

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**01M378**

**School Name:**

**SCHOOL FOR GLOBAL LEADERS**

**Principal:**

**CARRY CHAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: School for Global Leaders School Number (DBN): 01M378  
Grades Served: 6-8  
School Address: 145 Stanton Street  
Phone Number: 212-260-5375 Fax: \_\_\_\_\_  
School Contact Person: Carry Chan Email Address: Cchan2@schools.nyc.gov  
Principal: Carry Chan  
UFT Chapter Leader: Anastasia Pappas  
Parents' Association President: Christine Madhere  
SLT Chairperson: Erick Sanchez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): To be Determined  
Student Representative(s): n/a

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7th Avenue  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 212-356-7564 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CARRY CHAN-HOWARD	*Principal or Designee	
ANASTASIA PAPPAS	*UFT Chapter Leader or Designee	
Christine Madhere	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Rhoads	Member/ Teacher	
Paige Wehren	Member/ Teacher	
Erick Sanchez	Member/ Teacher	
Monica Merrick	Member/ Parent	
Myra Ambroise	Member/ Parent	
Selinda Otero	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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 Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

We believe if they have those essential communication skills, they will be further ahead of the game and could get higher paying jobs. In fact, studies have shown that a person who is bilingual on average earns 5% more nationally. Learning a foreign language is one key to a successful career and cultural path and also help shape our students futures. Many of our students speak Spanish at home so we are offering Chinese as our Foreign Language so that it will supplement our students' knowledge of language and diverse cultures. This year our 8th graders will be in their second year of mandarin classes.

In June of 2015 our school was selected to join the Learning Partners Program Plus, an innovative and collaborative initiative that brings schools together to share practices to improve learning in the classroom and raise student outcomes. As the host school, School for Global Leaders will engage in learning cycles, provide support and share strong practices in the focus area of rigorous instruction. Within the Learning Partners Program we will be partnered with The Urban Assembly for the Urban Environment, M.S. 267, Phillipa Schulyer, Middle School for Art and Philosophy, Life Sciences Secondary School and the Elizabeth Blackwell School.

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

According to our School Quality Snapshot for 2014-2015 teacher responses have drastically changed for the better with a 40% increase in the amount of teachers who would recommend SGL to a parent seeking a school as well as the

amount of teachers who look forward to coming to work every day. We also had a 10% increase in the number of students who said they feel safe in the hallways, bathrooms, locker rooms, and cafeteria of this school.

Our key areas of focus for this year are:

Rigorous instruction in ELA, Math and Science, teacher inclusiveness within Effective Leadership and improving family & community ties by opening our classrooms./instructional time to parents who want to learn with their child.

### 01M378 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	235	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.7%	% Attendance Rate			92.0%
% Free Lunch	69.7%	% Reduced Lunch			1.6%
% Limited English Proficient	16.4%	% Students with Disabilities			27.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			20.9%
% Hispanic or Latino	62.3%	% Asian or Native Hawaiian/Pacific Islander			13.1%
% White	1.6%	% Multi-Racial			1.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			3.24
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.9%	Mathematics Performance at levels 3 & 4			17.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			40.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			91.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

#### **Needs Assessment :**

Strengths: Our latest Quality Review (2012-2013) found that teachers ensure that curricula across grades and subjects align to Common Core Learning Standards which raises expectations for rigor and results in progress for all students. (QR Indicator 1.1). In addition, our School Quality Snapshot for 2013-2014 we made “Excellent” progress for all students on the State ELA test and “Good” progress for all students on the State Math test. In addition, for the 2014-2015 school year we made a 3% increase in the overall number of students who are meeting or exceeding standards on the NYS CC ELA exam.

Needs: According to 2015 NYS CC Testing data 17% of our students met or exceeded state performance benchmarks in ELA [Data source: 2015 NYS CC ELA Exam scores]. This shows that although the school ensures that curricular is horizontally and vertically aligned to Common Core Learning Standards, a majority of our students are still struggling with gaps in language acquisition and literacy skills including decoding, fluency and reading comprehension as they work towards being college and career ready.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an 5% increase of students reaching proficiency or higher (3 or 4) on the NYS Common Core ELA exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>10 PD sessions for teachers with an AIS/Guided Reading Staff developer and Reading AIS professional development (fluency, decoding, vocabulary and comprehension) offered by NYCDOE</p>	<p>ELA teachers and SPED teachers who work in the ELA classrooms</p>	<p>October 1, 2015-June 13, 2016</p>	<p>Assistant Principal</p>
<p>Small group AIS pull out: Guided reading groups for students who are 1-2 years below reading level (regular ed, Sped &amp; ELLs) as evidenced by data from the Slosson reading assessment and the Fountas and Pinnelle reading level assessment</p>	<p>Lowest performing 1/3 (NYS CC ELA exam)</p> <p>Limited English Proficient Students</p>	<p>September 9, 2015-June 24, 2015</p>	<p>Assistant Principal</p> <p>AIS Teacher Team</p>
<p>Small group Wilson AIS pull out for students 3 or more years below reading level (regular ed, Sped &amp; ELLs) as evidenced by data from the Slosson reading assessment and the WIST assessment</p>	<p>Lowest performing 1/3 (NYS CC ELA exam)</p> <p>Limited English Proficient Students</p>	<p>September 9, 2015-June 24, 2015</p>	<p>Assistant Principal</p> <p>SPED teacher</p> <p>ELL Teacher and Coordinator</p>
<p>ELA Saturday Academy sessions</p>	<p>Students below or approaching proficiency on the NYS CC ELA exam (2105)</p>	<p>February 20, 2016-April 2, 2016</p>	<p>Assistant Principals</p> <p>SGL ELA teaching staff</p>

	Limited English Proficient Students		
10 pedagogical PD sessions with a senior Teachers ' College staff developer	AIS ELA teachers	October 1, 2015-June 13, 2016	Assistant Principal
In class small group intervention instruction	Students identified by teachers as not acquiring the skills or meeting the standards during whole class instruction	September 9, 2015-June 23, 2016	All classroom teachers, paraprofessionals

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, we will compare diagnostic testing data with summative testing data, along with independent reading level growth and , to assess if we are on target for meeting the goal.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

School’s strengths: According to the Framework for Great Schools Report (2015), under the section for Effective School Leadership, 89% of teachers had positive responses regarding the inclusive principal leadership indicator, and 88% of teachers had positive responses regarding principal instructional leadership indicator.

Needs: According to the same report, under the indicator for teacher influence, Global Leaders scored below 25 points, indicating it is an area for growth. More specifically, 10% of teachers reported that they had some influence over how discretionary school funds should be used and 48% reported that they had absolutely no influence over how school discretionary funds should be used.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% decrease in the number of teachers who report that have no influence on how school discretionary fund are used.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Monthly School Evaluation and Review Team (SERT) meetings for teachers to give input on subject and grade team needs, and subsequent resource allocation	One teacher per subject area	October 9, 2015-June 25, 2016	Principal
Allocation of discretionary funds for grade and content teams to plan educational trips, school events, procure resources (library books, manipulatives)	All teaching staff	October 2015	Principal Assistant Principal Department Leaders and Subject Facilitators
Allocation of discretionary funds for grade teams to plan parent engagement activities.	All teaching staff	October 2015	Principal Grade Team Leaders
Teacher teams involved in needs assessment processes to determine how discretionary funds will be used to promote student achievement	All teaching staff	September-October 2015	Principal, Department Leaders and Subject Facilitators

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for after school SERT meetings, Per session for after school needs assessment, planning work and a hiring committee, discretionary funds for grade trips, events and service learning projects											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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In December 2015 and then again in early February 2016, teachers will take an internal school survey modeled after the 2014-2015 NYC Framework for Great Schools Survey that will have the survey question, *How much influence do you have over how discretionary school funds are spent?* We will be looking at the percentage of teachers responding positively “a moderate amount” to “a great deal” to the questions in this section.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

School’s strengths: According to the Framework for Great Schools Report (2015), under the section for Strong Family-Community Ties, 90% of parents positively rated teacher outreach to parents.

Needs: However, when asked about parent involvement in the school, our lowest percentage- 36%- of positive results came from the statement: Parents/guardians are invited to visit classrooms to observe instruction.

Informed by the Capacity Framework element-Strong Family and Community Ties and the 2015 School Survey, we can build stronger relationships with our parents by creating opportunities for them to engage and build learning relationships with each other, teachers, students by more frequently inviting parents into the classroom.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, There will be a 10% increase in the number of parents who respond favorably (somewhat agree, agree or strongly agree) when asked how much they agree with the statement *parents/guardians are invited to visit classrooms to observe instruction* on the spring 2016 school survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Learn with your Child Day: Once per marking period	All SGL parents and students	November 2015-May 2016	Principal Parent Coordinator SGL teachers
Parents invited to attend subject area classes with their child to support learning; students who are identified as struggling in content area classes will have a conference with the teacher team and together they will select a day and time for the parent to attend class and support their child in learning	Parents of students who have been identified as struggling in class	November 2015-May 2016	Principal Grade Team Leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session and event monies for the planning monthly parent engagement events, translation services, curriculum nights. Per session for child care services for parents who have young children and want to attend events.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January, 2016 we will gather all of the fliers and parent sign-in sheets from all of the parent workshops/events other than report card based parent teacher conferences. We will analyze data around how many parents attended each event, how many parents attended more than one event and analyze patterns and trends around parent attendance by grade and native language status.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	2015 NYS CC exam  TCRWP reading level assessments  Beginning of the year Common Core aligned writing diagnostic	Guided practice, choral reading, read and think alouds, interactive writing, tiered questioning, sentence starters and graphic organizers, Wilson, Blended learning: Waggle & IXL ELA	Small groups (3-6), strategic partnerships, One-to-one support using blended learning, parallel teaching model of ICT teaching	During school: Pull out instruction & ICT class sessions
<b>Mathematics</b>	2013 NYS CC exam	Guided practice, tiered questioning, Blended learning” Waggle & IXL Math	Small Group, strategic partnerships, One-to-one support using blended learning	During school: Pull out instruction & ICT class sessions  Additional after school sessions for ELL students
<b>Science</b>	MOSL data, progress reports and report card data	Use of scientific tools, guided facilitation of labs/experiments, tiered questioning, BrainPop	Tutoring (2:1 student to teacher ratio)  Small group intervention groups	During school: Lunch tutoring sessions  After School Intervention: Wednesdays from 2:30-4:00
<b>Social Studies</b>	Progress reports and report card data	Multi genre non-fiction library  Multimedia resources	Small group  One-to-one support with multimedia and blended learning resources	During school’s regular class sessions
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	IEP mandates  Teacher Referrals to Tier III support  Suspension data	Peer Intervention/I Messaging  Counseling sessions  Student Government	One on One and small group	During the school day pull out sessions for peer intervention/ I messaging, 1:1 counseling book club

	Mediation reports	Girls' Book Club Bullying, Self- Harm and Sexual Harassment Workshops & Restorative Circles		After school for sexual harassment, bullying and self- harm workshops
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## Section 7: 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.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

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

**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.
<p>The following is a list of ways we intend on maintaining our highly qualified teachers:</p> <p>Student Teaching partnership with New York University</p> <p>America Reads College Tutors Program</p> <p>NYC DOE Teacher Recruitment Fairs</p> <p>School-Based Hiring Committee</p> <p>2 master teachers, 3 model teachers</p>

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>The following is a list of ways we intend on providing high quality PD to enable all students to meet the CCSS:</p> <p>Master teachers and model teachers are on-site mentors</p> <p>Intervisitations and Lab Sites</p> <p>School-Based, City-Wide and Community- Based Staff Development Opportunities, including:</p> <p>Curriculum Alignment and Mapping Professional Development</p> <p>Common Core Standards Professional Development workshops</p> <p>Using Danielson's Framework for Teaching to Improve Pedagogical Practice Workshops: Planning and Preparation, Questioning, Assessment</p>

City Wide ELL PD

ICT Trainings

Monthly Subject Facilitator meetings

10 sessions of PD with an AIS staff developer

Monthly on site PD with lead TCRWP staff developer and bio-monthly PD workshops at Columbia University

2015-2016 Learning Partners Plus School

Follow up PD Reflections and Turn Key Lunch & Learns

Quarterly PD Newsletter

### **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.).

#### **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.

Teachers will collaborate in subject teams to backwards plan formative and summative assessments that align to the applicable Common Core or NYS Standards for the content. Formative and summative assessment analysis will be compiled in a *Common Assessment Analysis* document that will break down assessment data by subgroups and areas where students still need growth. This analysis will allow teachers to plan for upcoming units and patterns/trends across documents will be used to make decisions regarding professional development needs.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	136,678.00	x	5A, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	5A, 5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,899,595.00	x	5A, 5D, 5E

#### <sup>1</sup>Explanation/Background:

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

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

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

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

<sup>2</sup>The **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 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 an 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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

Your school's Title I Parent Advisory Council (PAC) 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.

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School for Global Leaders]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School for Global Leaders]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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



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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: SGL has 31 ELL students enrolled for the 2014-2015 school year. 2 students are newcomers, 6 are beginners, 14 are intermediate and 9 are advanced.  
There are two major groups of students: Newcomers/Beginners and Intermediate/Advanced.  
NYSESLAT and classroom assessment data have shown that the Newcomer/Beginner group have reading comprehension levels ranging from 1st grade to 3rd grade, making reading comprehension in the content areas difficult. In addition, they struggle with oral reading and figuring out unfamiliar vocabulary words. When writing these students stick to simple sentences, have many fragment errors and often leave words out entirely.  
NYSESLAT and classroom assessment data have shown that the students in the Intermediate/Advanced group have reading comprehension levels ranging from 3rd grade to 7th grade. Students struggle with non-literal language such as metaphor and idiomatic expressions. They write basic simple sentences but struggle with expressing more complex thoughts as evidenced by an abundance of run on sentences as lack of purposeful punctuation.  
All ELLs in grades 6-8 will receive supplemental instruction after school on Thursdays from 2:30-4:30pm. The Newcomer/Beginner group will alternate with the Intermediate/Advanced ELLs. Students will be taught by a certified ESL teacher that speaks Spanish, French and Chinese. This program will run from October 6, 2014 through June 18, 2015, totalling 30 sessions, 15 for the Newcomer/Beginner group and 15 for the Intermediate/Advanced group. During after school sessions the teacher will use Teacher's College Reading and Writing Workshop methodologies including direct instruction in using reading and writing strategies, extended independent reading and writing time, and explicit instruction in word work, phonemic awareness, and grammar. In addition, the teachers will use texts and topics that are related to Social Studies and Science so that students are exposed to a balanced amount of fiction and non-fiction as well as content-specific academic vocabulary. Instruction will be differentiated for the 2 groups though the use of leveled texts, grade-specific word lists, progression/pacing of skills and the incorporation of audio/visual resources to aid comprehension and Achieve 3000.  
ELLs will be using the Achieve3000 program to adress aforementioned gaps in literacy skills. Achieve3000 will be exclusively used with all of our ELLs in our supplementary Thursday after school sessions. It will be used to push reading and vocabulary growth for all of our ELL students. At the start of the program students are assessed on reading rate and lexile levels using a LevelSet assessment and student growth is measured 2 more times over the course of the program with the same LevelSet assessment.  
Achieve3000 provides explicit, differentiated instruction on comprehension strategies for informational texts within various content areas, including determining the central idea, summarizing, generating questions and setting a purpose for reading. The program all engages students in the formal writing process by having students respond to prompts in 3 genres, with an emphasis on argument writing and using academic vocabulary to ensure that our ELLs are prepared to read, write and speak effectively in all content are courses. National Middle School results showed that ELL students who used Achieve3000 to supplement their literacy work made more than two and a half times their expected growth norms in reading performance as measured in lexiles.  
Both groups are required to attend Saturday Academy from 9:00am to 12:00pm beginning Saturday, February 7, 2015 and ending Saturday, June 6, 2015, totalling 15 sessions. In this program, students will have a certified ESL teacher and a regularly certified English teacher who will use the co-teaching model to deliver targeted instruction. Withing the class, students will be grouped by their NYSESLAT scores. Ms. Huang (ELS) and MS. Gamoran (ELA) will use a combination of rotational teaching, team teaching and parallel teaching to support ELL students in mastering the reading, writing, speaking and listening skills

## Part B: Direct Instruction Supplemental Program Information

they will need to improve on the NYSESLAT exam. Teachers will use a variety of materials including non-fiction articles, short stories of varying guided reading levels, audio books, Glencoe Grammar & Composition handbooks and NYSESLAT test -prep books, "Getting Ready for the NYSESLAT." Students are grouped according to their NYSESLAT score within the class.

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

## Part C: Professional Development

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

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

Begin description here: \_

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

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

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

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

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

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

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

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

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

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

### Part C: Professional Development

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

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ One of our goals the 2014-2015 school year is to increase ELL parents' awareness and comfort levels around what their child is learning by improving school to home communication with ELL families as well as building relationships among the ELL parents themselves and SGL's teachers. In an effort to achieve this goal we have designed a set of year-long parent engagement workshops focused on ways the parents can work with the school to support their students' academic achievement. All parent engagement activities are announced through letters sent home in translated into all languages of our student population. We also send out a school message phone system in English and Spanish announcing all school events. Parents who speak French or Chinese will be called directly by our bilingual ESL teacher and workshop host, Ms. Huang. \_\_\_\_\_ All workshops will be from 5:00pm-6:00pm and will be hosted by our bilingual parent coordinator, Ms. Rios and certified Title III teacher, Ms. Haung, with guest facilitators as necessary. Guest facilitators and their qualifications are listed next to the event. Teacher facilitators will be paid per session using Title III funds. These workshops are:

October 8, 2014- Supporting Independent Reading at Home

## Part D: Parental Engagement Activities

\*Selecting books at the correct reading level

\*Using the public library as a resource

\*Oral and silent reading methods

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

~ Guest facilitator, Ms. Gamoran, ELA teacher

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

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

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

May 19, 2014 Supporting your child as they work in the 8th Grade Exit Projects & take the NYS Science

Exam ~Guest facilitators, Mrs. Sanchez, certified Science Teacher & Ms. Gamoran, certified ELA teacher

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

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

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

## Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **01M378**

School Name: **The School for Global Leaders**

Superintendent: **Daniella Philli**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learndoe.org/tiu/lac](http://www.learndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The data and methodologies used to assess language preferences of the parent community for both written and oral communication include the following:

- \*Part III of the Home Language Identification Survey
- \*ATS Report of Preferred Languages
- \*Student Emergency Contact Cards (Blue cards)
- \*Parent In-house Surveys (collected per grade)
- \*Student In-house Surveys (collected per class)

The school uses the data culled from these documents in order to compile a master registry of students and their preferred home languages. For each grade and class, there is a Google Sheet document that is shared school-wide between administrators, secretaries, guidance counselors, teachers and paraprofessionals that list the names of students and their family members whose preferred languages are any language other than English. This document is maintained and updated regularly by the parent coordinator. Each grade is assigned a bilingual Spanish and Mandarin Chinese staff member who acts as the point person for translating and logging communication with parents in languages other than English.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to the 2015 ATS (RHLLA) report, we have the following preferred languages:

- \*Bengali: 2.2%
- \*Mandarin 20%
- \*Spanish: 16.2%
- \*Thai: .3%

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are translated for families by the date indicated:

- 9/3-9/9 Student Handbook
- 9/3-9/9 School Uniform Policy
- 9/16 Parent Orientation Letter
- 9/16 Grading Policy
- 9/9-9/16 After-school Program Application
- 9/9 Principal Monthly Newsletter & School Calendar

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Some events we plan to host with parents for the school year include:

- 9/16 Back to School Night
- 10/8 SLT meeting (second Thursday every month)
- 10/15 PTA meeting (third Thursday every month)
- 10/21 8<sup>th</sup> Grade High School Articulation Night
- 11/17 Parent Teacher Conferences

On any of the dates above, our school will contact an interpretations vendor if necessary. Written translation requests will be submitted to the Translation and Interpretation Unit at least two weeks ahead of time.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All written communication will be translated by an in-house school staff or with assistance from the Translation and Interpretation Unit.

As much as possible, templates available for school holidays, parent-teacher conferences and other DOE notices will be used from the Translation and Interpretation Unit's intranet site.

A roster of bilingual staff members who may serve as interpreters/translate documents include:

Daisy Rios, Parent Coordinator (Spanish)

Sandra Brandan, Guidance Counselor (Spanish)

Magdalen Beiting, Mathematics (Spanish)

Erica O'Connor, Mathematics (Spanish)

Erick Sanchez, Science (Spanish)

Tiffany Huang, ENL (Spanish, Mandarin Chinese)

Justin Lin, Foreign Language (Mandarin Chinese)

Joyce Chen, Mathematics (Mandarin Chinese)

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All written communication will be translated by an in-house school staff or with assistance from the Translation and Interpretation Unit.

As much as possible, templates available for school holidays, parent-teacher conferences and other DOE notices will be used from the Translation and Interpretation Unit's intranet site.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The guidance counselor distributed materials with information about the translation services to all staff members during a professional learning session. The parent coordinator would also email the translation unit to request for specific documents to be translated.

The following phone tree is distributed to teachers in their grade teams:

Daisy Rios, Parent Coordinator (Spanish, whole school)

Sandra Brandan, Guidance Counselor (Spanish, whole school)

Magdalen Beiting, Mathematics (Spanish, 6<sup>th</sup> grade)

Erica O'Connor, Mathematics (Spanish, 8<sup>th</sup> grade)

Erick Sanchez, Science (Spanish, 8<sup>th</sup> grade)

Tiffany Huang, ENL (Spanish, Mandarin Chinese, whole school)

Justin Lin, Foreign Language (Mandarin Chinese, 8<sup>th</sup> grade)

Joyce Chen, Mathematics (Mandarin Chinese, 7<sup>th</sup> grade)

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### **Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster is available outside of the Main Office, with the Language ID Guide at the main entrance security desk. The staff members who are available to translate into the high-incidence languages are indicated on these posters. The Parent's Bill of Rights and Parents' Guide to Language Access are distributed at the beginning of the year by the parent coordinator in the available translated language version.

## **Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will conduct in-house quarterly surveys to gather feedback from parents regarding the quality of the in-house translations, translated documents, parent phone calls, etc. The school will revise and adjust our policies and procedures as needed based on this data.