



GLOBAL NEIGHBORHOOD SECONDARY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 04M381
ADDRESS: 240 EAST 109 STREET, NY, NY 10029
TELEPHONE: 212-289-4204
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M381 **SCHOOL NAME:** Global Neighborhood Secondary School

SCHOOL ADDRESS: 240 E. 109, NY, NY 10029

SCHOOL TELEPHONE: 212-289-4204 **FAX:** 212-289-4301

SCHOOL CONTACT PERSON: Luis Genao **EMAIL ADDRESS:** lgenao3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jenny Santiago

PRINCIPAL: Luis Genao

UFT CHAPTER LEADER: Dejah Lynch

PARENTS' ASSOCIATION PRESIDENT: Jenny Santiago

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** 511

NETWORK LEADER: Calvin Hastings

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Luis Genao	*Principal or Designee	
Dejah Lynch	*UFT Chapter Chairperson or Designee	
Jenny Santiago	*PA/PTA President or Designated Co-President	
Rina Shimabuku	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Torres	Member/Parent	
Sia George	Member/Parent	
Lisa Rodrigez	Member/Social Worker	
Berquis Arias	Member/Translator-teacher	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Global Neighborhood Secondary School (GNSS) is a 6th--12th grade school with 198 students, including immigrant families and students with disabilities in the surrounding East Harlem neighborhood. GNSS has four core instructional goals that have remained consistent from year one through year two:

1) Implement and develop Content Teams to examine and establish coherent curriculum across the classrooms and grades with a specific focus on adapting a no failure grading policy (AED Middle Start's ABCI) and customizing our Design Your Own periodic assessments to establish and maintain a culture of high expectations and academic rigor for all students;

2) Continue to increase distributive leadership (on organizational policies and structures) and the number of teachers participating in inquiry teams focused on differentiation (Professional Study Inquiry Groups) via on-going development of Math/Science, Special Education and Grade level teams;

3) Increase teacher capacity to design and implement effective instruction to accelerate the learning of under-performing students, with particular focus on Math and Science instruction, with a special emphasis on literacy-across-the-curriculum and differentiation for inclusive classrooms.

GNSS is an eclectic pedagogical community. We are held together by our four core values, which guide us from the admission of students and hiring of staff through our on-going collaborations with external partners:

- 1) Commitment to Community
- 2) Respect for Creative and Critical Thought
- 3) Respect for Diversity
- 4) Commitment to Self-Respect

Our mission and core values are made actionable through the following observable practices:

- Academically Rigorous and Coherent Curriculum: Connected Math; Community-focused (nonfiction) Humanities, Inquiry based Science
- Wellness Team for Social-Emotional Wellbeing
- Advisory Program: focused on healthy eating, student habits and community-building
- Professional Study Inquiry Groups (PSIGs)
- During and after-school enrichment

Instruction at GNSS is organized into ten week quarters. Parent Leadership Meetings are held monthly and Family Conference to discuss student progress are conducted every ten weeks. PSIGs--structured teacher meetings occur daily at GNSS and are the center of our decision making process:

Mondays: Collaborative Team Meetings in Math and ELA (self-facilitated)

Tuesday: Content Team Meetings

- Math: facilitated by the Center for Educational Options
- Humanities: facilitated by Center for Educational Options and Dr. Charles Malone (CCNY)
- Spanish: facilitated by Iris Cortes (lead teacher)
- Science: facilitated by the Academy for Educational Development

Wednesday: Advisory/Grade Level Team Meetings (self-facilitated)

Thursday: Special Ed Meetings (self-facilitated)

Friday: Whole School Policy and Grade Level Team Meetings facilitated by the Center for Educational Options (90 minutes every Friday)

Support and the sharing of best practices are ensured at the day-to-day level through the daily PSIG. This is bolstered through collaborative community building and outreach experiences, such as the incorporation of learned practices in:

I. Spring in-coming student orientations

II. Summerburst Activities for incoming Sixth grade students and parents;

Fall Orientation and Curriculum Night Activities

SECTION III – Cont’d On WEBSITE

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				Suspensions: (OSYD Reporting) – Total Number					
Special Education Enrollment:				(As of June 30)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2007-08	2008-09	2009-10					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.
 *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student performance trends: Based on the 2009 Progress Report, Special Education Students made exemplary proficiency gains of 32.1% in ELA, resulting in a credit of 0.75; Hispanic students in the lowest third citywide made exemplary gains of 33.3%, resulting in a credit of 1.5, and Black students in the lowest third citywide made exemplary gains of 25.0% resulting in a credit of 0.75. In Math, the corresponding gains were 20.7%, 25.0%, and 14.3%.

Attendance this year averages 91.6% (comparable to 91.5% in 2008-2009.)

GNSS outperformed the Peer Horizon in ELA Student Performance (Percentage of Students at Proficiency--122.8%; Median Student Proficiency—105.4%). Comparable figures for Math were 60% and 70.5%.

GNSS outperformed the Peer Horizon in ELA in the following categories: percentage of students in school's lowest 1/3 making at least 1 year of progress (110.5%) and average change in student proficiency for Level 1 and 2 students (144%). It was at 94.6% of the Peer Horizon for percentage of students making at least one year of progress and 90% for average change in student proficiency for level 3 and Level 4 students.

GNSS also outperformed the City Horizon in ELA in percentage of students making at least one year progress: 103.3%; percentage of students in school's lowest 1/3 making at least one year of progress: 109.7%; average change in proficiency for Level 1 and Level 2 students: 116.7%. It was at 79.3% of the City Horizon in average change in student proficiency for Level 3 and level 4 students.

The figures for math were lower both with respect to Peer Horizon and City Horizon. Students in the 12-1-1 class struggled particularly in 2008-2009 because the teacher changed in mid-year. Several Level 4 students also dropped in performance, largely because of social/emotional issues.

During 2009-10, we have had a more coherent, stronger math program and expect that to be reflected in academic performance. We have instituted a targeted Inquiry process which includes a focus on the social/emotional issues. We have increased our social work support.

Greatest accomplishments: We have opened a new school and created an environment in which students are performing well and making strong academic progress and we have created an effective professional learning community. As the 2009-2010 Quality Review reports, the school is "proficient."

According to the Quality Review: The school's core values, assessment data, and community survey results shape the effective collaboration of the principal, staff, parents, and students in constructing school-wide goals. The principal and School Leadership Team (SLT) make organizational decisions and channel resources to support the school's overarching goals of collaboration, student engagement and service, including adding a social worker and interns to the staff to maximize social and emotional support services for students. The team also embeds time within the schedule for teachers to work collaboratively and to utilize inquiry team protocols to improve instructional practices, solve procedural problems, and to increase student achievement. In addition, the school maintains effective collaborative relationships with community-based organizations such as the YMCA and Princeton-Blairstown Center, local universities, instructional coaches, and consultants to enhance socio-academic services for students and professional growth opportunities for teachers. The school's dedication to professional collaboration also manifests itself through its carefully structured mentoring program for new teachers.

According to students and parents, the Global Neighborhood Secondary School receives high acclaim for its inclusive environment, rigorous curriculum designed to provide a wide range of experiences, and an effective academic and social support system. For example, families note that teachers provide individual and group supplemental instruction in math and English language arts for struggling students whenever necessary. The school provides a multitude of electives such as dance, flag football, and visual arts to develop students' creative and athletic skills. Additionally, students agree that they feel safe in school and are comfortable approaching the principal, social services staff, and teachers about any difficulties they may face inside or outside of the school setting.

What the school does well

- The curriculum provides a wide range of challenging experiences and choices, including the arts, to facilitate growth of students' academic and creative skills.
 - o Students actively engage in the broad and challenging curriculum. This includes a wide range of elective courses such as art, music, physical education, dance, chorus, flag football, and capoeira instruction to support the growth of students' physical, artistic, and social skills. The students appreciate the variety of options available to them and achieve well in all their areas of study.
 - o In addition to the well designed, rigorous curriculum during the school day, the school provides well attended voluntary and mandatory math and English language arts instruction, after regular school hours. The planned courses are carefully structured to meet specific student needs and strengthen and extend student competency in those content areas.
- The school makes informed and effective organizational decisions to support academic achievement.
 - o The principal strengthened the school's social and emotional support services through the addition of a social worker and interns to maximize the effectiveness of the services offered to students and families. These supports lead to increasing student achievement across the content areas as student attendance, engagement and motivation is continuously improved.
 - o Teachers' schedules include embedded time for grade-level, content area, and Professional Study Inquiry Groups (PSIG's) to improve instructional practices, analyze student achievement patterns, and to provide solutions to problems that inhibit student learning. As a result, the quality of teaching and learning is consistently improving and impacts positively on student progress and results.
- The school is a safe place where students engage in their learning and articulate their appreciation for the high level of support they receive to sustain their personal and academic achievement.
 - o Administrators and staff place high priority on ensuring that the school is an attractive, stimulating and secure place of learning. Students indicate that they feel safe throughout the school environment and are comfortable talking to the principal, teachers, and social workers about problems that they experience inside and outside of the school community. Students also say that they appreciate the opportunities

teachers afford them before and after school hours, during the student advisory period, and lunch to receive group and individualized instruction to bolster their academic performance.

- The school sustains clear and focused global goals for accelerated learning and student success that maintains broad support.

- o The principal and teachers, parents, and student representatives work collaboratively to set high expectations through clearly defined school-wide goals in the CEP and school action plans. These are based on the school's core values, alongside thorough analysis of assessment results, school survey data, and authentic assessments to provide a clear vision for continued improvement. All strategies to accelerate student learning take into account the unique strengths, needs and challenges facing the learning community.

- Professional collaboration is a high priority and faculty profit from varied opportunities to share and develop strengths as individuals and members of the teaching community.

- o All teachers and the principal are members of grade-level, content area, and PSIG's that meet regularly to improve instructional practices, analyze student achievement patterns, and provide policy and procedural solutions to problems that inhibit student learning. The school engages in an annual curriculum retreat where teachers collaborate to ensure curricular alignment with State standards and the school's core values of academic study, community action, international and local engagement, and a school environment that values democracy and equity.

- o The school provides a carefully structured teacher-mentoring program for new teachers, with core content area teacher coaches responsible for designing supports to meet individual needs. The school regularly employs a variety of professional development consultants to facilitate teacher reflection, professional learning through inquiry protocols, increased content knowledge, and improved instructional practices.

- Effective student support services and collaboration provide students with a wide range of opportunities to grow academically and socially.

- o The school maintains a wide variety of collaborative external partnerships to enhance and extend student development. These include the YMCA, Princeton – Blairstown Center, and a local university to provide students with social development, college preparatory work, and community service programs to support the school's effective campaign in providing an academically focused, safe, and accepting school environment.

Aids or barriers to continued improvement: A committed and skilled faculty and staff are a major asset. Links with external groups The addition of a parent coordinator in 2010-2011 will be a significant aid to strengthening connections with families.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

2010-2011 Goals:

Goal 1) To improve the percentage of students at Proficiency and at Median Student Proficiency in ELA by 5 percent as measured by Periodic Assessments, Standardized Test and GNSS Progress Report. By June 2011, GNSS will have implemented Performance Series Periodic Assessment as well as other assessment tools that are aligned to the new Common Core State Standards curriculum.

Goal 2) To improve the percentage of students at Proficiency and at Median Student Proficiency in Math by 5 percent as measured by Periodic Assessments, Standardized Test and GNSS Progress Report. By June 2011, GNSS will implement Performance Series Periodic Assessment as well as other assessment tools that are aligned to the new Core Standards curriculum.

Goal 3) Increase teacher capacity to design and implement effective instruction to accelerate the learning of under-performing students, with particular focus on math and ELA instruction, literacy and inclusive classrooms:

- Objective 1: 95% of students, including all of our overage students (4%) will progress to next grade.
- Objective 2: 95% of students will show a minimum of one year's progress in NYS ELA and/or Math tests
- Objective 3: 20% of students will show more than one year's academic growth in Math and/or ELA.

Goal 4) Increase opportunities and achievement of students with Special Needs:

- Objective 1: 95% of students, including all of our overage students (4%) will progress to next grade
- Objective 2: 95% of students will show a minimum of one year's progress in NYS ELA and/or Math tests

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1) Continue to increase the number of teachers participating in inquiry teams (Professional Study Inquiry Groups) via development and implementation of grade level teams and a Special Education Team, with expansion to 8th grade:</p> <ul style="list-style-type: none"> ➤ Objective 1: 100% of teachers in inquiry team work by June 2011. ➤ Objective 2: Comprehensive study of eight students that affects a greater sub-group of students. Continued refinement of DY0, on-going modifications to reporting system, grading policy and discipline.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan: Participation of 90% of Staff in Summer School Inquiry Team Retreat followed by Bi-monthly Meetings focused on identifying struggling students, developing intervention strategies and providing school-wide DY0 monitoring system.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Approximately 50K in funding will be provided for three coaches to work with Math, Sixth Grade, Seventh Grade, and Eighth Grade Team of teachers.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Evidence: DYO Periodic Assessments comprised of writing samples, running records, summative math assignments and projects will be conducted and reviewed quarterly. Classroom work and behavior of targeted groups will be discussed weekly.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2) Continue to implement and develop Content Teams in ELA and Math, with expansion to 8th grade, to examine and establish coherent curriculum across the classrooms and grades with a specific focus on adapting a no failure grading policy (Middle Start’s ABCI) and customizing our Design Your Own periodic assessments to establish and maintain a culture of high expectations and academic rigor for all students;</p> <ul style="list-style-type: none"> ➤ Objective 1: All teachers develop and implement standards-based instructional curriculum maps and corresponding units. ➤ Objective 2: Humanities, Math and Science Teams develop, implement and assess instructional practices and modify instruction accordingly.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan: Participation of 90% of Staff in Summer School Curriculum Mapping Retreat followed by Weekly Content Team Meeting focused on developing intervention strategies and implementing and reviewing school-wide DY0 monitoring system. Bi-monthly Inquiry Meetings will also focus on identifying struggling students via a Modified Descriptive Review Process.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<p>Approximately 50K in funding will be provided for three coaches to work with Math, Sixth Grade and Seventh Grade Team of teachers.</p>

<p><i>described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence: DYO Periodic Assessments comprised of writing samples, running records, summative math assignments and projects will be conducted and reviewed quarterly. Classroom work and behavior of targeted groups will be discussed weekly.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3) Increase teacher capacity to design and implement effective instruction to accelerate the learning of under-performing students, with particular focus on math and ELA instruction, literacy and inclusive classrooms:</p> <ul style="list-style-type: none"> ➤ Objective 1: 95% of students, including all of our overage students (4%) will progress to next grade ➤ Objective 2: 95% of students will show a minimum of one year’s progress in NYS ELA and/or Math tests ➤ Objective 3: 20% of students will show more than one year’s academic growth in Math and/or ELA.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan: Participation of 90% of Staff in Summer School Inquiry Team Retreat and Summer Curriculum Mapping followed by Bi-monthly Meetings focused on identifying struggling students, developing intervention strategies and providing school-wide DY0 monitoring system.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Approximately 50K in funding will be provided for three coaches to work with Math, Sixth Grade, Seventh, and Eighth Grade Team of teachers.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Evidence: DYO Periodic Assessments comprised of writing samples, running records, summative math assignments and projects will be conducted and reviewed quarterly. Classroom work and behavior of targeted groups will be discussed weekly. Mock Standardized Tests will also be conducted in order to assess academic growth via performance on standardized tests.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4) Increase opportunities and achievement of students with Special Needs:</p> <ul style="list-style-type: none"> ➤ Objective 1: 95% of students, including all of our overage students (4%) will progress to next grade ➤ Objective 2: 95% of students will show a minimum of one year’s progress in NYS ELA and/or Math tests
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Action Plan: Participation of 90% of Staff in Summer School Inquiry Team Retreat and Summer Curriculum Mapping followed by Weekly Special Education Team Meetings and Bi-monthly Inquiry Team Meetings focused on identifying struggling students, developing intervention strategies and providing school-wide DY0 monitoring system.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Approximately 50K in funding will be provided for three coaches to work with Math, Sixth, and Seventh Grade Team of teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence: DY0 Periodic Assessments comprised of writing samples, running records, summative math assignments and projects will be conducted and reviewed quarterly. Classroom work and behavior of targeted groups will be discussed weekly. Mock Standardized Tests will also be conducted in order to assess academic growth via performance on standardized tests.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	55	39			18	4	21	46
7	54	51			62	3	21	51
8	60	49			71	5	21	60
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	After analyzing school summative and formative data we are conducting periodic running records for targeted students as academic enrichment during afterschool focusing on writing mechanics and academic vocabulary building.
Mathematics:	After analyzing school summative and formative data we are conducting periodic assessments for all targeted students as academic enrichment during afterschool focusing on writing mechanics and academic vocabulary building.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	High School Articulation, Violence Prevention including mediation and intervention, and academic intervention and one-to-one tutoring, personal and social skills development.
At-risk Services Provided by the School Psychologist:	Violence Prevention including mediation and intervention, and academic intervention and one-to-one tutoring, personal and social skills development.
At-risk Services Provided by the Social Worker:	Individual and Group Counseling, Violence Prevention including mediation and crisis intervention, and academic intervention and personal and social skills development, behavior management, parental support and academic counseling
At-risk Health-related Services:	Health Clinic on premises with over 80% of students registered.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	204662	34786	239448
2. Enter the anticipated 1% set-aside for Parent Involvement:	2046	347	2393
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10233	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20466	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____93%_____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Two teachers are highly qualified with Master’s in appropriate area. Teachers have contacted NYCDOE for appropriate certification.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			171917		
Title I, Part A (ARRA)	Federal	✓			34439		
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			1386397		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Global Neighborhood Secondary School					
District:	4	DBN:	04M381	School		310400011381

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			91.5	90.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0			94.0	94.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	86	72	64	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	80	62			84.9	92.1
Grade 8	0	0	71				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0			9	13
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	86	152	197	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
						5	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	25	32	Principal Suspensions		44	51
# in Collaborative Team Teaching (CTT) Classes	19	27	36	Superintendent Suspensions		39	65
Number all others	3	2	7				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		8	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	8	0	TBD				
# ELLs with IEPs	1	0	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
2007-08	2008-09	2009-10	
	2	5	

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	4	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		37.5	35.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		75.0	75.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers		100.0	88.2
Black or African American	48.8	40.8	42.6				
Hispanic or Latino	47.7	55.3	53.8				
Asian or Native Hawaiian/Other Pacific	2.3	3.3	3.0				
White	1.2	0.7	0.5				
Male	62.8	55.9	55.3				
Female	37.2	44.1	44.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	4	4					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					P
Overall Score:	40.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	28.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster AED	District 04	School Number 381	School Name GNSS
Principal Luis Genao		Assistant Principal type here	
Coach type here		Coach type here	
Teacher/Subject Area Dina Gregory/ESL & Spanish		Guidance Counselor Kassandra Reyes	
Teacher/Subject Area Carol Sypress/ELA		Parent type here	
Teacher/Subject Area Paula Murphy/Math Bilingual		Parent Coordinator Alexandra Felix	
Related Service Provider J. Warden/ Bilingual Sp. Ed.		Other type here	
Network Leader Calvin Hastings		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	195	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	11.28%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

1. If students new to the New York City school system come to our school, we will provide the Home Language identification Survey. A licensed pedagogue will interview the parents. If the home language is other than English, the students will be tested with the LAB-R to establish entitlement to ELL services. Students will be evaluated in the spring to determine their movement in English by taking the NYSESLAT. LAB-R and/or Spanish LAB exams are administered only when a student first enrolls in the New York State public school system

2, 3, 4. GNSS We offer parent orientations to inform parent of the three New York City program models (Transitional Bilingual, Dual Language and ESL) and show the NYC parent orientation video. They are offered the opportunity to choose the program of preference. Should they choose a program not offered in our school, they are given the transfer option to a school that offers the respective program model. The ELL identification, parent orientation and program placement will take place within ten days of enrollment. Our LAP team will review periodically the parent choice letters, to ensure that the program offered in our school is aligned with the parent options. Should our ELL population increase, and should more parent select a Bilingual program, we will proceed as requested per CR part 154 and open a TBE program.

5 & 6. Ninety-four niety percent (94%) of parents who responded to Survey are satisfied with their choice of GNSS. We continue to strive to support parental request and the particular needs of Heritage Language students and our ELLs, who predominantly have Spanish as a native language, by providing a rich culturally infused curriculum (specifically in Humanities and the Arts) and by providing an accelerated Spanish language program that provides high school credits for eligible candidates and accelerates native/heritage language learning.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
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 type="checkbox"/>	
<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

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

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

Push-In															0
Total	0	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE		ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	19

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			21			19			41
Total	1	0	0	21	0	0	19	0	0	41

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	6	5					19
Chinese														0
Russian														0
Bengali														0
Urdu									1					1
Arabic							1							1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	10	6	6	0	0	0	0	22

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Global Neighborhood Secondary School (GNSS) is a 6th--12th grade school, which opened with 85 Sixth graders and eight faculty members in September 2008. Currently, our school has 195 students in the sixth-eighth grade, including immigrant families and students with disabilities in the surrounding East Harlem neighborhood. Our school is organized by designed to prepare early adolescents to become highly skilled, self-aware adults, who are ready to attend four-year colleges. Students are prepared to become global citizens through heterogeneous grouping for academic study and participation in a school environment that values democracy and equity. As a school of inclusion, GNSS has approximately 35% students with IEPs per grade supported through a collaborative team teaching approach as well as within self-contained classrooms (12:1:1). Students mostly travel together for grade specific core classes (CTT and otherwise), which are 50 minutes long. GNSS students have ungraded electives, usually 1-2 electives per day which include Art, Chorus, Music, Dance and Physical Education.

2. GNSS has one ESL teacher and one Lead English Teacher who has certification from California for the teach of ELLs--specifically, the Crosscultural, Language, and Academic Development (CLAD™). Each student recieves the mandated number of ESL instructional minutes as part of their regular weekly schedule.

3 & 4. GNSS participates in the Consortium Do Your Own Interim Assessments as well as the Middle School Performance Based Assessment Pilot (Core Curriculum Math Pilot). ELL students participate in the baseline assessments in writing and math long with the rest of the school. That data as well as more traditional periodic assesment data (acuity) is used to drive instruction in all classrooms and for all students. The first interim assessments and running records are conducted prior to the mid-quarter review in early October. This is followed by a more thorough First Quarter Assesment in November. Content and Grade Level Teams review individual student progress. The Lead ESL Teacher is also required to review Mid-Quarter and Quarterly Data and advise administration and teacher teams accordingly. In this manner the ESL Teacher shares her expertise and ensure an appropriate focus on the ELL population in professional development meetings: specifically

by examining/sharing NYSESLAT scores, School Rubrics , Student Work, and other diagnostic assessments as well as in discussing and sharing intervention strategies. Thus, goals are set for each ELL student based on this data. The data will also being used to inform instruction and flexible groupings in the core content area classrooms.

The professional development at GNSS focuses around our Essential Pedagogical Underpinnings, which support the academic achievement of ELLs.

- Differentiated curriculum designed to ensure the success of all learners will focus on strategies to diagnose and address specific needs of ELLs, underachievers, and accelerated students.
- Development of relationships and support structures that scaffold reading, writing, and learning practices during the crucial early teen years.
- Cultivation of engaging literacy strategies to weave meaningful connections to the world outside of school. Backward design curriculum framework situates skills within inquiry and authoring cycles.
- Ongoing, performance-based assessments that provide a clear picture of student learning patterns for teachers, student, and their families.

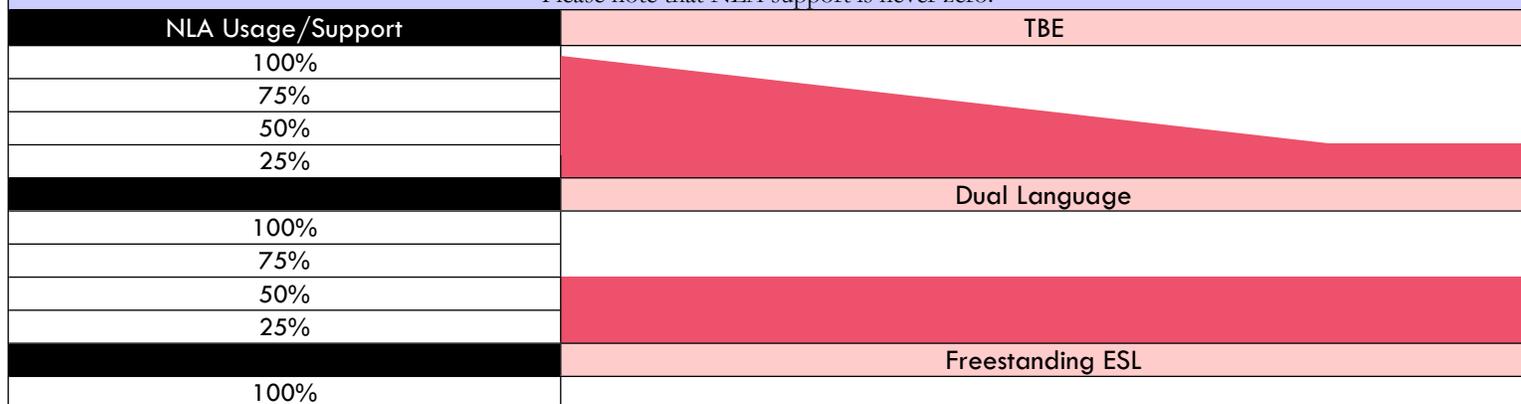
In addition, students have Spanish class four times a week, which supports native language development for the ELLs who come from Spanish speaking homes. ELL and F-ELL non-Spanish speakers (Arabic, Pakisatani, Bengali) are encouraged to enter or continue with Saturday programs in their native language.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

GNSS has four core instructional goals that have remained consistent from year one through year three:

5&6) Content Teams examine and establish coherent curriculum across the classrooms and grades with a specific focus on adapting a no failure grading policy (AED Middle Start's ABCI) and customizing our Design Your Own periodic assessments to establish and maintain a culture of high expectations and academic rigor for all students, including ELLs of all ranges. Students who have been identified as struggling are placed into an extended time intervention relevant to their greatest area of need (ESL, Math, ELA, etc.). This data-driven focus allows us to customize our instruction and our curriculum for students of all language development ranges.

7) Continue to increase distributive leadership (on organizational policies and structures) and the number of teachers participating in inquiry teams focused on differentiation (Professional Study Inquiry Groups) for English language learners via on-going inclusion of ESL and/or Bilingual teachers into the Math, Humanities, Special Education and Grade level teams. Secondly, continue to increase teacher capacity to design and implement effective instruction to accelerate the learning of ELL students, with particular focus on Math and ELA instruction, with a special emphasis on literacy-across-the-curriculum strategies (Literate Circles and other Balanced Literacy methodologies).

8) Literature Circle groups were dropped due to limited staff capacity to implement effectively.

9) GNSS is an eclectic pedagogical community. We are held together by our four core values, which guide us from the admission of students and hiring of staff through our on-going collaborations with external partners:

- 1) Commitment to Community
- 2) Respect for Creative and Critical Thought
- 3) Respect for Diversity
- 4) Commitment to Self-Respect

Our mission and core values are made actionable through the following observable practices and programs:

- Academically Rigorous and Coherent Curriculum: Connected Math; Community-focused (nonfiction) Humanities, Inquiry based Science, Spanish Language Instruction
- Wellness Calendar for Social-Emotional Wellbeing and acculturation into School Environment
- Advisory Program: focused on healthy eating, student habits and community-building
- Professional Study Inquiry Groups (PSIGs): see below
- During and after-school enrichment

PSIGs--structured teacher meetings occur daily at GNSS and are the center of our decision making process for modifying instruction and supporting students, including ELLs of all ranges:

Mondays: Collaborative Team Meetings in Math and ELA (self-facilitated)

Tuesday: Content Team Meetings

- Math: facilitated by the Academy for Educational Development
- Humanities: facilitated by Center for Educational Options
- Spanish: facilitated by Iris Cortes (lead teacher)
- Science: self-facilitated

Wednesday: Grade Level Team Meetings (self-facilitated)

Thursday: Special Ed Meetings (self-facilitated)

Friday: Whole School Policy and Grade Level Team Meetings facilitated by the Center for Educational Options (90 minutes Monthly)

Support and the sharing of best practices are ensured at the day-to-day level through the daily PSIG. This is bolstered through collaborative community building and outreach experiences, such as the incorporation of learned practices in:

- I. Spring in-coming student orientations
- II. Summerburst Activities for incoming Sixth grade students and parents;
- III. Fall Orientation and Curriculum Night Activities

Instruction at GNSS is organized into ten week quarters. A mid-quarter progress and a final quarter progress report is generated. This means that approximately every five weeks student progress is being formally assessed and communicated. Student progress is assessed and analyzed by the administration and the Content and Grade level teams. Enrichment and acceleration opportunities are created within the school day and in our in the afterschool program (6th Grade Preparatory, 7th Grade Art Portfolios, Afterschool Peer Tutoring/Mentoring Program). DYO Periodic Assessments and traditional periodica assessments (Acuity) are also conducted and reviewed quarterly. Mock Standardized Tests will also be conducted in order to assess academic growth via performance on standardized tests. Classroom work and behavior of targeted sub-groups is discussed weekly and instruction is modified accordingly.

14. In addition, students have Spanish class four tmise a week, which supports native language development for the ELLs who come from Spanish speaking homes. ELL and F-ELL non-Spanish speakers (Arabic, Pakisatani, Bengali) are encouraged to enter or continue with Saturday programs in their native language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

PSIG meetings, collaborative professional development meetings, occur daily at GNSS and are the center of our decision making process for modifying instruction and supporting students, including ELLs of all ranges:

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- II. Summerburst Activities for incoming Sixth grade students and parents;
- III. Fall Orientation and Curriculum Night Activities

Teachers are also directed to participate in workshops conducted by experts at the Local and National level (NYCDOE, AED, TPR, etc.). In total, teachers participate in a minimum average of 4 hours a week in professional development activities or 160 hours a year.

E. Parental Involvement

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

All parents are invited to attend our first Open House/Curriculum Night in the Fall (October/November). We inform them of state standards and assessments in the school, in addition, to our academic expectations. We provide at least two parent orientations for all parents, one in the Fall and one in Spring. We inform parents of our instructional program, academic expectations, educational opportunities for students and parents, standards, assessments, and ways families can support their children's academic work. ELL Parent meetings will be conducted by the Principal and the ESI teacher. In addition, ELL parents attend our two community-wide gatherings. We will implement ELL parent workshops around leadership development and homework help. All correspondence sent to ELL parents will be provided in the language parents understand. Translators will be available at the parent meetings and materials will be distributed in the parents' languages as well. Instruction at GNSS is organized into ten week quarters. Parent Leadership Meetings are held monthly and every 10 weeks Family Conference are held to discuss student progress.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1	0					3
Intermediate(I)							4	3	0					7
Advanced (A)							4	1	6					11
Total	0	0	0	0	0	0	10	5	6	0	0	0	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	4	0	0	9
7	5	0	0	0	5
8	2	3	0	0	5
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		6		2		0		10
7	5		0		0		0		5
8	0		5		0		0		5
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		9		4		1		18
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	11		5		2		1		19
8									0
NYSAA Bilingual Spe Ed									0

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

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

GNSS participates in the Consortium Do Your Own Interim Assessments as well as the Middle School Performance Based Assessment Pilot (Core Curriculum Math Pilot). ELL students participate in the baseline assessments in writing and math long with the rest of the school. That data as well as more traditional periodic assesment data (acuity) is used to drive instruction in all classrooms and for all students. The first interim assessments and running records are conducted prior to the mid-quarter review in early October. This is followed by a more thorough First Quarter Assesment in November. Content and Grade Level Teams review individual student progress. The Lead ESL Teacher is also required to review Mid-Quarter and Quarterly Data and advise administration and teacher teams accordingly. In this manner the ESL Teacher shares her expertise and ensure an appropriate focus on the ELL population in professional development meetings: specifically by examining/sharing NYSESLAT scores, School Rubrics , Student Work, and other diagnostic assessments as well as in discussing and sharing intervention strategies. Thus, goals are set for each ELL student based on this data. The data will also being used to inform instruction and flexible groupings in the core content area classrooms.

The professional development at GNSS focuses around our Essential Pedagogical Underpinnings, which support the academic achievement of ELLs.

- Differentiated curriculum designed to ensure the success of all learners will focus on strategies to diagnose and address specific needs of ELLs, underachievers, and accelerated students.
- Development or relationships and support structures that scaffold reading, writing, and learning practices during the crucial early teen years.
- Cultivation of engaging literacy strategies to weave meaningful connections to the world outside of school. Backward design curriculum framework situates skills within inquiry and authoring cycles.
- Ongoing, performance-based assessments that provide a clear picture of student learning patterns for teachers, student, and their families.

In addition, students have Spanish class four tmise a week, which supports native language development for the ELLs who come from Spanish

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		