



THE GLOBAL LEARNING COLLABORATIVE

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: THE GLOBAL LEARNING COLLABORATIVE
ADDRESS: 145 WEST 84 STREET
TELEPHONE: 212-877-1103
FAX: 212-877-1138

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310300011403 **SCHOOL NAME:** THE GLOBAL LEARNING COLLABORATIVE

SCHOOL ADDRESS: 145 WEST 84 STREET, MANHATTAN, NY, 10024

SCHOOL TELEPHONE: 212-877-1103 **FAX:** 212-877-1138

SCHOOL CONTACT PERSON: JENNIFER ZINN **EMAIL ADDRESS:** JZinn@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Amanda Briggs

PRINCIPAL: JENNIFER ZINN

UFT CHAPTER LEADER: Jeff Picca

PARENTS' ASSOCIATION PRESIDENT: Ric Cherwin

STUDENT REPRESENTATIVE:
(Required for high schools) Vanessa Rivas

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

SUPERINTENDENT: ELAINE GORMAN

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
JENNIFER ZINN	Principal	
Jeff Picca	UFT Chapter Leader	
Paulette Dildy	Title I Parent Representative	
Ric Cherwin	PA/PTA President or Designated Co-President	
Vanessa Rivas	Student Representative	
Rachel Dahill Fuchel	UFT Member	
Anita Salvate	UFT Member	
Judy Zangwill	Parent	
Tonya George	Parent	
Greg McCollum	Parent	
Shayeeda McCollum	Student Representative	
Amanda Clemenza	UFT Member	

* 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.

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The Global Learning Collaborative (GLC) is a new school dedicated to bringing people together to change the world. We recognize that only with the true collaboration of all interested parties, including dedicated students, supportive parents and guardians, committed faculty and staff members, and thoughtful community partners, can we have a chance to get all our students on a path to college and global citizenship. We believe every student will be successful in our school and in the world as they develop the skills and understandings they need. Our Graduate Profile outlines these skills, including understanding different cultures, speaking different languages, new media literacy, conflict resolution, academic skills, and more.

Our unique program features include our Bilingual Spanish program, the use of extended periods to enhance authentic student learning, our Seminar day included in the weekly schedule, the use of Standards-Based reporting, and the international studies focus of our academic and extra-curricular programs.

Our membership in the Asia Society's International Studies Schools Network provides rich opportunities for the internationalization of everything we do at GLC. Being partnered with the Asia Society allows our teachers and leaders to participate in professional development programs suited specifically to our work of graduating global citizens. The Graduate Portfolio System provides a curriculum framework for each of our core courses and the professional development and coaching around teaching in those areas brings rigor and global awareness to all our classes.

Our unique school design includes both extended periods and a Seminar Day. The longer teaching periods allow teachers the time to provide in-depth instruction and allow students the time to gain meaningful understanding of new ideas. allows for students to engage in a totally different kind of learning. As ninth graders, GLC students are ushered through a group project designed by the teachers, while participating in town meetings with guest speakers and field trips with different curriculum connections. Eventually they will design and complete projects completely on their own, based on the standards of their courses, but focused on the topics that are of most interest to them.

Because we believe that teaching and learning must rely on authentic and meaningful feedback, GLC uses a Standards-Based reporting system. Instead of percentages and letter grades, students are told whether or not they are meeting the standards for the course based on their ability to demonstrate mastery of the learning outcomes. The faculty and staff use the data collected through this process to constantly reflect and revise our own work and to particularly address the needs of every individual student.

We are proud to have 54 students who know English as their second language in our school. Because it fits so well with our theme of international studies and honoring the needs of individual learners, having a Transitional Bilingual Program is a natural part of our school. Within our course

offerings and extended day supports, we have the appropriate learning opportunities for students at the beginning, intermediate, advanced, and proficient levels of the NYSESLAT.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		THE GLOBAL LEARNING COLLABORATIVE								
District:		3	DBN #:		03M403	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K				0					TBD	
Kindergarten				0						
Grade 1				0	Student Stability - % of Enrollment:					
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	Poverty Rate - % of Enrollment:					
Grade 6				0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				0					60	
Grade 8				0						
Grade 9				102	Students in Temporary Housing - Total Number:					
Grade 10				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				0					TBD	
Grade 12				0						
Ungraded				2	Recent Immigrants - Total Number:					
Total				104	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									8	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes				0	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				18	Superintendent Suspensions				TBD	
Number all others				6						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				16						

# in Dual Lang. Programs			0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only			16	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			9	Number of Teachers			TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD
				Number of Educational Paraprofessionals			TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD
American Indian or Alaska Native			0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Black or African American			26				
Hispanic or Latino			66.3				
Asian or Native Hawaiian/Other Pacific Isl.			1.9				
White			3.8				
Multi-racial							
Male			47.1				
Female			52.9				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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 checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							
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			
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = 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							

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 schools 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?

□

Because we are a new school, our Demographics and Accountability Data, as well as all accountability and assessment resources, have no data as of June 1, 2010. We will, therefore, move forward with our needs assessment based on the Quality Review initial findings an school-based assessment data.

While we don't have the official report from the Quality Review, completed in May, 2010, the initial results indicate a need to focus on both instruction and interim assessments. As the school doubles in size we will create a school-wide template for curriculum design to ensure that all courses are in line with New York State Standards as well as the Asia Society's Graduate Portfolio System Curriculum Framework. Through this curriculum design we will specifically address both instructional strategies to meet the needs of diverse learners and the need for ongoing formal and informal assessments. Every teacher will collect interim assessment data to be shared with other teachers in the same content area, with the grade level team of teachers, and with the Principal through weekly check-ins.

Our greatest accomplishments as school so far are reflected in the Asia Society's ISSN Site Visit results. We are proud of the individual attention given to every student, the sense of community developed during our first year, and the access we are able to offer our students to services both personal and acadmic. We have also successful started our programs in international travel, Ethical Literacy, community service, college preparation, and community connections.

A review of current Credit Accumulation Data (as of June 1, 2010) shows the following passing percentages for semester courses during the 2009-2010 school year (based on demonstration of 75% proficiency of learning outcomes):

- Algebra I, Term 1 = 35%,
- Algebra I, Term 2 = 26%,
- Geometry, Term 1 = 80%,
- Geometry, Term 2 = 70%,
- English I, Term 1 = 36%,
- English I, Term 2 = 20%,
- English as a Second Language, Term 1 = 56%,
- English as a Second Language, Term 2 = 79%,
- Global, Term 1 = 90%,
- Global, Term 2 = 89%,

Living Environment, Term 1 = 34%, and
Living Environment, Term 2 = 37%.

This data reinforces the need for more targeted instruction and interim assessment to ensure that teachers know what successes and struggles the students are finding throughout each course. We have a significant need for improvement in Algebra, English, and Science courses, so we will focus on those courses in the school development in to the second year.

The pattern we notice is that we do not seem to be correctly addressing the learning needs of our students. We will re-visit our instructional and assessment strategies to ensure that students are gaining the skills and understandings necessary to demonstrate proficiency of the learning outcomes. The whole school needs to focus on helping all students learn in every class to increase the success rate in our in-school measures. We anticipate a similar need will be evident when we have external data as well.

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.

Annual Goal	Short Description
<input type="checkbox"/> Goal #1. Teachers will complete interim assessments at least monthly throughout the school year.	<input type="checkbox"/> Classroom curriculum, instruction, and assessment will include frequent formal and informal measurement of student learning and understanding. This goal will be measured by the data compiled through assessment and the projected annual gain of increased passing rates.
<input type="checkbox"/> Goal #2. Staff will develop and implement individualized plans to address the learning needs of all students not on track to earn credit in core courses starting the second month of school.	<input type="checkbox"/> Individual plans will include skill development (including habits of mind and of study), specific target goals and the supports needed to reach them, and a rewards system to celebrate success. This goal will be measured by the completion of at least one Plan for every student (minimum 215) and the projected annual gain of increased passing rates and promotion between grade levels.
<input type="checkbox"/> Goal #3. An inquiry team will be formed and meet monthly to review student data, specifically targeting the Math and English credit accumulation and the skills needed to ensure student success in those areas. In June, 2011, in-school data will show an increase in passing percentages for Math, English, and Living Environment (as part of the school's two-year Biology program). These percentages will improve to show work towards achieving international, national, state and city standards.	<input type="checkbox"/> This team will research and develop strategies to implement to help students succeed and will measure success to-date in January and April (benchmarks) as well as in June (target). This goal will be measured by the completion of these assessment analysis (on record) and the projected annual gain of increased passing percentages and increased credit accumulation.
<input type="checkbox"/> Goal #4. Teachers will utilize the Asia Society's Graduate Portfolio System Curriculum Framework (with professional development and thrice-monthly coaching support) in developing curriculum and lesson plans. Students will complete projects that provide evidence of the Performance Outcomes of that assessment system at least twice each semester in order to move towards completion of Portfolios.	<input type="checkbox"/> Frequent and ongoing support for all teachers will come from the coach and professional development work around implementing the Graduate Portfolio System. This goal will be measured with the collection of curriculum maps and plans and the student work collected through the GPS-aligned tasks and the projected annual gain of increased passing

<p>□ Goal #5: All staff will implement Restorative Justice practices to develop a culture of safety and participation across all parts of the school community.</p>	<p>percentages and credit accumulation.</p> <p>□ This goal will be measured in the records of completed circles and other restorative discussions and practices as well as the continued development of ethical practices and the learning environment survey results (spring, 2011), will show an increase in responses describing safety and connection in school. The projected annual gain will be a reduction in the number of incidents per student in our school.</p>
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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><input type="checkbox"/> Goal #1. Teachers will complete interim assessments at least monthly throughout the school year.</p>
<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><input type="checkbox"/> Principal, school coach, and all staff members will research and collect strategies for interim assessments through classroom activities and all teachers will implement these strategies in their classes at least once a month. All students will benefit from the strategies. All staff members are responsible. Timeline includes a) each teacher sharing a plan for interim assessments for the first semester with the team and the Principal by September 11 and for the second semester by Jan 31, and b) all teachers will share results of interim assessments with Principal and team members at monthly meetings starting in October. <input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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><input type="checkbox"/> No budgeting resources necessary. Professional Development work will be completed during the Summer Intensive. Team meetings will continue to be included in the weekly schedule to ensure time for teachers to share the results of their interim assessments.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> The periodic review will be completed by the Principal at monthly meetings with each teacher and end-of-semester review of data. Instruments will vary depending on the assessments being utilized by each teacher. The projected gains will be demonstrated in the credit accumulation per course per semester. Upon review of the data at the end of the semester, if the gains are not being met, we will adjust the action plan by completing mandated common assessments across the school and implementing additional instructional</p>

	coaching on follow through (based on assessment data).
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Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Goal #2. Staff will develop and implement individualized plans to address the learning needs of all students not on track to earn credit in core courses starting the second month of school.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Over the summer the staff will develop a template for individualized plans based off of existing templates. All advisors will work together to write individualized plans for all students during the month of October based on year 1 and initial assessment data. All students will benefit from the strategies. Principal will supervise all advisors who will be responsible for plans for their own advisees. Plans will be revisited at least monthly throughout the first semester and re-written as needed in the second semester.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> No funding necessary. Time during the Summer Intensive and team meetings during the year will be designated for this individualized student plans.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> The periodic review will be completed by the Principal and all team members (as well as family input where possible) at the end of every marking period and each semester. We will measure success based on credit accumulation per course per semester (focus on English and Math). Upon review of the data at the end of the semester, if the gains are not being met, we will adjust the action plan by requiring specific behavior and academic contracts accompany these individualized plans. Advisors will work with their advisees to develop and monitor these contracts.

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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #3. An inquiry team will be formed and meet monthly to review student data, specifically targeting the Math and English credit accumulation and the skills needed to ensure student success in those areas. In June, 2011, in-school data will show an increase in passing percentages for Math, English, and Living Environment (as part of the school's two-year Biology program). These percentages will improve to show work towards achieving international, national, state and city standards.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Per session postings will go up in September to form the Inquiry Team, which will hold monthly meetings starting in September. The team will review student-specific data and research strategies for successful support in Math and English. We will complete action research on teaching strategies and share results with all staff members. All students will benefit from the strategies. Principal will oversee the inquiry team and one staff member will serve as the Inquiry Specialist. Work and strategy implementation will be ongoing throughout the school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding for Inquiry Team will be used to pay per session for this work. Meetings will be scheduled at a time convenient for all team members and will start in September, 2010.</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><input type="checkbox"/> The periodic review will be completed by the Principal and inquiry team members as well as an end-of-year review of all student data by the whole teaching staff in June, 2011. We will measure success base on credit accumulation per course per semester (focus on English and Math). Upon review of the data at the end of the semester, if the gains are not being met, we will adjust the action plan by shifting the focus of the data inquiry work to specific courses and target specific students. This will allow the professional learning and academic intervention to be more focused, as needed.</p>
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #4. Teachers will utilize the Asia Society’s Graduate Portfolio System Curriculum Framework (with professional development and thrice-monthly coaching support) in developing curriculum and lesson plans. Students will complete projects that provide evidence of the Performance Outcomes of that assessment system at least twice each semester in order to move towards completion of Portfolios.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Asia Society Coach will work in collaboration with the Principal and the International Studies Coordinator to facilitate professional development on the GPS system during the Summer Intensive in August 2010 and throughout the school year. All students will benefit form the strategies connected to the GPS implementation. The Principal and Coach will oversee all teachers who will be responsible for implementing the GPS strategies.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> No additional funds, with the possible exception of additional professional development funds, will be needed to continue our partnership with the Asia Society, which is already funded through 2012 by the Gates Foundation Grant.</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><input type="checkbox"/> Period review will be completed every month by the Coach and at the end of each term by the team of teachers and Principal. Success will be measured by the pieces of student work that are evaluated using the rubrics in the GPS and the lesson plans that reflect the Performance Outcomes in the GPS. Projected gains will be measured in credit accumulation and Grade Portfolio creation. Upon review of the data at the end of the semester, if the gains are not being met, we will adjust the action plan by shifting the focus from the project-based GPS to the Performance Outcomes and how those skills and understandings couple with the Common Core State Standards in each class. This will allow the teachers to focus more on credit accumulation and learning for each student.</p>
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Subject Area
 (where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #5: All staff will implement Restorative Justice practices to develop a culture of safety and participation across all parts of the school community.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Our continued partnership with the Institute for Global Ethics will support our student Peace Core in developing practices and presentations to increase awareness of ethical issues and work toward our Core Values. Our ongoing work with Counseling in Schools will provide individual and group counseling services as well as school-wide programs and professional development for the staff. These activities take place regularly throughout the year, often implemented as-needed in reaction to situations in the school as well as proactively addressing critical issues across the community.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funding for staff from Counseling in Schools (3 days a week) and support from the Institute for Global Ethics are both listed as Educational Consultants in OTPS.</p>

Indicators of Interim Progress and/or Accomplishment

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

□ Minutes from meetings with CIS and IGE throughout the year, advisory lesson plans and debriefing notes (team meetings) throughout the year, town meeting presentations and student feedback, and preparation for the Learning Environment Survey (Spring, 2011). Upon review of the discipline data at the end of the semester, if the gains are not being met, we will adjust the action plan by revising the systems in place to support the peaceful culture of the school community. We will allow for additional comp-time positions to be posted and revisit the structures of our conference and mediation systems to ensure issues are being addressed properly.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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								
7								
8								
9	74	66	44	55	10		10	1
10	25	25	25	25	15	1	2	1
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services at GLC include three tiers (for every subject area): In advisory (required class), students receive support in study habits and skills for success in school such as organization, goal setting, and planning. They also get individualized attention and support for success in all classes. Office Hours and Saturday School (outside of school hours) provide all students with access to individual tutoring, extra access to school resources, and additional opportunities to address learning outcomes for every class in new and different ways.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services at GLC include three tiers (for every subject area): In advisory (required class), students receive support in study habits and skills for success in school such as organization, goal setting, and planning. They also get individualized attention and support for success in all classes. Office Hours and Saturday School (outside of school hours) provide all students with access to individual tutoring, extra access to school resources, and additional opportunities to address learning outcomes for every class in new and different ways.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services at GLC include three tiers (for every subject area): In advisory (required class), students receive support in study habits and skills for success in school such as organization, goal setting, and planning. They also get individualized attention and support for success in all classes. Office Hours and Saturday School (outside of school hours) provide all students with access to individual tutoring, extra access to school resources, and additional opportunities to address learning outcomes for every class in new and different ways.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Academic Intervention Services at GLC include three tiers (for every subject area): In advisory (required class), students receive support in study habits and skills for success in school such as organization, goal setting, and planning. They also get individualized attention and support for success in all classes. Office Hours and Saturday School (outside of school hours) provide all students with access</p>

	<input type="checkbox"/> to individual tutoring, extra access to school resources, and additional opportunities to address learning outcomes for every class in new and different ways.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Same as above (with additional testing and referalls to outside support as needed)
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Same as above
At-risk Health-related Services:	<input type="checkbox"/> Same as above (with additional testing and referalls to outside support as needed)

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative 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)

9 and 10

Number of Students to be Served:

LEP 53

Non-LEP 158

Number of Teachers 18

Other Staff (Specify) 3 paraprofessionals, 2 school aides, 1 secretary

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.

□

As previously described, our school is dedicated to incorporating language acquisition for our English Language Learners in to the core of our instructional program. We will have 2 ESL teachers who participate in and offer professional development opportunities to ensure all our literacy development strategies are addressing the needs of all our learners. With the Title III funds we will be able to hire the second teacher full time so that she can provide language support services beyond the minimum minutes required for the Transitional Bilingual and ESL programs we offer to our English Language Learners. This teacher will complete language instruction through coursework and out-of-class services that go beyond the minimum requirements and would not otherwise be offered.

All students take classes in English (beginners have a self-contained class, all others are in push-in ELA courses), Social Studies, Science, and Math (this year a bilingual math class is taught in Spanish). All students also take Advisory, PE, and Ceramics as well as the required Seminar classes (project-based learning).

All teachers participate in professional development as part of our partnership with the Asia Society's International Studies Schools Network. This includes development of curriculum, assessment, and instructional practices that address the needs of all learners. This work takes place during twice-monthly PD sessions as well as through off-campus collaborative PD sessions. All teachers are invited to participate in a variety of CFN, DOE, and independently offered professional learning experiences as well.

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.

□

This allocation of funds for the staff member will provide needed resources for continued professional development for our staff. This ESL teacher will provide workshops for our teachers from all subject areas and will also provide family workshops and language support for all our ELLs and their families. In addition, we this staff member will provide critical programming for our Parent Involvement Program. We strive to provide workshops, materials, and programs for all our parents so that they can continue to learn and be able to support their students. This allocation of funds will allow us to target our parent community to increase their involvement in and connection to the work we are doing in school.

Our staff completed an eight-day extensive professional development on instructional strategies for English Language Learners before the school year in August 2010 (this is in addition to last year's two-day extensive training in August 2009). Also, our year-long professional development plan includes an ongoing focus on supporting ELLs through our particular program models, as well as targeted seminar and workshop opportunities for ESL teachers. Every other week, our team meetings address professional development by looking at student work and the growth of differentiation and literacy for those students in particular.

The described professional development is provided for all teachers, including the ESL/Bilingual Coordinator, as well as the paraprofessionals. We do not have an Assistant Principal, Psychologist, Parent Coordinator, Occupational/Physical Therapists, and Speech Therapists on the staff. Our school professional development plan calls for all members to participate in all PD programs.

Section III. Title III Budget

School: **03m403**
 BEDS Code: **310300011403**

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	15000	<input type="checkbox"/> Part of salary for one full-time ESL teacher to specialize in beginner ESL development through instruction, push-in, and pull-out services.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A

TOTAL	15000	
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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.

Through our ATS information and family survey, we've discovered a need for Spanish translation of all materials sent home. To accommodate this need, we have used the Translation and Interpretation Unit for some materials critical to parents (Our Community Handbook with Parent/Guardian Appendix, our Course Catalog, etc), and accessed the appropriate translations through the DOE website and offices (Title I forms, etc). At all our parent meetings we've provided interpretation through our own staff, and we've used our staff to interpret during phone and in-person conferences as well.

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.

In the second year of the school, we have no new findings to report. Our Learning Environment Survey Results show that students and families feel they are getting information in the appropriate language. These results will be shared with all constituencies of the school community through online reporting and shared information sessions in September, 2010.

Part B: Strategies and Activities

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

All materials (including monthly newsletter, emails, and handouts) go out to the community in both English and Spanish. This includes the Community Handbook as well as Progress Reports that are sent home every 6 weeks (and handed out at Student Led Conferences). In order to provide timely translations, all school-based materials that cannot be translated by school staff are sent to

the Translation Unit at least two weeks prior to distribution. Additional translating services are paid for in house to ensure all materials are available in time (provided by teachers and/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.

□

Teaching staff and parent volunteers provide oral translation at all school events. Additional interpretation services are accessed as possible through the Translations Unit for special events such as Student Led Conferences.

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>.

□ **Materials posted in the office, including information about access to ARIS Parent Link and other DOE services, are displayed in multiple languages. Copies of the Chancellor's Discipline Code and Title 1 forms as well as Respect for All and other handouts are available in the languages of all our students. Office staff is prepared to acquire interpretation services in multiple languages as needed (through outside contracted vendors only when necessary).**

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	138836	26090	164926
2. Enter the anticipated 1% set-aside for Parent Involvement:	1652		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6952	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13884	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

The School Contends To...

include parents in the development of activities funded by Title I by using the funds to provide workshops for parents in academic and social areas concerning students to ensure high performance of students;
include parents in the development of funded programs via the School Leadership Team and Parental Involvement meetings;
have available a flexible schedule for parents to attend meetings in the morning, evening, and on Saturdays;
provide parents with a timely information about instructional programs, curriculum, performance standards and assessment instruments by backpacking flyers and posting posters around the school;
increase the accessibility for participation of parents with disabilities and non-English speaking parents by holding the workshops and meetings in accessible areas with interpreters;
and hold annual meeting which will be convened for parents of participating children in Title I programs to inform them of their rights and opportunities.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

The School Agrees	The Parent/Guardian agrees
to convene an annual meeting of Title 1 parents to inform them of the Title 1 programs and their right to be involved	to become involved in developing implementing evaluating, and revising the school parent involvement policy
to offer a flexible number of meetings at various times, and if necessary and if funds are available, will provide transportation, child care or home visits for those parents who cannot attend a regular school meeting	to use or ask for technical assistance training that the local school district or school may offer on child rearing practices and teaching and learning strategies
to actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy	to work with our child/children on their schoolwork – and ask students about what they're doing and what they're learning
to provide parents with timely information about their child's attendance and work habits in a respectful manner	to monitor our child/children's attendance at school, homework, and other activities (television, computer, games, etc)
to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	to share the responsibility for improved student achievement
to deal with communication issues between teachers and parents through parent-teacher conferences at least annually, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities	to communicate with our child/children's teachers about their educational needs and to enter the building to discuss these issues in a respectful manner
to assure that parents may participate in professional development activities if the school determines that it is appropriate, e.g. literacy classes and workshops on reading strategies	to ask parents and parent groups to provide information to the school on what type of assistance they would like and/or need to help them to be more effective in assisting your child/children in the educational process

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

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.

See needs assessment on Page 11 of this document. We will continue to gather data using our Standards-Based reporting system and through the Periodic and Predictive Assessment systems in order to know the progress of our students toward meeting 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.

We are working with Counseling in Schools to provide support for teachers and students so that they can develop the habits of mind to participate in academic programs. Based on research in the hierarchy of needs of all students as well as the need for targeted literacy development, our academic program is being revised to include the emotional and literacy development needed in all academic areas.

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.

see above

o Help provide an enriched and accelerated curriculum.

see above

o Meet the educational needs of historically underserved populations.

see above

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.

see above

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

see above

3. Instruction by highly qualified staff.

We continue to work with the Asia Society's International Studies Schools Network as well as through CFN 403 (partnership with Teachers College and more) to provide support for our already Highly Qualified Staff (100% in core areas).

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.

See above. This also includes Professional Development as described in our LAP.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our 18-D Hiring Committee will once again recruit teachers through an outreach program (seeking applicants from within and beyond the NYC DOE system) and a rigorous interview process.

6. Strategies to increase parental involvement through means such as family literacy services.

As a new school we have found that consistent communication between school and home is a critical part of our outreach and increase in parental involvement. We will continue to send home monthly newsletters, invitations to special events, and will host special workshops based on the needs/interests of the parent community (to include technology workshops and language workshops).

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.

N/A

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.

□

Our school's team structures provide all teachers with the opportunity to discuss, develop, and analyze data on the whole school as well as on individual students throughout the school year. Teams of teachers also work together to formulate plans for how to address the issues that come up through the review of this data.

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.

□

See page 22 for the description of our Academic Intervention Services (applicable to all students)

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.

□

Our school incorporates several services and programs in to our weekly Town Meeting and extra-curricular programs, including drug awareness presentations, violence prevention groups, and community service on a variety of social issues (through the Youth Philanthropy Initiative).

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			

Title I, Part A (Basic)	Federal	Yes			117111	True	Pages 19 & 32
Title I, Part A (ARRA)	Federal	Yes			25827	True	Pages 5 & 6

¹**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.

²**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.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

0

2. Please describe the services you are planning to provide to the STH population.

If it becomes necessary, we will provide school supplies, meals, and extended day learning opportunities for all STH students. We will also supply alternative family-support models for these students to that we can support them while they are in the building.

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_03M403_020811-105554.docx

**Language Allocation Policy
Global Learning Collaborative, 03M403
2010-2011**

Part I. SCHOOL ELL PROFILE

A. LAP Team Composition:

CFN403, 03M403
Jennifer Zinn, Principal
Rosaura Navarro, Parent
Rachel Dahill-Fuchel, Academic Dean
Elaheh Azghandi-ESL Teacher
Timea Voros-ESL Teacher
Amanda Briggs-Special Education Teacher
Anthony Wright-Guidance Counselor

B. TEACHER QUALIFICATIONS

Number of certified ESL teachers: 2
Number of certified bilingual teachers: 0
Number of certified NLA/FL teachers: 2
Number of content area teachers with bilingual extensions: 1
Number of special ed teachers with bilingual extensions: 0
Number of teachers of ELLs without ESL/NLA certification: 8

C. SCHOOL DEMOGRAPHICS

Total number of students in school: 211
Total number of ELLs: 53
ELLs as Share of Total Student Population (%): 25%

Part II. ELL Identification Process

Upon registering in our school, all students/families complete the Home Language Identification Survey (HLIS) or provide documentation that it was completed upon enrollment at the Office of Student Enrollment. This survey is reviewed to determine the appropriate identification of English Language Learners. The initial screening of the

HLIS is completed by the ESL teacher, who is provided with translation support if needed. The ESL teacher also administers the LAB-R within 10 days of the student's arrival at school and the answer documents are personally taken to the ISC every month or by the designated deadline.

In the second week of the school year, or whenever any new student registers at school, an orientation meeting is held for the parents of the newly registered students who qualify for an English Language Learner program. These orientation consultations always take place with the ESL teacher, the principal, the students, and parents to determine placement for ESL support services. Beforehand, we email the parents or call to ensure that all who are able to will come to this meeting and to follow up with those who have not attended. We show the Department of Education's video to present the three options offered: Transitional Bilingual English (TBE), English as a Second Language (ESL), and Transitional Bilingual (TB). The parents are asked to complete the survey at the end of the meeting (if needed, a translator is provided). Since all forms are returned at the meeting, there is no need to follow up later with parents. As new students register during the school year, we hold individual meetings with these families to inform them of the three choices available and to have them select one. We intend to continue this process for all newly registered students throughout the school year.

The results of this year's orientation indicated that two newcomer families in requested participation in the bilingual program. This is the second year our school has been open and, consequently, there is little trend data available. We only welcomed two new students to our school this year, so most students are continuing in their same programs from Middle School.

When able, the school staff also reviews the selections made by the parents of continuing students (those who have been in the DOE schools before). Unfortunately, the student cumulative records of our English language learners do not include a copy of the parent choice forms; therefore, we do not have direct access to that data.

While both the students and parents are here in the office for registration, we provide entitlement letters, Parent Surveys, and Program Selection forms. If needed, we send self-addressed stamped envelopes and multiple copies to parents by registered mail to ensure that paperwork is delivered and returned from all parents and students.

The program we offer at the Global Learning Collaborative fulfills all parent requests as we are able to provide a bilingual program to students in the Spanish Language program and math classes. All-Spanish speaking newcomers and our beginning and intermediate level English language learners are participating in the TBE program at this time. As it becomes necessary in the future, we will adjust the ESL program to meet the choices parents make for their children.

PART III. ELL Demographics

THE NUMBER OF CLASSES /PERIODS FOR EACH ELL PROGRAM MODEL THAT OUR SCHOOL PROVIDES:

	<i>9th grade</i>	<i>10th grade</i>
<i>TBE</i>	5	5
<i>Dual Language</i>	N/A	N/A
<i>Freestanding ESL:</i>		
<i>Self-Contained</i>	2	2
<i>Push-in</i>	3	3
<i>Total Classes</i>	6	6

THE NUMBER OF ELLS BY YEARS OF IDENTIFICATION AND PROGRAM MODEL:

<i>Number of years in ELL program</i>	<i>Total</i>
ELLs (3 years or less)	26
ELLs (4-6 years)	12
ELLs (more than 6 years)	15
TOTAL	53

NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP

<i>Language</i>	<i>9th grade</i>	<i>10th grade</i>
<i>Spanish</i>	32	17
<i>Arabic</i>	1	1
<i>Bengali</i>	1	--
<i>Turkish</i>	1	--

Part IV. ELL Programming

A and B. Programming and Scheduling Information

In the transitional bilingual program, our English Language Learners complete the following weekly program: 200 minutes of ELA through ESL instruction for Beginner ELLs, 200 minutes of Mathematics taught in Spanish, and 200 minutes of Spanish Language Arts taught in Spanish. In addition, in the Freestanding ESL program, Beginner ELLs receive support in Social Studies (200 minutes) and Science (200 minutes), while Intermediate and Advanced ELLs obtain co-teaching support in English Language Arts (ELA) for 200 minutes a week. This means that Beginners are receiving more than 540 minutes of required instruction per week. In addition, based on the individualized

learning plans, some students are pulled out of class (20-50 minutes a week) in small groups of 3-4 students to receive support instruction from the ESL teachers.

Instruction for the English Language Learners, and all students at the Global Learning Collaborative, is offered through 50 minute action-based, project-focused classes. The English Language Learners are integrated into the general education classes through the ELA Beginner class, bilingual Mathematics, and Spanish Language Arts; these classes are almost always populated with ELLs. The co-teaching model serves the ELLs and the general population in Science, Social Studies, and ELA for intermediate and advanced students. This year, there is a mix of 9th and 10th grade ELLs in the ESL/ELA Beginner and Bilingual Math classes and the Spanish Language Arts classes are divided into Level 1 and Level 2. In other classes, where they receive co-teaching support, ELLs are mostly separated by their level of English Proficiency. For example, one 10th grade Science class will mainly have Beginner ELLs receiving ESL support with certain instructional techniques, whereas another 10th grade Science class will have Intermediate level ELLs also obtaining co-teaching support in the mainstream classroom.

Our current instructional strategies for making class content comprehensible include the following: translation, interpretation, and vocabulary focus. In the pure ELL classes (ELA/ESL Beginner class, bilingual mathematics, and Spanish Language Arts), the teachers use targeted strategies to help students develop language and, at the same time, understand the material for the course. In the integrated co-taught classes, the ESL teacher plans lessons with the content-area teacher. Together, they teach the lesson and assess student learning. The ESL teacher assists the content-area teacher by providing supporting translating materials (such as textbook resources in Spanish, bilingual dictionaries, and translations of readings when possible), by interpreting materials (the teacher and student work together to understand directions, main ideas, and key concepts through basic comprehension techniques, vocabulary development (such as a bilingual word wall, student-made flash cards, and/or daily key words of the lesson), and by asking questions (a targeted reading strategy for the month). By these methods, our English Language Learners are able to develop their use of language and understanding of content in Social Studies, Science, and ELA. In these courses, and all classes, the instructional materials are made available in multiple languages and the students have constant access to translation services as appropriate. Textbooks, exam review materials, documents, current events articles, and other materials are all used to support the ELLs as they develop new language in English and build on their existing strengths in their native language.

Our targeted intervention program to support the students in these courses (all subgroups, depending on individual learning needs), includes a variety of learning activities and skill development. In these courses, content material is scaffolded for all students to ensure they are able to learn from the current working level. This may be done through whole-class instruction or in small instruction groups, depending on the aim of the lesson and activities in class, which are previously planned by the ESL teacher and content area teacher. Visuals, auditory materials, hands-on activities, and other adaptations are used to ensure all students can work with the material and be successful.

Our school-wide programs to enrich language development include an extended day program (called Outcomes Workshop), an advisory program, Seminar (project-based learning offered 180 minutes a week), and afterschool Office Hours (where students can receive help with homework, class work, and school work in general). Through the Outcomes Workshop, all students have the opportunity to seek help for any class and to complete projects and assignments. During this time, students can also work on vocabulary development and enrichment, independent reading opportunities, and more. In Advisory, all students practice speaking, reading, writing, and listening skills through activities with a theme of global citizenship. During Advisory, the students complete journals both in English and Spanish, perform listening activities, and present what they are learning to their classmates as a reflective practice. Through Seminar, all students decide on a topic of interest, design a project to learn about that topic, and determine how to present their learning to the school community. The Seminar program also provides the opportunity for targeted language development in concentrated workshops. All our students have regular opportunities for language development both in content area classes and in the other programs of our school.

Since our school is only in its second year and is a new and smaller program, we are using the resources available to us in the best manner possible to ensure the mandated number of minutes for our ELLs is provided. The nature of our program and size of our staff require that we adjust the programs to meet student needs in accordance with our resources. The ESL and ELA delivery is performed through the English content classes, Outcomes Workshop, ESL pullout for targeted students, and a World Languages class for those students whose native language is not Spanish. For example, our Arabic speaking students practice English for an additional 200 minutes per week in the World Language class that offers Rosetta Stone language immersion. The Spanish Language Arts program is assigned to every English Language Learner whose native language is Spanish. As previously stated, the content area classes are supported through the co-teaching model for our Beginner, Intermediate, and Advanced students (minutes vary based on the level of language proficiency).

The school program at the Global Learning Collaborative features the constant instructional differentiation for students of instruction and assessment according to the individual student's needs. The bilingual and ESL programs follow the same model. Our SIFE students receive the same program as other English Language Learners, but this is based on the students' individualized needs and instructional plan. Additional support is provided by ESL teachers through the ESL/ELA Beginner class, ESL Pullout, co-taught content area classes, and Outcomes Workshop. All these are designed to support our students who have been receiving services as ELLs for 4 to 6 years. Newcomers to the Global Learning Collaborative also benefit from these programs as they are provided with the support needed to succeed in high school ELA testing, which is given to third year students and so will be first administered during our school's third year of operation (January 2012 for our pioneer class). We will modify the testing plan, or any course(s), for any student who arrives in the US within one year of the January 2012 ELA test.

Our long-term ELLs are provided with language support through co-taught content area classes with the ESL teacher and content area teachers and the Outcomes Workshop, both of which focus on high level use of vocabulary terms and language already developed in non-academic settings. Writing complete paragraphs, analyzing literature, and understanding academic language in textbooks are the skills focused on during these sessions, especially in preparation for the ELA Regents tests.

All students with special needs in our school receive the services required by the Individualized Education Plan. For those students who are English Language Learners with an IEP, we provide support and enrichment with our Special Education teacher and paraprofessional. Students receive one-on-one or small group instructional support through our push-in model in Special Education as well as English language support. In some content-area classes, the schedule is such that, in addition to the content area teacher and ESL teacher, the Special Education teacher is also present to assist the needs of these students.

Based on current credit accumulation data from the first year of the school, we have 11 English Language Learners who might require more than four years to graduate. We have included these students in our Extended Year program as well as our Credit Recovery programs to provide them with the academic support and language skills necessary to get back on track to graduate with their cohort.

Our school has only one series of targeted academic intervention at this time. This plan applies to all students, including the English Language Learners in all sub-populations. This intervention program includes online, email, telephone, and in-person updates on student progress and immediate advisor-student problem solving when expectations are not being met. Our team intervention strategy provides structure and support for all students who are unable to demonstrate communication. Outreach from individuals of community organizations can provide assistance to our students when needed. We continue to reflect on and assess the effectiveness of this program and revise accordingly. Hence, we continue to develop this intervention program and incorporate new strategies as students demonstrate what is needed in terms of academic intervention. For this purpose, we will maintain the Outcomes Workshop that targets the skills that students are found to be weakest in. This will support all subgroups of ELLs in ELA, math, and other content areas.

At this time, we do not have any students who have earned Proficient on the NYSESLAT in last year's pioneer class. Based on the results of that NYSESLAT, most of our students require reading and writing development. Hence, classes have been adapted to focus on reading and writing skills that will help students with developing the academic language development needed for the NYSESLAT and the Regents. In addition, to support continued language development and success, we will continue to provide the Outcomes Workshop and co-teaching support for these students and to promote continued language development through our World Language, Advisory, Seminar programs, and during- and after-school programs. This includes ESL teacher follow-up and progress reports by

our team of teachers. All former ELLs will be permitted to have testing accommodations for up to two years after testing out of the NYSESLAT.

In May 2010, our students took the Regents in Mathematics (integrated algebra and geometry), Spanish Language Arts, and Living Environment. For this purpose, test-taking strategies had been taught and practiced in classes. In addition, students were familiarized with information about the format and structure of the tests and focused on the content they needed to know. As we near the next test dates, accommodations for students requiring assistance will be provided, in addition to test-prep courses and extra sessions. When possible, we will invite our Spanish speakers to take the test in their native language to demonstrate mastery of content.

Because we greatly value the development of Native Language skills as well as English acquisition, both the TBE and ESL program include a full-time Language Arts class that encourages students to read and write in their native language (for Spanish speakers). To prepare for the Native Language Arts Regents exam, these students complete activities and work towards standards comparable to those of an English Language Arts course. In addition, this year we started a Pre-AP Native Language Arts course to prepare students for the AP exam and college.

Our school does not offer any language electives to English Language Learners. For Spanish speaking students, the Spanish Language Arts class is currently the only World Language course in which they are enrolled. For students whose native language is other than Spanish, there is an elective of a World Language course in which students can learn English with the Rosetta Stone immersion program. These courses are in addition to the Beginner level students' ELA/ESL Beginner class mentioned before. As our ELLs develop and master the English language socially and academically, we expect them to participate in other classes, which include learning Mandarin Chinese and/or an online-course in Japanese, French, German, Korean, or Italian.

All students at the GLC, including the ELLs, are invited to participate in our school programs. We offer all lunch and after school programs in English and in Spanish and continue to offer support to all our students so that they can participate. This includes our PSAL sports program, our arts programs, and service-based clubs like the Gay Straight Student Alliance and the environmental club. All students are invited to participate in these programs through daily announcements and individual teacher nominations. This is done as part of the New Student Orientation in the fall of each school year. English Language Learners are also invited to our Summer Bridge Program for ELLs where they continue to develop their language skills and connect with the school culture in preparation for the year to come.

This year we hired an additional ESL teacher to join our team. Now, we have two ESL teachers at the Global Learning Collaborative. This has increased pull-out opportunities, provides consistent support in the content-area classes, and offers more individualized attention to students. In the future, we hope to increase the number of ESL teachers and pull-out opportunities for every ELL student. We also expect to increase the number of

Bilingual Certified staff members, including a Bilingual Certified Special Education teacher if possible.

As part of our planning and implementation of the school design in preparation for the new school year, we acquired a number of resources to add to last year's. This was based on student needs and the amount of English language learning in our school. For this purpose, we have a library of textbooks (Spanish Language Arts, ESL, Math, Science, and Social Studies) and reading materials printed in Spanish, as well as access to internet-based resources in English, Spanish, along with a number of other resources. There is a set of Net-Books designated for use by our ELLs and all other students in order to provide internet access (and program access) for those students as they develop their listening, speaking, reading, and writing skills. For Rosetta Stone courses of all levels of English, we have purchased Rosetta Stone for our ELLs to promote their development through individualized activities. These programs are used for all subgroups of ELLs at our small school. We also have classroom materials in multiple languages, include Science textbooks, History textbooks, Spanish Language Arts textbooks, dictionaries, thesauruses, reading materials, and workbooks in Science, Math, Spanish Language Arts, and Social Studies.

The services support and resources for all our ELLs correspond to their age and grade level through our correlation between high school curriculum and the TBE and ESL programs. The students are completing the same level of work and receiving the same materials and support as other high school ninth and tenth graders. This will continue as our school grows next year.

D. Professional Development and Support for Staff

Our staff completed an eight-day extensive professional development on instructional strategies for English Language Learners before the school year in August 2010 (this is in addition to last year's two-day extensive training in August 2009). Also, our year-long professional development plan includes an ongoing focus on supporting ELLs through our particular program models, as well as targeted seminar and workshop opportunities for ESL teachers. Every other week, our team meetings address professional development by looking at student work and the growth of differentiation and literacy for those students in particular.

The described professional development is provided for all teachers, including the ESL/Bilingual Coordinator, as well as the paraprofessionals. We do not have an Assistant Principal, Psychologist, Parent Coordinator, Occupational/Physical Therapists, and Speech Therapists on the staff. Our school professional development plan calls for all members to participate in all PD programs.

As we move on, we will provide team-, school-, and network-based support for the staff to assist ELLs as they transition from one school year to the next. Being a small school, we will be able to implement individualized success plans for students as they move to the next level in schooling. The team of teachers and support staff will work together and seek outside support as needed to assist all students in this transition.

All teachers are required to maintain a professional learning log and document all hours of professional development with the secretary. The Principal also maintains a record of the ELL-specific training completed by all staff members each year to ensure they exceed the 7.5 hour minimum requirement.

E. Parent Involvement

During the summer and at the end of the previous school year, we reached out to the families and middle schools (guidance counselors and teachers) of all our ELLs in order to familiarize ourselves with the students’ interests and their family’s needs and to prepare for the year ahead. If possible, we arranged a one-on-one meeting with the family to discuss these matters in person. Throughout the school year there is continuous communication between families and parents regarding student work, progress, and achievement thorough email, phone, school events, and parent-teacher conferences. In addition, orientation meetings are provided for ELLs as part of our general student and family orientation events in the summer and beginning of fall.

Our parent community is involved in our school through the PTA, our volunteer program, and by providing regular feedback to the school. At this time, 95% of the students’ families have come to the school building for a conferment, to meet with the advisor/teacher or principal, to participate in Back to School Night, a Potluck Gathering, and/or Parent/Teacher Conferences, or for other meetings. We are in regular contact with 70% of our parents/guardians through phone and email communication, including our ELL parents and families. We have yet to create specific workshops or service programs for ELL parents, but we are working with our CFN to provide such opportunities for the families. We provide translation services through our own staff or the Department of Education Translation Services at all parent events for participating community members. We do not currently have a partnership with other agency or Community Based Organization to provide workshops to ELL parents, but we will continue to work with the CBO’s and other schools in the building to offer these programs for our families.

We work to evaluate the needs of parents through surveys, direct questioning, and an open feedback policy. At PTA meetings, through the SLT, and in individual conferences, parents/guardians are asked to share feedback and request updates to our school program. We also send home and have online surveys to ask for parent feedback (in multiple languages). Our parent involvement strategies are constantly in development and we are working to provide those programs that meet the needs of our families.

Part V. Assessment Analysis

A. Assessment Breakdown

<i>Level (based on RLAT as of October 28th, 2010)</i>	<i>9th grade</i>	<i>10th grade</i>	<i>Total</i>
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<i>Beginner (B)</i>	8	7	15
<i>Intermediate (I)</i>	18	9	27
<i>Advanced (A)</i>	9	2	11
<i>Total</i>	35	16	53

<i>Aggregated (based on RLAT data as of 10/28/10)</i>	<i>Listening/Speaking</i>		<i>Reading/Writing</i>	
	<i>9th grade</i>	<i>10th grade</i>	<i>9th grade</i>	<i>10th grade</i>
<i>Beginner</i>	2	3	7	4
<i>Intermediate</i>	2	3	19	9
<i>Advanced</i>	6	18	9	3
<i>Proficient</i>	6	17	0	0

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

The data above will serve as a baseline as we build our bilingual and freestanding ESL programs. In May 2010, our school administered the NYSESLAT exam for the very first time. The students who took that exam are currently our 10th graders. As for this year's ninth graders, who come from different middle schools across the system, it will not be surprising to see a variation in their strengths and weaknesses from last year's ninth graders. Drawing from the resources available in our school and the program itself, we will address the four areas of listening, speaking, reading, and writing. Our ESL teachers have gathered formal and informal data on each student and created a plan of individualized language targets. Through their ESL classes and the support received in other content area classes, all students will work towards improving their area scores on the NYSESLAT this spring. Other than ESL and content classes with teacher support, students work with their teachers during pull out and afterschool sessions called "Office Hours." From the charts above, it is apparent that most students are proficient or advanced in English listening and speaking skills, but need to primarily focus on building and improving reading and writing skills. Consequently, it is an essential part of the Global Learning Collaborative's mission and goals to focus on reading and writing skills in order to develop higher-level reading and writing abilities among our ELLs and all students.

Regents Exams, from 2009-2010 school year:

	<i>Number of ELLs Taking Test</i>		<i>Number of ELLs Passing Test</i>	
	<i>English</i>	<i>Spanish</i>	<i>English</i>	<i>Spanish</i>
<i>Integrated Algebra</i>	0	24	0	0
<i>Living Environment</i>		13		3
<i>Spanish Language Arts</i>	18		13	

Last year, many of our students were tested in their native language on the Regents exams. We will use the NYSESLAT and Regents data collected throughout the year to determine which tests should be given in the native language (when possible). Currently testing or assessment is performed in the classroom both in English and Spanish

throughout the year, for example, in math, science, and global studies, with the exception of the Freestanding ESL classes.

We use a variety of assessment tools to assess the early literacy skills of our English Language Learners. We begin the school year with a school-wide assessment to gather data on all our students, including the ELLs, and to design our curriculum and assessment systems to address the needs of the students. Our assessments always include reading (comprehension), writing (communication), listening (comprehension), and speaking (communication) exercises. This information helps to inform our school's instructional plan by providing baseline data for our advisory, Outcome Workshop, and content-area curricula.

Because we are a new school we do not yet have long term patterns across the NYSESLAT modalities. We expect that if the current trends continue that we will continue to focus, across all courses and all ELL subgroups, on the reading/writing skills that our students need in order to succeed.

In our second year we are constantly reflecting on the success of our programs for ELLs. We use data, like passing rates, NYSESLAT scores, Regents passing rates, and credit accumulation to help determine their success. We also measure success based on the number of students moving up in their English use (both formal (academic) and informal (social)) and the number of students working more and more in English during the school day. We also measure success based on the ability of our ELLs to incorporate their native language use and study in to their school lives. We also have a number of ELLs in our extra-curricular programs and trips, and the parent involvement is also data upon which we reflect.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	THE GLOBAL LEARNING COLLABORATIVE					
District:	3	DBN:	03M403	School		310300011403

DEMOGRAPHICS

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

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				85.4
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		102	137				
Grade 10		0	73				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		2	0				
Total		104	210				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			85.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		60.0	69.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			8

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		0	0	Principal Suspensions			114
# in Collaborative Team Teaching (CTT) Classes		18	34	Superintendent Suspensions			3
Number all others		6	15				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			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		16	TBD	Number of Teachers			10
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			3
# receiving ESL services only		16	TBD	Number of Educational Paraprofessionals			2
# ELLs with IEPs		9	TBD				

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
			12	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			30.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			88.2
Black or African American		26.0	29.0				
Hispanic or Latino		66.3	61.4				
Asian or Native Hawaiian/Other Pacific		1.9	3.8				
White		3.8	5.7				
Male		47.1	54.3				
Female		52.9	45.7				

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

	Phase		Category		
	In Good		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:	ELA:
Math:	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							
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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