods, this will be used as a reading and recording of their individual reading tool as well as allowing me to assess the students individual reading needs. This is a technique being used at one of the schools in Manhattan to work with ESL students. A video has been placed online for administrators to see how the program is of benefit to ELL students. This came from the DOE ARIS resources.

## Part C: Professional Development

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

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

Begin description here:

Rationale – Our ESL programs revolve around a pull-out service and therefore adequately developing classroom teachers in ESL/SWD/low level reader strategies is imperative to ESL student growth. We

### Part C: Professional Development

have designed a Professional Development series that looks at our current curriculum and updates it with data points, assessments and strategies to help struggling readers and ESL/SWD students. We will use Title 3 money to fund per-session time for our ESL teachers to work with the curriculum team and ELA teachers across grades to improve on classroom strategies.

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

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

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

Name of Provider -- Lorena Britos, Sergei Kallaur, Laura Vogl, Hannah Nguyen, Alana Witkovich, and Nickeisha Wilson.?????

### Part D: Parental Engagement Activities

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

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

Begin description here:

rationale: to keep parents of all entitled ELL students aware of the happenings in our school.

Becoming a well informed parent on the importance of aiding in their child's educational development leads to success for all.

- schedule: various times usually during the school day. We try to work on the availability of the parent and teacher when planning these activities.

**Part D: Parental Engagement Activities**

- topics: NYSESLAT testing scores/preparation, ELA/Math testing and studying requirements, promotion criteria information, High school information and application procedures at no cost to Title 3 budget.
- provider: ESL teacher, guidance counselor
- Parents notified: by letter in English and their native language and/or by phone.
- On November 7, 2012, parents attended an open house and were provided with a syllabus.

Parents will be invited to attend field trips. The purpose of field trips will be to expose parents and students to the greatest cultural mecca in the world - NYC. Field trip dates and locations TBD.

Parents will be invited to attend family night. Family night is scheduled to take place on January 16, 2013.

Parents will be invited to attend culture day. Culture day is scheduled for March 13, 2013.

**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>		

**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.
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		