



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

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

School Name: | GLOBE SCHOOL FOR ENVIRONMENTAL RESEARCH |

Principal: | RASHAUNDA SHAW, RSHAW4@SCHOOLS.NYC.GOV |

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

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Section 1: School Information Page

School Information

School Name: Globe School for Environmental Research School Number (DBN): 11X272
School Level: Middle School Grades Served: 6-8
School Address: 3710 Barnes Avenue Bronx, New York 10467
Phone Number: 718-994-1395 Fax: 718-994-1316
School Contact Person: Dayne McLean Email Address: Dmclean32@schools.nyc.gov
Principal: Rashaunda Shaw
UFT Chapter Leader: Viktor Vorfi
Parents' Association President: Judy Walch
SLT Chairperson: Dayne McLean
Student Representative(s): ||

District Information

District: 11 Superintendent: Maria Lopez I. A.
Superintendent's Office Address: 1250 Arnow Avenue
Superintendent's Email Address: mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Cluster and Network Information

Cluster Number: 5 Cluster Leader: ||
Network Number: 531 Network Leader: Charles Amundsen

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 School Comprehensive Educational Plan (SCEP) 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)
Rashaunda Shaw	*Principal or Designee	
Viktor Vorfi	*UFT Chapter Leader or Designee	
Judy Ann Walch	*PA/PTA President or Designated Co-President	
Shareese Bobbitt	DC 37 Representative, if applicable	
[]	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
[]	CBO Representative, if applicable	
Dayne McLean	Member/ Assistant Principal	
Patricia Talbert	Member/ Parent	
Antonette Haslem	Member/ Parent	
Elijah Haslem	Member/ Parent	
Lisa Walch	Member/ Parent	
Gina McIntosh	Member/ Teacher	
Barry Curtis	Member/ Teacher	
Delrose McGregor	Member/ Paraprofessional	
Francis Tolan	Member/ Teacher	
[]	Member/	
[]	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **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.
- **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.
- **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.
- **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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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)	Criteria for determining AIS ELA services is based on multiple measures of learning including but not limited to: scoring a Level 1 or Level 2 on the 2013-2014 New York State English Language Arts Exam, formative assessment performance based on marking period 1, performance assessments, and Teacher's College Writing and Reading Running Records profile.	Kaplan Keys Advantage and Kaplan Foundations focus on comprehension and vocabulary building, Accelerated Reader web based program, LightSail, Scholastic's StoryWorks and Great Leaps Reading.	Small group, one-to-one, tutoring	AIS intervention period embedded during the school day, after school, and Saturday school.
Mathematics	Criteria for determining AIS Mathematics services is based on multiple measures of learning including but not limited to: scoring a Level 1 or Level 2 on the 2013-2014 New York State Mathematics Exam, formative assessments, performance based on marking period 1, and teacher assessments will determine the	Kaplan Keys Advantage and Kaplan Foundations math, Great Leaps Mathematics Regents Preparatory Course	Small group, one-to-one, tutoring	AIS intervention period embedded during the school day, after school, and Saturday school.

	student's areas of weakness in math.			
Science	Teacher assessments are used to identify the students' areas of strength and weaknesses. Strategies from the Glencoe program are identified by the teacher and students are provided tasks to assist in strengthening the area of weakness.	Regents Preparatory Course, Omni Learn portable Labs	Small group, one-to-one, tutoring, Push-in Lab Periods	AIS intervention period embedded during the school day, after school, and Saturday school.
Social Studies	Teacher assessments are used to identify the students' areas of strength and weakness.	DBQ materials, online resources, www.icivics.org , and formative assessments.	Small group, one-to-one, tutoring	AIS intervention period embedded during the school day, after school, and Saturday school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor works with the teachers of our "at risk" students. Overage "at risk" students review their data with the Guidance Counselor during the school day. Students develop goals and an action plan for academic and social emotional growth. They provided with services in their academic area of weakness and counseling to address their needs and concerns. Their AIS teachers work with them on their areas of weakness. Students are taught to self-manage their learning and determine and record their own progress.	At-risk counseling includes Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, School Implementation Team (SIT), PPT (Attendance team), At risk counseling provided by a Guidance Counselor, Social Worker, and/or Social Worker interns who implement the RTI academic and behavior plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization as needed, referrals for outside individual and family counseling, and health consultations.	Parent-Teacher-Student Conferring and student counseling are core components of the AIS student support services for at risk students.	Academic Intervention services are offered after school, Saturdays, and during the school day. One to one, counseling, group counseling, or classroom instruction.

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Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
Goal: By June 2014, the Globe School for Environmental Research will have implemented a Positive Behavior Intervention Support program (PBIS) with socio-emotional counseling in collaboration with Pathways to Leadership Program and the 21 st Century Learning Community grant that will result in a 10% reduction in principal and superintendent suspensions as evidenced through OORS reports. 21st Century will enable our students to think critically, make judgments, solve complex, multidisciplinary, open ended problems, and create entrepreneurial thinking habits that will increase our ELA and Math progress.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.
All students are targeted to participate in the ELT program.
Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:
<ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

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<p>The ELT program meets the required integrated enrichment opportunities by offering students learner-friendly project topics rich in the content areas of math, ELA and science, fostered by team building drawn from student personal characteristics, interpersonal skills, critical and creative thinking and practical skills. Students will draw optimism from working on familiar project based tasks as they develop their business model project. Students will develop a sense of vision for easily seeing where things, both personal and business-related, can be improved and develop the requisite leadership skills required of explaining a vision to others. By focusing on problem solving techniques, students will use the SWOT Matrix (Strength Weakness Opportunities Threats) to develop the initiative needed to lead teams; or be part of a team, in brainstorming and seeing the pros and cons of various complex teacher created scenarios. Two hundred hours of expanded learning time will be attained through after school and during Saturday sessions in partnership with 21st Century, The Leadership Project, Creative Connection, Stella Adler, and Omni Learn. In an effort to increase the school's average yearly attendance rate, the school based Attendance Coordinator in collaboration with the Network Attendance Teacher, Guidance Counselor, and Social Worker will have developed an after school advisory program for at risk students who are frequently absent and/or late to school. Services offered for students and parents include but not limited to attendance conferences, assignment of a Success Mentor to monitor student's attendance, setting academic and attendance goals, incentives for improved attendance, and home visits.</p>			
<p>Part 2c. Is the ELT program voluntary or compulsory?</p>	<p><input checked="" type="checkbox"/></p>	<p>Voluntary</p>	<p><input type="checkbox"/></p> <p>Compulsory</p>
<p>If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.</p>			
<p>Students are participating after school and during Saturday sessions based on their interest levels for recreational activities, referrals for counseling, as well as performance on state assessments.</p>			

Part 3 – ELT Program Implementation and Oversight

<p>Part 3a. Who will implement the ELT program? Who will oversee the program?</p> <ul style="list-style-type: none"> Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
<ol style="list-style-type: none"> The Principal and Assistant Principal will oversee the entire program. Teachers, Instructional Team Leaders and 21st Century personnel will implement instructional sessions for topic development for their entrepreneurial projects. Pathways to Leadership program provides a Young Men's Club and a Her story mentoring program to support the socio-emotional needs of our students. ELA teachers, Instructional Coach and 21 Century personnel will implement instructional strategies through a structured after school learning experience for all students to express them clearly through the arts and writing to develop a frame of reference for their entrepreneurial projects. Math and science teachers, Instructional Coach and 21 century personnel will implement a structured after school learning experience for all students to express themselves numerically and scientifically.
<p>Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p>
<ol style="list-style-type: none"> Instructional resources needed include laptops to foster improvement of English Language Arts and mathematics skills and general supplies for the entrepreneurial component. Curriculum mapping software will be purchased for teachers' instructional planning during the school day, after school, and Saturday Academy. Human resources need include supervisors, teachers, attendance coordinator, guidance counselor, and social worker to support students during the after school and Saturday Academy program. Master schedule programming to allow at least 50% of students to participate in the ELT program. Schedule adjustments will be made on an as needed basis including Mondays and Tuesdays which is contractual time allotted for professional learning and parent outreach.
<p>Part 3c. Timeline for implementation and completion, including start and end dates.</p>

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- | | |
|----|---|
| 1. | Planning and scheduling of ELT programs-September-October 2014. |
| 2. | Implementation of ELT programs-September –June 2015 |

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.											
<input checked="" type="checkbox"/>	21st Century	<input checked="" type="checkbox"/>	Tax Levy	<input checked="" type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	P/F Set-aside	<input type="checkbox"/>	C4E
<input type="checkbox"/>	Title I 1003(a)	<input checked="" type="checkbox"/>	Title III	<input type="checkbox"/>	PTA Funded	<input checked="" type="checkbox"/>	Grants	<input type="checkbox"/>	School Success Grant	<input type="checkbox"/>	In Kind
List below any additional fund sources that will be utilized to support achievement of the goal.											
CHAMPS funding will also be utilized to support achievement of the goal.											

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:					
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 					
1.	Administrative observation of implementation of the ELT instructional and recreational program for all students.				
	Timeframe: Fall 2014 Winter 2015 Spring 2015				
2.	Student work projects including but not limited to student reflection sheets, student surveys, and student led presentations.				
	Timeframe: Fall 2014 Winter 2015 Spring 2015				
3.	Improved performance of students in ELA as evidenced by interim assessments.				
4.	Increased attendance at parent and family programs.				
	Timeframe: Fall 2014 Winter 2015 Spring 2015				
5.	Increased attendance during the school day.				
	Timeframe: Monthly, September 2014-June 2015				
Part 5b. Complete in February 2015.					
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
• 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: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<input checked="" type="checkbox"/>	Schoolwide Program (SWP)	<input type="checkbox"/>	Targeted Assistance (TA) Schools
<input type="checkbox"/>	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.
<ul style="list-style-type: none"> • New teacher induction program conducted by Principal, Assistant Principals, Team Leaders, Department Chairs and retired Principal (Mentors) • Mentor teachers to support New teachers with special emphasis on classroom inter-visitations • A program schedule that builds common planning time, Monday Professional Learning sessions, and Tuesday Other Professional Work sessions including but not limited to departmental conferences, and grade conferences • Use of ARIS Learn to promote online teacher professional development • Use of teacher text such as "Teach Like a Champion" to promote specific classroom/teaching practices • Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions • Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis • Partner with Network to provide instructional support, Instructional Rounds and classroom visits • Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework • Monthly staff meetings to address teaching practices and data awareness • Attend teacher fairs to recruit teachers or other pedagogues • Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members • Participation in the Teachers of Tomorrow's Loan Forgiveness program to attract and retain highly qualified teachers

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).
<ol style="list-style-type: none"> 1. Executive Leadership Institute workshops for Principal and Assistant Principals sponsored by Council of Supervisors & Administrators 2. Instructional Rounds hosted by the Network

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3. Instructional Leads trainings hosted by the Network
4. Principal led Professional Development for Assistant Principals and Teachers
5. Central led Professional Development for Special Education and ELL educators
6. Strategies and activities for high quality professional development for teachers and paraprofessionals aligned to CCSS will be sponsored by the school based subject area Team Leaders.
7. Professional learning coaching sessions for English Language Arts including Special Education and ELL provided by Expeditionary Learning Coach and a Generation Ready English Language Arts consultant.
8. Professional learning coaching sessions for Mathematics including Special Education and ELL provided by a Generation Ready Mathematics consultant.

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 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.).

N/A

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.

MOSL committee selected to collaboratively choose local MOSL assessments, target population, and measure. Teachers were engaged in professional learning sessions from the administrative staff and Team Leaders on utilizing the rubrics for the NYC Performance Assessments. Professional Learning sessions also engage teachers in utilizing MOSL assessment data to set learning targets for students and further implications for instruction such as grouping, Tier 1 and Tier 2 intervention services students.

4c.Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are 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

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Schoolwide plan (SCEP) 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	[272,028]	[X]	[8-9]
Title I School Improvement 1003(a)	Federal	[]	[]	[]
Title I Priority and Focus School Improvement Funds	Federal	[65,187]	[X]	[8-9]
Title II, Part A	Federal	[]	[]	[]
Title III, Part A	Federal	[]	[]	[]
Title III, Immigrant	Federal	[17,791]	[X]	[10-12]
Tax Levy (FSF)	Local	[1,570,064]	[X]	[8-12]

¹Explanation/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 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.

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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.

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- **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.

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Section 7: 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 SCEP 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. **Globe School for Environmental Research**, 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. **Globe School for Environmental Research** 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 Globe School for Environmental Research's Parent Involvement Policy was designed based upon a careful

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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

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needed;

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

The Globe School for Environmental Research 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

Globe School for Environmental Research School-Parent Compact

The Globe School for Environmental Research, 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;

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- 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

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will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;

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- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist.

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Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

TitleIIIImmigrantPlans@schools.nyc.gov.

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Part A: School Information	
Name of School: <u>The Globe School for Environmental Research</u>	DBN: <u>11X272</u>
Cluster Leader: _____	Network Leader: <u>Charles Amundsen</u>
This school is (check one):	<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 22	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include:	
<ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here:	
<p>Rationale</p> <p>Based on an analysis of the scores for our ELL population on the 2014' NYSESLAT, and the scores of non-ELLs for ELA and mathematics assessments, deficiencies in reading and writing are noticed. Through the Title III grant, our action plan for this population includes:</p> <ul style="list-style-type: none"> • Differentiating instruction for literacy needs. • Encourage ELL's participation in an afterschool and Saturday program, to improve their language and academic skills. • Communicate closely with the parents to monitor their children's progress. <p>This program will assist students in achieving English Language proficiency within three years and/or show improvement on the ELA State test. It will also intensify the literacy and academic skills of ELL's who participate in this program and will incorporate recognized research based ESL and other ELA instructional strategies across content subject areas. We expect to give students the skills to perform at city and state grade level in all subject areas. Our school provides or makes referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.</p> <p>The ESL after school and Saturday program will also assist ESL newcomers, emerge and integrate faster in the daily classroom practices. The program will also help the ESL newcomers receive academic help in</p>	

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Part A: School Information

English language learning as well as subject areas of need.

Afterschool program

The students will have an opportunity to receive help with content subject area work. The students will also do research and visit cultural settings of New York City, such as, museums. The students will do research on the sites selected for visitation. They will produce reports, in the format of a PowerPoint presentation, display boards or essays. After the visits, they will write reports based on what they have seen or experienced. The focus will be on their reading and writing skills as well as their practice of English Language listening and speaking skills. The focus of their written report as well as their oral presentation, will improve their written language, as well as their English listening and speaking skills.

Saturday Program

The students will have an opportunity to visit the cultural settings, which have been selected for their reports and presentations. These visits will occur after the appropriate research has been done.

The targeted students will be the current ELL's that through examination of the NYSESLAT data have shown the need to strengthen their reading, writing, listening and speaking skills. These students are sixth, seventh and eighth grade intermediate and advanced ELLs, as all as newcomers.

Schedule

The program will take place from 2:30pm – 4:00pm on Wednesdays and Thursdays and on Saturdays from 9:00am – 12:00pm. One Saturday a month the students will visit a museum and other cultural institutions. The program will run from January 2015 – May 2015.

Language of instruction

The language of instruction will be English. There will be one certified ESL teacher providing instruction and guidance. The ESL teacher will collaborate with the content area teachers on the necessary skills and strategies.

Types of materials

We are going to provide each student with reading materials related to the sites they are going to visit. Other materials will include computers, notebooks, display boards, flash drives, books, flyers and cameras. Basic school supplies such as notebooks, binders, paper and writing implements will be provided for teacher and student use.

Part C: Professional Development

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Part A: School Information

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

- We plan to also provide professional development to ensure that the schools' staff knows the content and process, as well as, skills, dispositions and accountability to help all students achieve high success. Professional development will help enhance the teacher's ability to facilitate organizational change for ELL instruction. On-going professional development opportunities are offered to our teachers provided by an ELL vendor in an effort to impact on their instruction.

The training will be continuous from January until May concentrating on ESL strategies to enhance ELL's students listening, reading, writing, and speaking abilities. All of our teachers receive these training opportunities. Professional Development occurs during our Staff Development sessions, which take place every Monday and Tuesday from 2:20 p.m. until 3:40 p.m. Additional opportunities occur during our monthly departmental meetings. Coaching services will also be provided to the ELL educator to strengthen instructional practices for ELL students. Training is facilitated by the school coaches, administration, instructional leaders, staff developers from Expeditionary Learning, and other Independent Consultant Staff developer from the City/State of New York.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

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Part D: Parental Engagement Activities

Begin description here:

The cultivation of strong family-school partnerships is widely viewed as an essential component of strategies to improve students' educational outcomes. Parent involvement plays an important role in improving students' success in school. Therefore the parents will be invited to the monthly trips; each for one and a half hour. The participating teachers will communicate with the parents by letters and telephone calls. The parents will attend an Orientation Meeting to describe the program and answer any questions. Meetings are scheduled to explain the High School application process to the parents and students. Parents will spend time with their child in consultation with the Guidance Counselor to fill out their High School applications. Other topics will include:

Expectations for success at 11X272 – January 2015
 Helping your child get the most out of homework – February 2015
 Promoting reading at home – March 2015
 What questions to ask during Parent-Teacher meetings – March 2015
 Involvement in our Parent-Teacher Association. – April 2015

In order to notify parents of such activities, we will notify parents through phone calls. Furthermore, letters and flyers will be sent to the parents, in their own home language. Students will also notify their parents of such activities and parent consent forms will be distributed and collected.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ __11,000.00 _____

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 	60% \$6,600	Teacher for afterschool & Saturday Academy
Purchased services <ul style="list-style-type: none"> • High-quality staff and 	10% \$1,100	Translation

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Part D: Parental Engagement Activities		
curriculum development contracts		
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 	20% \$2,200 10% \$1,100	Books, books on tape, glossaries Workshop, literacy libraries
Educational software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,000	

**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 11	Borough Bronx	School Number 272
School Name Globe School for Environmental Resea		

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 Rashaunda Shaw	Assistant Principal Sharon Spann
Coach Lisa Deleo	Coach type here
ESL Teacher Nora Mejia	Guidance Counselor Vincent Moliterno
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gillian Pemberton-Smith
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Rudolph Rupnarain	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)	293	Total number of ELLs	29	ELLs as share of total student population (%)	9.90%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE							4	4	5					13
Total	0	0	0	0	0	0	4	4	5	0	0	0	0	13

B. ELL Years of Service and Programs

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

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

	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	
TBE										0
Dual Language										0
ESL	12	3	0	8	1	3	9	0	4	29

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	12	3	0	8	1	3	9	0	4	29
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	4	9					20
Chinese														0
Russian														0
Bengali								1	0					1
Urdu														0
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	2	1					6
TOTAL	0	0	0	0	0	0	10	8	11	0	0	0	0	29

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	2	5					9
Intermediate(I)							4	2	5					11
Advanced (A)							4	4	1					9
Total	0	0	0	0	0	0	10	8	11	0	0	0	0	29

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOTool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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1. ELL Identification Process

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

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

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

3. Parent Surveys, program and entitlement letters are sent to students' parents via mail. The ESL teacher monitors the return of the letters and informs administration of the ones that have not been returned so that administration can assign a school aide to make phone calls to ensure the return of the letters. In addition, parents who do not return the letters are asked to complete the letters during parent meetings, Open School days and other parent activities. These letters are out within the first week of the student

admission. The letters provided are the standard letters provided by the DOE. Once the letters are received at the school, the ESL teacher makes copies for the school and a copy is also placed in the ESL school's compliance binder.

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
-

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1. We have both push-in and pull-out models. Pull-out is taught in ungraded, homogeneous leveled groups (Beginners, intermediate, or advanced).
2. Beginner students receive 360 minutes (2 units of study), Intermediate 360 minutes (2 units of study), and Advanced 180 minutes (1 unit of study) of ESL weekly. NLA support is provided to Spanish speaking students.
3. The ESL teacher uses push-in model to assist ELLs during ELA and Math classes. Math and ELA uses Common Core Learning Standards. Content area classes are taught in English and the ESL teacher provides ELLs with support to make content area classes comprehensible, to foster language development and to meet the demands of the Common Core Learning Standards by using ESL strategies such as scaffolding, context clues, etc.
4. Test translated versions are made available throughout the year for our ELL population.
5. The ESL teacher is aware of every child's need in all four modalities of English acquisition and works on improving all ELLs scores. ELLs are evaluated informally in the classroom in all four areas: listening, speaking, reading, and writing by providing students with opportunities to use all the modalities in the classes. Informally students are assessed on a daily level by using different informal assessment such as exit tickets, asking students to explain what they learned, etc. In addition, students are provided with NYSESLAT prep materials during their pull-out ESL class. Advanced level students are provided with this prep during non content area classes such as music. Formally students are assessed twice a year using the Pearson Periodic Assessment. The results of the periodic assessment are used to determine students' areas of growth and areas of further need. Small evaluations are Pearson's Periodical

Assessments, and NYSESLAT preparation materials and testing.

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

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

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

Long term ELL's for the most part have a hard time with writing skills. Work on this process is continuously done in class.

Consultation is done with their teachers as well as with students to determine areas of needs. Various writing skill are discussed and reviewed in order to assist students with developing their writing skills. Former ELLs are provided with the same testing accommodations as current ELLs. They are provided with extended time for citywide and State testing. They are also provided with bilingual dictionaries and bilingual glossaries for every test except the ELA test.

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

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

Courses Taught in Languages Other than English ⓘ

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

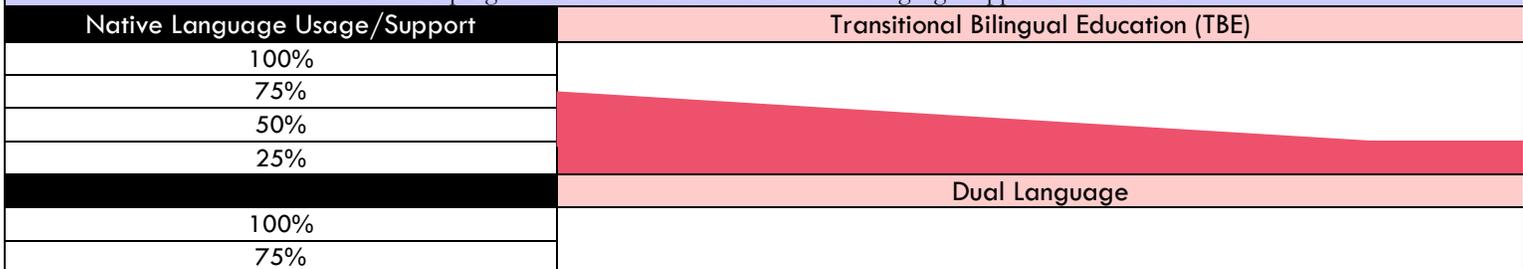
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

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

18. None.

19. Not applicable.

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashaunda Shaw	Principal		12/3/13
Sharon Spann	Assistant Principal		12/3/13
Gillian Pemberton-Smith	Parent Coordinator		12/3/13
Nora Mejia	ESL Teacher		12/3/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vincent Moliterno	Guidance Counselor		12/3/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **608**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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