

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

01M378

School Name:

SCHOOL FOR GLOBAL LEADERS

Principal:

CARRY CHAN-HOWARD

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 01M378
School Type: Middle School Grades Served: 6-8
School Address: 145 Stanton Street New York, NY 10002
Phone Number: 212-260-5375 Fax: _____
School Contact Person: Carry Chan Email Address: Cchan2@schools.nyc.gov
Principal: Carry Chan-Howard
UFT Chapter Leader: Anastasia Pappas
Parents' Association President: _____
SLT Chairperson: _____
Student Representative(s): _____

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street @ P.S. 20
Superintendent's Email Address: Dphilli@schools.nyc.gov
Phone Number: 212-353-2948 Fax: 212-353-2945

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Douglas Knecht
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CARRY CHAN-HOWARD	*Principal or Designee	
ANASTASIA PAPPAS	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
NICOLE RHOADS	Member/TEACHER	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The School for Global Leaders is located in the Marta Valle building located on the lower east side of Manhattan. There are two additional high schools in the building; Marta Valle High School and Lower East Side Preparatory School. The mission of The School for Global Leaders is to provide an education so that students will have academic, social, and emotional skills to succeed in high school, college and all future endeavors. We believe that each student has unique qualities and talents that will enable them to be leaders within the global community. Graduates of The School for Global Leaders will have the communication skills, leadership qualities and awareness of their responsibility to advocate for change in the world.

The school has implemented an integrated curriculum, with an emphasis on critical-thinking and problem-solving skills. Students understand how the academics are connected to real-world experiences through project-based and inquiry-based, and service learning. Graduates of The School for Global Leaders will be prepared to succeed in high school and be empowered to pursue higher education in order to advocate for global change.

Twice a year all students participate in Integrated Projects Week to complete a culminating, standards-based project, which focus on major issues impacting the world around us. This year our student government representatives are selecting the topics that students and teachers will work on and then teachers and students are organized in teams according to projects and interests. Students understand how math, science, social studies, English, physical education, and language are connected to global issues. Students are able to apply research, inquiry, and public speaking skills to complete the projects.

We believe if they have those essential communication skills, they will be further ahead of the game and could get higher paying jobs. In fact, studies have shown that a person who is bilingual on average earns 5% more nationally. Learning a foreign language is one key to a successful career and cultural path and also help shape our students futures. Many of our students speak Spanish at home so this year we are offering Chinese as our Foreign Language so that it will supplement our students' knowledge of language and diverse cultures.

In June of 2014 our school was one of 73 schools selected to join the Learning Partners Program, an innovative and collaborative initiative that brings schools together to share practices to improve learning in the classroom and raise student outcomes. As the host school, School for Global Leaders will provide support and share strong practices in the focus area of addressing gaps between where students are and the expectations of the Common Core through curriculum alignment and/or targeted academic interventions. For this work we will be partnered with The Urban Assembly for the Urban Environment and M.S. 267 Math, Science & Technology for this work

One of the challenges that our school has overcome in the past 2 years is the daily inclusion of the Arts for all 6-8 graders at the school. When we first opened our doors in 2008 our 6th graders received disjointed pockets of Arts instruction from teaching artists secured through a partnership with LEAP Arts. In 2012 we received a \$500,000 grant from the Matisse Foundation which has allowed us to offer a robust Arts program to all students in grades 6-8. This year we have also partnered up with Lincoln Center to provide additional visual and dramatic Arts education in collaboration with our Science Department. In addition, Lincoln Center is providing Arts PD to our Science teachers and our 1st year Art teacher.

According to our School Quality Snapshot for 2013-2014 we made "Excellent" progress for All Students and the Lowest Performing Students on the 2014 NYS CC ELA exam. Although we have showed excellent progress in this area we are still below the City average for students who score a level 3 or higher on the ELA exam and our ELL subgroup seems to struggle the most as evidenced by the fact that only one (1) of our ELL students scored a level 3 or higher on the 2014 NYS CC ELA exam. In order to address this gap we have renewed our partnership with Teacher's College Reading and Writing, which will support us in curriculum development and implementation as well as provide pedagogical professional development over the course of the year.

The School Quality Snapshot also revealed that although a majority of our parents are satisfied with the education that

their child has received, a mere 26% of SGL teachers would recommend this school to parents. In order to address the challenges noted above, as well as continually improve upon and evolve our school environment and culture, we have developed the following set of School Wide Instructional Foci:

The use of small group instruction to address students' learning gaps and provide enrichment opportunities by integrating intervention supports into daily classes

Building trusting relationships that will provide appropriate support to teachers and students as they grow, change and strive for success both in and out of the classroom

The creation of a positive and proactive school culture by showcasing and rewarding positive student behaviors and decisions as aligned with the school's vision and mission

The promotion of student engagement and accountability by providing students opportunities for student leadership, voice and choice in the classroom

The Annual Goals below are aligned to both the NYCDOE's Capacity Framework as well as our Instructional Foci outlined above.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: Our latest Quality Review (2012-2013) found that teachers ensure that curricula across grades and subjects align to Common Core Learning Standards which raises expectations for rigor and results in progress for all students. (QR Indicator 1.1). In addition, our School Quality Snapshot for 2013-2014 we made “Excellent” progress for all students on the State ELA test and “Good” progress for all students on the State Math test.

Needs: According to 2014 NYS CC Testing data only 14% of our students met or exceeded state performance benchmarks in ELA (1% of this total being students with IEPs and ELLs) and only 20% did the same in Math (6% of this total being students with IEPs and ELLs). [Data source: 2014 NYS CC ELA and Math Exam scores]. This shows that although the school ensures that curricular is horizontally and vertically aligned to Common Core Learning Standards, many of our students, especially SPED and ELL populations, are struggling with gaps in understanding as they work towards being college and career ready.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, on a daily basis 100% of teachers will address students’ learning gaps in relation to the Common Core Standards as well as provide enrichment opportunities through the use of targeted, data-based small group instruction as evidenced by unit plans, daily lesson plans, skills trackers and informal/formal observations. Effectiveness of the small group methodology will be assessed by a 5% increase in the number of students scoring a level 3 or higher on the 2015 NYS CC exams in both the ELA and Math.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> Monthly Monday PD workshops on small group instruction methodologies/techniques such as UDL, guided practice, strategic partnerships, discussion, explain/example, and fishbowl Ongoing 1:1 mentoring of new teachers on designing strategic small group instruction. Mentoring will be in teacher's daily schedules as a professional period assignment 	All classroom teachers and paraprofessionals	September 2014-June 2015	Mrs. Campos: Assistant Principal, TC Staff Developer, Instructional mentors
<ul style="list-style-type: none"> Creation and use of IEP cheat sheets which will be used for daily differentiation or the development of appropriate scaffolds 	Students with IEPs	September 2014-June 2015	Grade Sped teachers create cheat sheets and all classroom teachers and paraprofessional use them
<ul style="list-style-type: none"> Creation and use of daily skills tracker to collect formative data of students' progress towards meeting the learning objective during active engagement and independent work time Common Assessment Analysis document to capture data of SPED and ELL subgroups from end of unit assessment for use in planning 	All classroom teachers	October 2014-June 2015	All classroom teachers All classroom teachers
<ul style="list-style-type: none"> Flexible, classroom data-based, targeted AIS pull-out groups of no more than 5 students at least 3 times a week. These groups and their standards of focus will be determined by grade teams after analyzing student work and classroom performance trends Scheduled, pull-out small group ESL groups for NYSESLAT data-based targeted instruction. The frequency depends of the mandated number of hours for each level of ELL student 	ELL and IEP students who show gaps in understanding or ability as based on formative and summative assessment data	October 2014-June 2015	Mrs. Ricks: Assistant Principal AIS Teachers Grade Teams Ms.Huang: ESL teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff development from TCRWP, paid coverages for TC PD during the school day, schedule AIS and ELL students for pull out instruction, use of teacher's professional periods for AIS instruction, use of Monday PL time to analyze student work to inform next instructional steps

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic	x	Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 29, 2015 we will review completed teacher observation reports, academic intervention plans, at least 3 lessons for each completed unit in ELA and Math and AIS lesson plans for evidence of targeted small group instruction.

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths: According to the 2013-2014 School Survey 74% of students at Global Leaders report feeling safe in the hallways, bathrooms, locker rooms, and cafeteria. This allows for an environment where students can focus on their learning.

Needs: Although students reported feeling safe and being engaged with enough courses and activities to chose from, positive statements in the School Environment section of the survey consistently fell below district and city percentages for satisfaction. In addition, 29% of teachers reported that they would recommend this school to parents.

Informed by the Capacity Framework element-Supportive Environment, and the 2013-2014 School Survey, while we continue to create a safe environment for students, we must also foster a positive and collaborative relationship among and between both staff and students so that all school community members push and support each other to the benefit of student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will meet our NYCDOE target for School Environment as evidenced by the 2014-2015 School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
PBIS roll out staff workshop: Introducing the philosophy of PBIS and creating the SGL PBIS matrix	All staff members	August 2014	Mrs. Ricks: Assistant Principal
PBIS Launch lessons and poster making with students during Advisory period	All students, 6-8	September 2014	Mrs. Ricks: Assistant Principal Advisory teachers

PBIS week student activities once a week: Students will collect their PBIS tickets received for behaviors aligned to the SGL PBIS matrix and can trade them in for various activities once a week. Some incentive activities include, but are not limited to: outside recess, video game room during lunch, school supplies, homework pass, a free book from Scholastic book orders or a movie during lunch. Different activities will require different amounts of tickerts	All students, 6-8	Weekly beginning September 2014 and through June 2015	Mrs. Ricks: Assistant Principal Various Teachers to supervise PBIS incentive activities
PBIS Staff Incentive: School staff will be recognized and rewarded for their active participation in handing out PBIS tickets for student behaviors that reflect the SGL PBIS matrix. Once a month the PBIS tickets that students hand in for incentives will be counted and the top 2 teachers who handed out the most tickets will be publicly acknowledged and given a reward of a negligible monetary amount	All school staff	Monthly beginning September 2014 and through June 2015	Mrs. Ricks: Assistant Principal
Respect for All Student & Teacher Workshops: These workshops occur over the course of the school year; they are not limited to NYCDOE Respect for All week, but are aligned to that week's vision. Workshops for students include: Identifying and Preventing Bullying, Upstanders vs. Bystanders, Identifying and Preventing Sexual Harassment, Conflict Resolution: De escalation & Problem Solving, Cultural Sensitivity, What is a Leader? Being a Leader at SGL, Identifying, Preventing and Reporting Cyberbullying, Random Acts of Kindness Project	All students, teachers and paraprofessionals	Monthly beginning October 2014 through May 2015	Mrs. Ricks: Assistant Principal Ms. Brandon: Guidance Counselor Ms. Alvarez: Dean
To build positivity and relationships among staff members we will be incorporating more fun-based staff activities over the course of the year. For example, Panter's Pride Day, Thanksgiving Pot Luck, Ugly Winter Sweater Day, New Year Resolution Shares, Spread the Love Candy Grams, Wish you Luck Day, Teacher Appreciation Day, Name the Global Leader Days etc.	All teachers, paraprofessionals, administration	Monthly beginning October 2014	Mrs. Ricks and Mrs. Campos: Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Advisory period scheduled in teachers' programs, per-session time for Ms. Brandon for planning time with NYC District Attorneys' office, time in the school day for students' workshops, book the auditorium with projector and screen, conflict resolution workbooks, PBIS tickets and staffing for incentive rewards supervision, PL time for teachers to write Advisory lesson plans

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

In both November and January, school staff and students will take an internal School Environment survey on Survey Monkey. The survey will assess teachers' and students' receptiveness to Advisory and PBIS as well as gauge the impact they see this initiative having on school climate, environment and culture. The results of the surveys will be discussed at that month's SERT meeting and revisions can be suggested there as well.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths: One of the school’s strengths is that 84% of teachers say they regularly work together on teams to improve instructional practice. Since 2012 we have scheduled time during the school day for teachers to meet with department teams and grade teams. (Data sources: 2013-2014 NYC DOE Learning Environment Survey, & 2013-2014 & 2014-2015 teacher schedules)

Needs: Although teachers have time to collaborate with one another to improve practice teachers, on the 2013-2014 NYC School Survey 63% of teachers say that their professional learning experiences have been short term. Furthermore, on an internal staff survey conducted in June of 2014, 87% of teachers said that more consistent instructional support and feedback in their first 2 years of teaching would have improved their practice.

Informed by the Capacity Framework element-Collaborative Teachers, the 2013-2014 School Survey and our June 2014 internal survey, there is a need to provide long-term, consistent support to teachers, especially in their first two years of teaching, so that regularly scheduled teacher collaboration can be more effective and have a greater impact on student achievement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers with 1-2 years of experience (45% of current teaching staff) will have had long term mentoring by a NYC DOE certified instructional mentor as evidenced by mentoring data in MTS, weekly mentoring plans, teacher schedules, and teacher PD plans.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • One 2 hour PD workshop on each of the Danielson’s <i>Framework for Teaching</i> domains used for evaluation with Advance. These will be after school hours beginning in 	Teachers with 1-2 years of	August 27, 2014- June 28,	Mrs. Campos: Assistant Principal Ms. Startup:

<p>September and ending in early June, 2015.</p> <ul style="list-style-type: none"> Teacher and mentor use the Danielson's <i>Framework</i> for Teaching in teacher self-assessment, goal setting and in creating individualized PD plans Individualized PD plans created by teachers, along with Department benchmark goals, will be the focus of long term professional learning between the mentor, the teacher and administration. Mentoring meetings, classroom visits, internal and external PD will be aligned to these goals. Mid year the teacher and mentor will evaluate progress towards meeting the goals and set next steps or revise goals as needed. 	teaching experience in the NYCDOE and any other teacher who would like to attend	2015	Mentor Ms. Werner: Mentor Mrs. Abramson: Mentor Mr. Lea: Lincoln Center Artist & Mentor
<ul style="list-style-type: none"> One period a week teacher's professional duty will be private, scheduled mentoring meetings One period of week teacher's professional duty will be an intervisitation, team teaching with mentor or common planning with mentor 	Teachers with 1-2 years of teaching experience in the NYCDOE	August 27,2014- June 28, 2015	Mrs. Ricks: Assistant Principal
<p>For monitoring purposes, each week the mentors will:</p> <ul style="list-style-type: none"> Log mentor interactions in MTS Log coaching plan for the week Meet with the assistant principal to problem solve, align resources, plan future PL opportunities and set next steps 	Teachers with 1-2 years of teaching experience in the NYCDOE	August 27,2014- June 28, 2015	Mrs. Campos: Assistant Principal Ms. Startup: Mentor Ms. Werner: Mentor Mrs. Abramson: Mentor Mr. Lea: Lincoln Center Artist & Mentor
<ul style="list-style-type: none"> Teachers do a mid-year self-assessment and work with their mentors to revise their PD plan goals accordingly All teachers do a mid-year self assessment and meet with an administrator to revise PD goals and next steps accordingly 	Teachers with 1-2 years of teaching experience in the NYCDOE	January, 2015 & June 2015	Ms. Startup: Mentor Ms. Werner: Mentor Mrs. Abramson: Mentor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Instructional mentors familiar with math, ELA, science and SPED services, coverages to allow for PDs and intervisitations, professional period adjustments, use 90 minutes of PL time for Danielson and content-specific PD, ARIS Learn Danielson Webinars, per session for any teacher/mentor attending PD outside of school hours

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

In January 2015 teachers who have been working with a mentor will do a mid-year self-assessment of their progress using the Danielson Framework for Teaching. This self-assessment will be compared to the self-assessment that teachers took in August, 2014. We will compare their self-evaluations in the domains that are aligned to the teacher’s PD goal and subsequently, what they have been working on with their mentor. In addition, we will re administer our internal school survey which will include the questions: *I trust my mentor, I feel that my mentor support has been consistent and applicable, I feel like the work I do with my mentor has positively impacted my pedagogy and student achievement*

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

School’s strengths: The school has teacher teams that study student work, surveys, and teacher feedback at the grade or school-level and engage in action research around instructional practices and student learning. This propels the professional growth of teachers as well as drives student achievement. (Data Source: 2012-2013 Quality Review Report)

Needs: As of February 2014 only 47% of teachers say that they were satisfied with systems of improvement in the school. (Data source: 2013-2014 NYC School Survey). Upon closer look at this section of the NYC School Survey we noticed that within this section of School Improvement 69% of teachers disagreed with the statement:

- Teachers and school leaders in my school use information from parents to improve instructional practices and meet student learning needs

Informed by the Capacity Framework element-Effective School Leadership, and the 2013-2014 School Survey, our school would like to foster an inclusive school culture where teachers have multiple opportunities to give and implement their feedback on department, grade and school wide levels. In addition, teachers would like to involve parents input as they work on providing struggling students with academic and socio-emotional support.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 25% increase in the number of teachers who are satisfied with the systems of improvement in the school as evidenced by the 2014-2015 NYC Survey or an internal survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • End of the Year Elective Survey: Staff takes an internal survey asking for a brainstorm of possible electives that could be 	All teaching staff	June 2014	Ms. Chan, Principal

<p>offered at the school and which they would want to teach. This feedback, along with preference sheets, budget and resources such as space is considered during summer planning for the Fall 2014 semester. This will build trust because teachers will see that their feedback on the school survey was taken into consideration by administration when planning for the 2014-2015 school year.</p>			
<ul style="list-style-type: none"> Formation of the School Evaluation and Revision Team (SERT) will build trust within the school by encouraging teachers with administration to review, evaluate, and revise school programs, systems, protocols that impact professional learning, instructional practices, parent engagement, PBIS, and resource use. The team will be made up of 2 administrators, the school guidance counselor, the UFT chapter chairperson, a new teacher, an instructional coach and one teacher from each content area. Teachers/UFT chair on the SERT team will bring issues discussed at SERT back to the larger teacher community for discussion and input. 	All teaching staff	September 2014-June 2015	Ms. Chan, Principal
<ul style="list-style-type: none"> Shared Department Needs Assessment: Department leader and Department Supervisor will build trust within the department (and across the school) while improving instruction and school culture by leading department teachers in a needs assessment twice a year. The needs assessment will go through 3 steps: Identifying What Is, Gathering and Analyzing Data, Making Decisions 	All department teams	January 2015 & June 2015	ELA/ESL, Math and Science Department Leaders with administration
<ul style="list-style-type: none"> Tuesday Parent Engagement meetings to be run by grade teams: Grade teams will continue to build trust with parents and struggling students by inviting the parents of inquiry students up to gather information from parents to improve instructional practices and meet student learning needs. 	All department teams and Inquiry students and their families	October 2014-June 2015	Mrs. Ricks: Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Engagement time set aside for meetings with Inquiry students and their families, Grade team meetings in teachers’ schedules at least 2xs a month

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Per session for after school SERT meetings, Per session for after school needs assessment and planning work									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

30. Specify a timeframe for mid-point progress monitoring activities.

In late January 2015 teachers will take an internal school survey modeled after last year's NYC School Survey that will have the same survey questions in the Systems for School Improvement section. We will be looking for a 10% increase in the average number of teachers responding positively to the questions in this section.

Part 6b. Complete in February 2015.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Strengths: In the 2013-2014 School Survey 97% of parents said that the school makes me feel welcome and is responsive to feedback.

Needs: However, in the same survey only 49% of parents reported to have been invited to more than two events at their child’s school (workshop, performance, program etc).

In that school year we did host more than two events targeted at all parents- including but not limited- to 2 Curriculum Nights, a third parent/teacher conference day, several 6th grade parent breakfasts, awards ceremonies, and high school application information sessions but the survey reveals that at least half of our parents were not aware of these events.

Informed by the Capacity Framework element-Strong Family and Community Ties and the 2013-2014 School Survey, we can build stronger relationships with our parents by creating opportunities for them to engage with each other and other Global Leaders community members, but it is pivotal that we effectively communicate these events and align resources to actively promote parent participation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of parents will have indicated on the School Survey that they been invited to more than two workshops or parent events at their child’s school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> • SGL ELL Parent Workshop Series: (8 sessions, 90 minutes each) Organized by teachers, administrators and paraprofessionals • Parent Partnerships/Meet n Greet, Communicating with the school: ARIS Parent Link, Jupiter Grades, and parent –school communication forms, Parenting Adolescents, Independent Reading and Use of Educational Technology at Home, Preparing Your Child for Common Core Exams, Preparing Your Child for the NYSESLAT, 8th Grade Parent Workshop: Science Exam and Exit, Parent Partnerships/End of the Year Celebration! 	Parents of ELL students of all levels	October 2014-June 2015	Mrs. Campos: Assistant Principal Ms. Huang, multilingual ESL teacher Daisy Rios: Bilingual Parent Coordinator
<ul style="list-style-type: none"> • SGL Family Night Series: (8 sessions, 90 minutes each) Family Bingo Night, NYR: Staying Healthy, Read With your Child, Preparing for the State ELA & Math Exams, Student Author's Chair, Are You Smarter than a 6th Grader?, Family Karaoke, Awards Ceremony 	All SGL parents/guardians	November 2014-June 2015	Mrs. Ricks: Assistant Principal Ms. Rios: Parent Coordinator All SGL teachers will facilitate at least one Family Night event
<ul style="list-style-type: none"> • SGL Parent Coordinator Engagement Series: Minimum of 10 sessions, 2 hours each, including: Deck the Halls Night, Salsa Socials, Asthma Awareness, Effective Budgeting, Recognize and Prevent Cyber Bullying, Yoga and Meditation, Mother's Day Celebration, Emergency Preparedness 	All SGL parents/guardians	October 2014- June 2015	Ms. Rios: Bilingual Parent Coordinator Tiffany Huang: Tri Lingual ESL teacher School PTA
<ul style="list-style-type: none"> • All fliers/invitations/event announcements will be communicated via 4 methods at least 10 days prior to the event: via paper announcement sent home with students, on the school website, using robo call, at PTA/SLT meetings • All events will be posted on the SGL Monthly calendar • All paper communication will be translated into Spanish. Parents speaking Chinese or French will receive a personal phone call in their native language • Students will be allowed to attend workshops with their parents and childcare will be provided by teaching staff 	All SGL parents/guardians	September 2014-June 2015	Ms. Rios: Bilingual Parent Coordinator Ms. Huang: Tri Lingual ESL teacher PTA and SLT members Teacher facilitators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session for teachers creating workshops for parents, basic supplies, translation services, technology for workshops
Light refreshments for parent workshops

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

On February 4, 2015 we will gather all of the fliers and parent sign-in sheets from all of the parent workshops/events other than report card based parent teacher conferences. We will analyze data around how many parents attended each event, how many parents attended more than one event and analyze patterns and trends around parent attendance by grade and native language status.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2013 NYS CC exam TCRWP reading level assessments Beginning of the year Common Core aligned writing diagnostic	Guided practice, choral reading, read and think alouds, interactive writing, tiered questioning, sentence starters and graphic organizers, Interactive curriculum/Blended learning: Compass Learning and IXL ELA	Small Group, strategic partnerships, One-to-one support using blended learning, parallel teaching model of ICT teaching	During school: Pull out instruction & ICT class sessions
Mathematics	2013 NYS CC exam	Guided practice, tiered questioning, IXL Math	Small Group, strategic partnerships, One-to-one support using blended learning	During school: Pull out instruction & ICT class sessions
Science	Progress reports and report card data	Use of scientific tools, guided facilitation of labs/experiments, tiered questioning, Interactive curriculum/Blended learning: Compass Learning and BrainPop	Tutoring (2:1 student to teacher ratio) Small group intervention groups	During school: Lunch tutoring sessions After School Intervention: Wednesdays from 2:30-4:00
Social Studies	Progress reports and report card data	Multi genre non-fiction library Multimedia resources Interactive curriculum/Blended learning: Compass Learning	Small group One-to-one support with multimedia and blended learning resources	During school's regular class sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandates Teacher Referrals to Tier III support Suspension data	Peer Intervention/I Messaging Counseling sessions Student Government Girls' Book Club Bullying, Self- Harm and Sexual Harassment Workshops	One on One and small group	During the school day pull out sessions for peer intervention/ I messaging, 1:1 counseling book club After school for sexual harassment, bullying and self-harm workshops

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
Student Teaching partnership with New York University America Reads College Tutors Program NYC DOE Teacher Recruitment Fairs School-Based Hiring Committee

2b. 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).
2 part time highly qualified Instructional Mentors (1 ELA, 1 Math) Intervisitations and Lab Sites School-Based, City-Wide and Network Staff Development Opportunities, including: Curriculum Alignment and Mapping Professional Development Common Core Standards Professional Development workshops Using Danielson's Framework for Teaching to Improve Pedagogical Practice Workshops: Planning and Preparation, Questioning, Assessment, ICT Trainings Monthly Curriculum Specialist meetings Monthly on site PD with lead TCRWP staff developer and bio-monthly PD workshops at Columbia University 2014-2015 Learning Partners School

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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
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classroom during regular school day).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	143,413		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal	11,200,		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **The School for Global Leaders**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The School for Global Leaders** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 35
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: SGL has 31 ELL students enrolled for the 2014-2015 school year. 2 students are newcomers, 6 are beginners, 14 are intermediate and 9 are advanced.

There are two major groups of students: Newcomers/Beginners and Intermediate/Advanced.

NYSESLAT and classroom assessment data have shown that the Newcomer/Beginner group have reading comprehension levels ranging from 1st grade to 3rd grade, making reading comprehension in the content areas difficult. In addition, they struggle with oral reading and figuring out unfamiliar vocabulary words. When writing these students stick to simple sentences, have many fragment errors and often leave words out entirely.

NYSESLAT and classroom assessment data have shown that the students in the Intermediate/Advanced group have reading comprehension levels ranging from 3rd grade to 7th grade. Students struggle with non-literal language such as metaphor and idiomatic expressions. They write basic simple sentences but struggle with expressing more complex thoughts as evidenced by an abundance of run on sentences as lack of purposeful punctuation.

All ELLs in grades 6-8 will receive supplemental instruction after school on Thursdays from 2:30-4:30pm. The Newcomer/Beginner group will alternate with the Intermediate/Advanced ELLs. Students will be taught by a certified ESL teacher that speaks Spanish, French and Chinese. This program will run from October 6, 2014 through June 18, 2015, totalling 30 sessions, 15 for the Newcomer/Beginner group and 15 for the Intermediate/Advanced group. During after school sessions the teacher will use Teacher's College Reading and Writing Workshop methodologies including direct instruction in using reading and writing strategies, extended independent reading and writing time, and explicit instruction in word work, phonemic awareness, and grammar. In addition, the teachers will use texts and topics that are related to Social Studies and Science so that students are exposed to a balanced amount of fiction and non-fiction as well as content-specific academic vocabulary. Instruction will be differentiated for the 2 groups though the use of leveled texts, grade-specific word lists, progression/pacing of skills and the incorporation of audio/visual resources to aid comprehension and Achieve 3000.

ELLs will be using the Achieve3000 program to adress aformentioned gaps in literacy skills. Achieve3000 will be exclusively used with all of our ELLs in our supplementary Thursday after school sessions. It will

Part B: Direct Instruction Supplemental Program Information

be used to push reading and vocabulary growth for all of our ELL students. At the start of the program students are assessed on reading rate and lexile levels using a LevelSet assessment and student growth is measured 2 more times over the course of the program with the same LevelSet assessment. Achieve3000 provides explicit, differentiated instruction on comprehension strategies for informational texts within various content areas, including determining the central idea, summarizing, generating questions and setting a purpose for reading. The program all engages students in the formal writing process by having students respond to prompts in 3 genres, with an emphasis on argument writing and using academic vocabulary to ensure that our ELLs are prepared to read, write and speak effectively in all content are courses. National Middle School results showed that ELL students who used Achieve3000 to supplement their literacy work made more than two and a half times their expected growth norms in reading performance as measured in lexiles.

Both groups are required to attend Saturday Academy from 9:00am to 12:00pm beginning Saturday, February 7, 2015 and ending Saturday, June 6 , 2015, totalling 15 sessions. In this program, students will have a certified ESL teacher and a regularly certified English teacher who will use the co-teaching model to deliver targeted instruction. Withing the class, students will be grouped by their NYSESLAT scores. Ms. Huang (ELS) and MS. Gamoran (ELA) will use a combination of rotational teaching, team teaching and parallel teaching to support ELL students in mastering the reading, writing, speaking and listening skills they will need to improve on the NYSESLAT exam. Teachers will use a variety of materials including non-fiction articles, short stories of varying guided reading levels, audio books, Glencoe Grammar & Composition handbooks and NYSESLAT test -prep books, "Getting Ready for the NYSESLAT." Students are grouped according to their NYSESLAT score within the class.

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

Part C: Professional Development

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

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

Begin description here:

In order to provide literacy instruction that will support reading comprehension of content area texts as well as improve basic grammar and usage when writing, our ESL teacher will attend workshops offered by Teacher's College, the school's network, CFN 112, and the central offices of NYCDOE.

Workshops offered by Teacher's College will focus on providing targeted reading and writing instruction aligned to content areas study, as well as ways to teach grammar and usage as part of an authentic writing experience. These workshops are from 9:00am to 3:30pm and are facilitated by a

Part C: Professional Development

senior TC staff developer:

October 29, 2014: Middle School Reading Fiction and Writing about Reading. This PD is facilitated by staff developer, Mary Ehrenworth, 9:00am-3:30pm Attendees: Ms. Huang, ESL and Ms. Gamoran, ELA

January 8, 2015: Busting Myths About ELLs: What we know about multilingual students, 9:00am-3:30pm, Attendees: Ms. Huang, ESL and Ms. Gamoran, ELA

April 29, 2015: Book Clubs and Partner Talk for English Language Learners, 9:00am-3:30pm, Attendees, Ms. Huang, ELA and Ms. Gamoran

Our ESL teacher will also attend NYC DOE workshops ocused on effective teaching strategies to support ELL students as well as language acquisition theories and application that will help us design appropriate learning activities. One example of this is the workshop Moving Our Long Term English Language Learners Forward, offered by the Executive Leadership Institute, which explored the causes that have impeded ELLs from succeeding in school and examines rigorous high quality instruction to help push these students forward. Our ESL teacher, Ms. Huang, attended this workshop on October 27, 2014 from 9:00 to 3:00pm.

Also to support ELL achievement in reading our ESL teacher will attend the workshop, Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 6–10) on December 9, 2014 from 9:00 AM – 3:00 PM. This workshop is offered by Department of English Language Learners & Student Support.

The ESL teacher and the regularly certified ELA teacher will be covered by a per diem sub in order to attend PD workshops.

Alongside our certified ESL teacher, this year's Science, Social Studies, Math teachers who are new to teaching (1-2 years' experience) or new to SGL this year, will be attending the ater school workshops outlined below:

Developing Language and Reading Fluency: (October 20th from 2:30-4:30pm) An interactive and experiential workshop where teachers will learn how to help students develop fluency in the English language. 3 ELA teachers and our ESL teacher will study the various stages of language growth and experience specific strategies for developing students' comprehension, fluency, and participation in the ESL and mainstream classroom. This workshop is designed for those who work with newly-arrived ELLs. The workshop is conducted by our CFN literacy staff developer, Patricia Pinkerton.

Scaffolding for Reading Content Specific Texts and for Developing Academic Language with Students: (December 4, 2014 from 2:30pm-4:30pm) 1 Science teacher and 1 SS teacher will learn how to facilitate English Language Learners' growth in academic language and in the content areas. Workshop participants will experiment with specific strategies for developing and accessing students' growth in academic language. The workshop will be facilitated by our TC staff developer, Eliza Fonzana.

Part C: Professional Development

ESL Instructional Strategies: (March 11, 2015 from 2:30pm to 4:30pm) An interactive and workshop where teachers explore the question, “Are you teaching language or are you teaching about language?” Some of our students have studied ESL for many years, know a lot about the grammar system and may even have considerable vocabulary knowledge, and yet still have difficulty communicating in English. This workshop will introduce a variety of instructional strategies that go beyond teaching about language, and result in solid skill building for our students. Teachers will leave with materials and tools that will empower them as teachers and their students as learners. The workshop is conducted by our TC staff developer, Eliza Fonza.

For these workshops teachers will be paid per session for the 2 hours of participation.

In addition, on February 9, 2015, from 2:30pm-5:30pm, ICT Math and ELA teachers will attend a CFN workshop on team teaching strategies in order to improve the quality of planning for ELLs in the classroom. This workshop will be facilitated by our CFN CTT specialist, Gina LangKamp.

In an effort to promote speaking and listening skills of our ELLs as aligned to the NYSESLAT and Common Core Standards, CFN 112’s Literacy Specialist, Patricia Pinkerton, will provide all teachers PD support on how to engage all levels of ELL students in classroom discussion that will improve their speaking and listening skills as well as deepen their thinking about reading and improving their writing. There will be a minimum of 3 PD (November 24th, February 9th & May 11th) sessions around speaking and listening to promote literacy. Each PD session will be from 2:30-5:30pm. Participating teachers will be covered by a per diem sub in order to attend PD workshops.

All of these professional development sessions support teachers in planning and implementing differentiated activities to support the diverse needs of ELLs. Teachers will utilize strategies during school, after-school and Saturday academy.

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: One of our goals the 2014-2015 school year is to increase ELL parents’ awareness and comfort levels around what their child is learning by improving school to home communication with ELL families as well as building relationships among the ELL parents themselves and SGL’s teachers. In an effort to achieve this goal we have designed a set of year-long parent engagement workshops focused on ways the parents can work with the school to support their students’ academic achievement. All parent engagement activities are announced through letters sent home in translated into all languages of our student population. We also send out a school message phone system in English and Spanish announcing all school events. Parents who speak French or Chinese will be called

Part D: Parental Engagement Activities

directly by our bilingual ESL teacher and workshop host, Ms. Huang.

All workshops will be from 5:00pm-6:00pm and will be hosted by our bilingual parent coordinator, Ms. Rios and certified Title III teacher, Ms. Haung, with guest facilitators as necessary. Guest facilitators and their qualifications are listed next to the event. Teacher facilitators will be paid per session using Title III funds. These workshops are:

October 8, 2014- Supporting Independent Reading at Home

*Selecting books at the correct reading level

*Using the public library as a resource

*Oral and silent reading methods

March 24, 2014 - Preparing your child for the ELA/MATH Test

~ Guest facilitator, Ms. Gamoran, ELA teacher

- What should your child know and be able to do?
- How can you support your child with this work at home?
- What can you do if you or your child needs extra support?

April, 28, 2014- Preparing your child for the NYSESLAT

- Exam Structure and Process
- Individualized feedback on each student's strength and weaknesses
- Supporting your child with language acquisition at home

May 19, 2014 Supporting your child as they work in the 8th Grade Exit Projects & take the NYS Science Exam ~Guest facilitators, Mrs. Sanchez, certified Science Teacher & Ms. Gamoran, certified ELA teacher

- NYC DOE Expectations
- Project Task Overview
- Timeline of Due Dates
- Assessment Rubrics

SGL hosts 2 bilingual (English, Spanish & Chinese) Curriculum Nights (one in September and one in January for 2 hours each) where certified content teachers (ELA, MATH, Science and SS) review the grade level curriculum in each subject area and provide translated copies of course syllabi. Through the months of October and February we hold several High School information workshops for 1 hour, facilitated by our bilingual guidance counselor so that parents of ELLS can be active participants in the

Part D: Parental Engagement Activities

high school decision making process.

In order to promote and celebrate the academic achievement of our ELL populations, SGL hosts a quarterly Honor Roll Breakfast hosted by our Principal and Parent coordinator and 100% school attendance ceremonies.

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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 01	Borough Manhattan	School Number 378
School Name School for Global Leaders		

B. Language Allocation Policy Team Composition [i](#) 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 Carry Chan	Assistant Principal Keri Ricks Cheryl Campos
Coach Erin Garry	Coach type here
ESL Teacher Tiffany Huang	Guidance Counselor Sandra Brandan
Teacher/Subject Area Melanie Werner/ELA	Parent type here
Teacher/Subject Area Jessie Startup/Math	Parent Coordinator Daisy Rios
Related Service Provider Danielle Glenn	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	242	Total number of ELLs	40	ELLs as share of total student population (%)	16.53%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16	3	7	18	2	8	6	0	3	40

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	16	3	7	18	2	8	6	0	3	40
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	7	11					25
Chinese							4	5	3					12
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian								1	1					2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	11	14	15	0	0	0	0	40

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	7	7					15
Intermediate(I)							1	4	6					11
Advanced (A)							9	3	2					14
Total	0	0	0	0	0	0	11	14	15	0	0	0	0	40

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B							1	1	2				

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		1		2				9
7	6		3		1		2		12
8	9		3		1				12
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As per the 2013 Measures of Student Learning in ELA, Fountas and Pinnell running records are being utilized to assess the literacy skills of all students, including ELLs. All teachers have administered this assessment within the first semester of the current school year in order to serve as a baseline assessment for literacy growth throughout the academic year. These assessments will be administered twice

more, once in the middle of the year as well as at the end of the year in order to track student growth. This data is utilized to inform our school's instructional plan in ESL and ELA as teachers use the results of running record assessments to modify the TCRWP curriculum to meet the needs of ELL students.

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

The majority of our ELLs have lowest scores in reading and writing modalities. The strongest areas are the listening and speaking. In the sixth grade 7 students tested as Proficient in the listening and speaking modalities while 0 tested Proficient in reading and writing. In the seventh grade 7 students tested at Advanced in listening and speaking while 6 students tested at Beginner in reading and writing. In the eighth grade 0 students tested as Beginners in listening and speaking while 4 students tested at Beginner in reading and writing. In order to increase our students' reading and writing abilities all of our teachers ensure the use of variety of reading and writing strategies in all classes to help increase student achievement. Since our ELL population is within one class per grade, our teachers can target specific needs in these areas.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

We are using the periodic and interim assessments for ELA and math. Our teachers meet weekly to review data from these assessments along with class assessments in order to inform classroom instruction. Teachers who speak the student's native language provide native language support as needed. Newcomer Spanish speaking students and Chinese speaking students are paired with more advanced English speaking students who share their home language. In addition, Spanish/English, Chinese/English and French/English dictionaries are provided for student use in all classrooms, along with NYSED bilingual glossaries for each content area. Classroom libraries contain bilingual Spanish/English, Chinese/English and French/English books and additional resources, such as assistive technological devices such as electronic dictionary translators, digital voice recorders, iPads and laptop computers with multi-language capabilities.

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

All personnel working with ELLs participate in school-wide professional development, including: ELL strategies across content areas, Differentiated assignments for ELLs. At the beginning of the school year all of our teachers report to work a week early in order to participate in a school organized professional development workshops. During that week all teachers participate in a 10 hour workshop outlining strategies in teaching ELLs as per Jose P. The workshop is conducted by one of our licensed Special Education teachers and an ESL teacher who has gone through the regional Jose P. training and has also been an ESL coordinator. On staff we have a few Spanish-speaking teachers who provide support to the ESL students in their native language during the school day. Extra scaffolding is provided through strategic grouping, differentiated projects and assignments, and a variety of ESL strategies to help our ELLs meet and exceed the standards. Academic interventions and tutorials provide additional help to our ELLs. Instruction is differentiated through grouping, adapted materials, and individualized approaches and materials. Targeted interventions for Math and ELA include: tutoring, AIS, and in-class supports provided based on needs assessments. Our ELLs are supported for two years after exiting ESL services in each academic class, and testing accommodations are provided.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

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

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon admission of new students to the NYC school system, parents are administered the Home Language Identification Survey and interviewed by our ESL teacher Ms. Huang who speaks, Spanish, Mandarin, Cantonese and French, if a parent speaks another language we call the DOE translation department for translation services. Based on their responses on the survey, the students' home language is established as well as eligibility for testing with the LAB-R. If students are eligible for the LAB-R, they are tested. If the results from the Home Language Survey indicate they are Spanish-speaking students are tested with the Spanish Lab.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After testing parents are provided with a Parent Orientation workshop within ten days of admission. The parent orientation workshop is presented by the ESL teacher, Ms. Huang and they are shown the DOE video in parents' language. During the workshop information about the dual language, transitional bilingual and ESL the New York City ELL program models are provided in the parents' native language if a school based translator is not available in the school, we request a translator from the DOE office of translations. The 3 program models that parents are invited to choose from are; transitional bilingual, dual language and ESL. After the program models are presented parents complete a Parent Choice Letter. If parents choose transitional bilingual or dual language they are offered a transfer, our school only offers ESL program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
During the Parent orientation workshop conducted by our licensed ESL teacher, Ms. Huang parents are provided an ELL Parent Brochures, Parent Survey and Selection Forms as well as Parent Notifications in the appropriate home language as indicated on the Parents' Preferred Language Form. All materials are securely stored in the students cumulative record by the ESL teacher in a locked file cabinet for future records.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
If parents opt for a bilingual program or dual language program that our school does not offer, they are offered the option to transfer to a school that offers the program of their choice. Currently, our school only offers ESL program. Our program of choice is completely aligned with our parents' requests. In the future, we will ensure the review of parent requests periodically to ensure alignment of program with parents' request. Within 20 school days and after parent choice is made and program is determined our school secretary will update the ELPC screen in ATS. Placement and entitlement letters are sent to parents and kept in cumulative record. All material in information is presented to parents in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  If parents opt for a bilingual program that our school does not offer, they are offered the option to transfer to a school that offers the program of their choice. Currently, our program is completely aligned with our parents' requests. In the future, we will ensure the review of parent requests periodically to ensure alignment of program with parents' request. Every year in June administration and a group of teachers review our current programs and parents' survey to determine programs for the following year

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

In the 2013-2014 school year, there are 40 ELLs being served in push-in and pull-out model. Students are served in heterogeneous groups according to grade level during push-in periods once a day, in which the ESL teacher co-teaches with the ELA content teacher. The ESL teacher supplements instruction in ELA with modifications and accommodations based on the students' English language proficiency and individual instructional needs. Beginner and Intermediate ELLs additionally receive pull-out periods with the ESL teacher who delivers targeted instruction to homogenous groups of students across grade levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Extra scaffolding is provided through strategic grouping, differentiated projects and assignments, and a variety of ESL strategies to help our ELLs meet and exceed the standards. Academic interventions and tutorials provide additional help to our ELLs. Instruction is differentiated through grouping, adapted materials, and individualized approaches and materials. Targeted interventions for Math and ELA include: tutoring, AIS, and in-class supports provided based on needs assessments. Our ELLs are supported for two years after exiting ESL services in each academic class, and testing accommodations are provided.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Extra scaffolding is provided for ELL-SWDs through strategic grouping, differentiated projects and assignments, and a variety of ESL strategies to help our ELLs meet and exceed the standards. Academic interventions and tutorials provide additional help with language acquisition to our ELLs. Instruction is differentiated through grouping, adapted materials, and individualized approaches and materials. Targeted interventions for Math and ELA include: tutoring, AIS, and in-class supports provided based on needs assessments.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Students with Disabilities are flexibly scheduled across age and grade levels to provide them with instruction that is appropriate and in the least restrictive environment as per their specific IEP goals in all content areas, including ELA and ESL classes. ELL students are pulled out of self-contained classes and are homogeneously grouped with students of similar English proficiency levels rather than according to age or grade restrictions in order to provide them with the least restrictive environment.

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

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

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

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

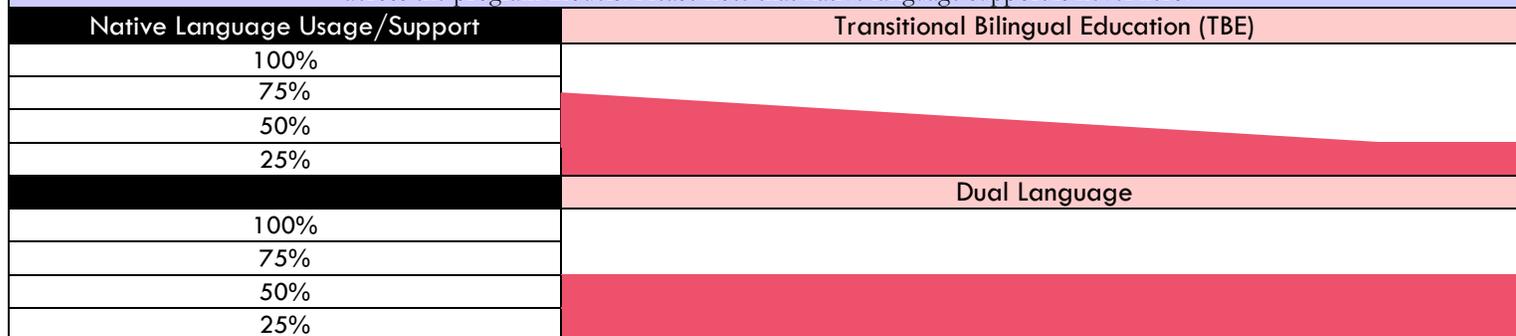
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

All personnel working with ELLs participate in school-wide professional development once a month, including: ELL strategies across content areas, Differentiated assignments for ELLs. At the beginning of the school year all of our teachers report to work a week early in order to participate in a school organized professional development workshops. During that week all teachers participate in a 10 hour workshop outlining strategies in teaching ELLs as per Jose P. The workshop is conducted by one of our licensed Special Education teachers and an ESL teacher who has gone through the regional Jose P. training and has also been an ESL coordinator. On staff we have a few Spanish-speaking teachers and paraprofessionals who provide support to the ESL students in their native language during the school day. Our bilingual school guidance counselor helps newcomer students adapt to the social and emotional demands of middle school, and provides extra support to ESL students in their transition from middle school to high school. Throughout the year our entire staff including guidance counselor and paraprofessionals receive professional development on common-core standards and ELL support. School administration and guidance counselor work closely with the 6th and 8th grade team to develop systems and protocols to help make the adjustment to middle school and the transition to high school easy for our ELLs.

D. Parental Involvement

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

In September our school hosts a Welcome Back Night. During the Welcome Back Night parents are given a copy of the curriculum along with the state standards. Each teacher verbally outlines their curriculum and class requirements. All parents are encouraged to attend and ask questions. In November we have our first Parent/Teacher conferences. At Parent/Teacher conferences parents are given their child's report card, verbal feedback and how they can provide assistance to their child at home. In December we host another workshop outlining the upcoming state exams and how parents can help their child meet and exceed the requirements for the exams. In February we have our second Parent/Teacher conference. In May we have our last Parent workshop, this workshop outlines educational activities parents can do at home with their child over the summer. All of the workshops are translated into Spanish, Chinese and French by one of our multilingual teachers. All parent activities have translators on hand. The translators are school staff including teachers, paraprofessionals, our parent coordinator and DOE translators. The parents also receive phone calls in their home language inviting and encouraging them to attend all the workshops. Our parent coordinator works with WANY to provide ESL services at our school in the evening to our parents. We conduct a parent survey every year in multiple languages in order to better meet the needs of our parents the following year.

In order to support content teachers in their instruction of ELL students, teachers participate in ARIS and Acuity training sessions once every quarter. Teachers of ELLs also participate in weekly differentiation workshops facilitated by various teacher leaders for 2 hours each Monday beginning November and ending in January in order to engage students according to their multiple learning styles and create multiple pathways of learning. In addition, the Title III teachers received the professional development on researched-based strategies to improve literacy instruction provided by an ESL provider from Lower East Side prep high school. Teachers are also learning how to use audio (books on tape) to support students reading comprehension and language acquisition. The CFN has provided professional development on increasing students' conversation skills through Socratic seminars. Here are some of the professional development sessions that were provided to teachers. All Title III teachers participated and these sessions. All Professional development workshops are provided an ESL provider from Lower East side prep high school. Lower East Side Prep high school is a transitional high school located within our school building.

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

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

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

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

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

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

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

ESL Instructional Strategies: (First Thursday in May for 2 hours) An interactive and experiential workshop where teachers explore the question are you teaching language or are you teaching about language? Some of our students have studied ESL for many years, know a lot about the grammatical system and may even have considerable vocabulary knowledge, and yet still have difficulty communicating in English. This workshop will introduce a variety of instructional strategies that go beyond teaching about language, and result in solid skill building for our students. Teachers will leave with materials and tools that will empower them as teachers and their students as learners. The workshop is conducted by our licensed ESL teacher.

All of these professional development sessions to support teachers in planning and implementing differentiated activities to support the diverse needs of ELLs. Teachers will utilize strategies during after-school and Saturday academy. In addition, both the ESL and

the content are teacher will attend CFN workshops on team teaching strategies in order to improve the quality of planning for ELLs in the classroom.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **112**

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

Part A: Needs Assessment Findings

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

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

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

According to the Home Language Report, for the 2013-2014 school year we have 97 homes that primarily speak a language other than English. The major finding is the native home languages are broken down into 3 main categories: 4% of homes where the native language is a form of Chinese (Mandarin, Cantonese, or otherwise), 11% Spanish speaking homes, and 3% homes where Bengali is the native language. These findings were reported to the school community at the first PTA meeting in September and a notice was mailed home to the entire school community in all 3 languages.

Part B: Strategies and Activities

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

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

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

New student Parent Orientation workshops are presented by the Assistant Principal of ELLs and ESL teacher parents are shown the DOE video in parents' native language. During the workshop, information is provided in the parents' native language by an school based translator. If a school-based translator is not available in the school, we request a translator from the DOE office of translations. We also host Back to School nights, Curriculum Nights, High School Application Workshops, ARIS Parent Link training as well as 2 Parent/Teacher Nights. All of the events and any parent workshops are translated into Spanish and Chinese from one of our multilingual teachers or staff members. Again, if a school based translator is not available, we request a translator from the DOE office of translations. Non native speakers receive phone calls in Spanish and Chinese inviting them to all the workshops. At our September Back to School Night, as well as at our subsequent Curriculum Nights (2 per year), parents whose primary language is non English are provided with a translated version of the NYC DOE's Bill of Parents' Rights and Responsibilities. In the school's main office there is signage indicating the availability of translation services by a school based staff member. Approximately 13% of all letters send home are translated into Spanish, Chinese, and Bengali.

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

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