



GLOBAL TECHNOLOGY PREPARATORY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 04M406

ADDRESS: 160 E. 120TH ST., NEW YORK, NY 10035

TELEPHONE: 212-722-1407

FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M406 **SCHOOL NAME:** Global Technology Preparatory

SCHOOL ADDRESS: 160 E. 120th St., New York, NY 10035

SCHOOL TELEPHONE: 212-722-1407 **FAX:** _____

SCHOOL CONTACT PERSON: Chrystina Russell **EMAIL ADDRESS:** Crussell2@schoo
ls.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Darlene Hernandez

PRINCIPAL: Chrystina Russell

UFT CHAPTER LEADER: David Baiz

PARENTS' ASSOCIATION PRESIDENT: Maria Valle/Tawanda Felix

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 4 **CHILDREN FIRST NETWORK (CFN):** BFL 101

NETWORK LEADER: Marina Coefield

SUPERINTENDENT: Luz Cortazzo

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Chrystina Russell	*Principal or Designee	
David Baiz	*UFT Chapter Chairperson or Designee	
Maria Valle	*PA/PTA President or Designated Co-President	
Tawanda Felix	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Homer Cook	DC 37 Representative, if applicable	
Quentin Smith and Raven Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Valerie Miller	Member/Teacher	
Jacqueline Pryce-Harvey	Member/Teacher	
Darlene Hernandez	Member/Chairperson	
Stephanie Davis	Member/Parent	
	Member/	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Global Tech Prep is a new school located the neighborhood of East Harlem in Manhattan, New York. At full capacity, this school will serve grades 6-8, but for the 20010-2011 school year serves 120 middle schoolers, with a majority of students being black (55%) and Latino/a (43%), and the remaining Asian (2%). The school shares space with another school in a well-kept building with window-filled hallways and classrooms. The school takes pride in displaying student work and applying learning to real life situations. Although a new school, the community is embracing the mission and vision of Global Tech, as they are enthusiastic about the technology initiatives at Global Tech. As a part of the NYCDOE's iZone initiative, the school provides 1/3 of the learning time through on-line content and extends the learning day until 6:00 pm through a partnership with Citizen Schools.

Global Tech Prep's mission is to prepare students as thriving citizens of the 21st Century. This means that all students have their own laptop to enhance learning and preparation for high school and college in a modern society. The creation of blogs, websites, videos, and other multimedia allow students the opportunity to showcase their mastery of standards in a variety of platforms. All students keep a digital portfolio, which is an on-line collection of their best work. All students also participate in digital citizenship classes, where they learn how to use technology and internet safety. Parents are also included in learning about technology, as the school holds tech workshops for families, and all parents receive a computer for their home through the Computers for Youth Program.

Global Tech also aims to give students a wide array of cultural experiences and choice. During enrichment periods, students choose from community service, chess, art, math gaming club, and sport stacking. Students are encouraged to take an active part in forming the content of these classes. The school also has an arts partnership with Alvin Ailey dance program and the Romare Bearden Foundation.

Several organizations partner with Global Tech to enrich the student and parent 21st Century learning experience. Lazard Investment bank funds digital portfolios, and Computer Associates, Inc donates financial, spatial, and professional resources to the school. Teachers in the school have won grants from Cisco, which allows them to implement instructional technology initiatives in the classroom.

Global Technology Preparatory recognizes that in order to meet the diverse needs of the students and families of the community, the role of the school will be to expand beyond traditional definitions of teaching and learning. Various grants and funding streams help our school to offer numerous services in the school to address the social, health, and academic needs of the community. With the Boriquen on-site clinic that includes services of a physician assistant, the community has access to health care. There is also an on-site social worker and nurse in the clinic. As a team, the Global Tech Community is committed to the holistic development of students to be prepared for the 21st Century.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Global Technology Preparatory			
District:	4	DBN #:	04M406	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	x 6	7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K							94%		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3							96%		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6			57	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7							100		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11							3		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total							1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			9						
No. in Collaborative Team Teaching (CTT) Classes			2	Principal Suspensions			8		
Number all others				Superintendent Suspensions			2		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes			0	Early College HS Participants			
# in Dual Lang. Programs			0				
# receiving ESL services only			3	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			6
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			3
			2				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			100
American Indian or Alaska Native			2	Percent more than two years teaching in this school			n/a
Black or African American				Percent more than five years teaching anywhere			50
Hispanic or Latino				Percent Masters Degree or higher			75
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			100
White							
Multi-racial			0				
Male			56				
Female			44				

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 checked="" 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): n/a new school	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

On the whole, our students come into the school with math scores that are significantly higher than ELA scores. Specifically, from classroom observations, teacher assessments, and inquiry team work, the school has found that, in ELA, students need assistance with comprehension and appropriate use of grammar. An area of strength of mathematics includes number sense and numeration.

In the areas of social studies and math, teachers found that students reported that they had limited class time in these subjects during elementary school. Additionally, teacher and administrative observations also found that students needed support in the foundational knowledge of these subject areas. Consequently, the sixth grade curriculum includes in-depth projects and labs that deeply cover the core content of these subjects, including exploring the scientific process through labs and practice with navigation/geography through exploring the community through project based learning.

Over the past year, the school's greatest accomplishment has been successful integration of technology in all subject areas. Students keep digital portfolios of their work, each child has a laptop that he/she uses on a daily basis to enhance teaching and learning, and students use technology to create personalized, reality-based, meaningful work. Students come in with a basic understanding of technology and complete their first year of middle school with fluency in excel spreadsheets and graphing, powerpoint, internet research, typing, publisher, google earth/maps, video creation, and the ability to navigate Microsoft word programs. The school is proud of the agility that Global Tech students demonstrate with technology and believe that it will give the students an edge in today's knowledge-based economy. The technology has also been powerful in beginning to accelerate the learning of ELLs facilitate full integration of all IEP students within the general education population.

The most significant barriers to the school's continuous improvement are a need for more financial and human resources and time to plan collaboratively. The significant aids to the schools continuous improvement are partnerships with arts programs, partnerships with companies that support the technological infrastructure of the school, and participation in the NYC iZone, which continuously pushes the thinking of the school's administration and teaching staff to ensure students receive a truly 21st Century learning experience.

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.

1. **Students and teachers will use technology for 80% of their time engaged in teaching and learning throughout the school year in all subject areas. This means that laptops, smartboards, videos, internet research, compilation of projects, presentations, digital portfolios, and other use of digital media will comprise the vast majority of the teaching and learning experiences at Global Tech.**
2. **Students will receive a coherent and relevant curricular experiences in 100% of their subjects through assessments and projects mapped to 21st Century skills. These skills are weaved throughout the 6-8 learning experience and include: 1) critical thinking and problem solving, 2) effective oral and written communication, 3) creativity and imagination, 4) initiative and entrepreneurialism, 5) collaboration across networks, 6) leading by influence, 7) agility and adaptability, and 8) accessing and analyzing information.**
3. **100% of Special education students will be included in the general education curriculum for a minimum of 25% of the school day (and more whenever possible). The school will also seek, whenever possible, to dissolve segregated learning environments and leverage technology to maximize the amount of time special education students spend learning with their general education peers.**
4. **100% of students will receive differentiated instruction through experimentation with on-line learning by engaging in on-line lessons and learning 1/3 of the time as supported by the iZone. This means that advanced students will be able to forge ahead in their learning by increasing the pace and depth with which they engage in concepts. Similarly, struggling students will be able to engage multiple times with a concept until moving forward. On-line learning allows for teachers to conference in small groups while students engage in their lessons and supports differentiation by delivering material visually, textually, auditorially, and interactively.**
5. **100% of students will receive extended learning time (ELT) to focus on the improvement of grammar and comprehension skills by at least 50% as measured by interim assessments through expanding the learning day until 6pm Mon-Thurs every week. Assessments will be conducted through study island, teacher observation, reading and writing notebooks, digital portfolios, and state tests.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>100% of students will improve grammar and comprehension by at least 50% as measured by interim assessments, study island, teacher observation, reading and writing notebooks, digital portfolio work, acuity, performance series, and state tests.</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>Extend the learning day until 6pm Monday-Thursday and require that all students participate. The focus during the academic portion of the program will be ELA. The responsibility of this program will be on the principal, the teachers, and through a partnership with Citizen Schools. Planning for the program will happen throughout the summer, and the program will be implemented at the beginning of the school year. Since Global Tech is a small school, the target population for this program is all students. Assessments will be conducted during the regular school day as well as during the extended learning day.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>The school will spend \$25,000 to fund the Extended Learning Day, and the partner Citizen Schools will contributed \$275,000 to bring in a campus director, four full time “teaching fellows” and four part time staff to work during the extended learning time. The school will also rearrange the schedule so that regular day teachers and extended learning day teachers work together for at least 35 minutes to ensure alignment and collaboration to improve ELA performance.</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>We will utilize digital portfolio projects, study island assessments, teacher observations, acuity, performance series, inquiry team work, and classroom tests to evaluate the students’ performance on a bi-weekly basis. We expect all students to increase the amount of correct answers given by a minimum of 50%.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	ALL (100% of students receive AIS regardless of status)	ALL (100% of students receive AIS regardless of status)	0	0	n/a-no guidance counselor	n/a no psychologist assigned	60	20
7	Minimum of 5	Minimum of 4			N/a-no guidance counselor	n/a-no psychologist assigned	30	10
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Extended learning time until 6:00 pm in groups of 15:1 (Monday through Thursday, Friday dismissal at 3:00 pm). Saturday test readiness academy provided according to student need and parent desire during the month of the state tests.
Mathematics:	37 ½ minutes 4 days a week. Small group tutoring in extended learning time as needed in small groups.
Science:	37 ½ minutes 4 days a week. Small group tutoring in extended learning time as needed in small groups.
Social Studies:	37 ½ minutes 4 days a week. Small group tutoring in extended learning time as needed in small groups.
At-risk Services Provided by the Guidance Counselor:	N/a-this school does not have a guidance counselor.
At-risk Services Provided by the School Psychologist:	N/a-this school does not have a psychologist. However, mandated counseling is contracted through an outside psychologist.
At-risk Services Provided by the Social Worker:	A minimum of 30 students are seen by the school health clinic’s social worker. This occurs according to his professional opinion of immediate need in consultation with the principal and teachers. Sessions are provided in the afternoon (1 pm and on) Mon-Thurs.
At-risk Health-related Services:	Provided as need by the school health clinic (run by Boriquen). Push-in into physical education classes and one-to-one meetings are scheduled by the physician assistant, nurse, and social worker.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-7 _____ Number of Students to be Served: 12 _____ LEP _____ Non-LEP _____

Number of Teachers: 1 _____ Other Staff (Specify) Community coordinator, community assistant, technician _____

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.

The school plans to leverage the use of technology by providing students with Powerspeak k-12 Spanish to English digital learning with teacher support as well as Rosetta stone software for all students learning English.

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

Section III. Title III Budget

School: **04M406** _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$20,000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	\$1500 Fordham University ELL best practices professional development	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$10,000	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$5,000 (still pending as of 6/30 based on budget)	Rosetta stone and k-12 language software.
Travel		

Other		
TOTAL	\$36,000	

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.

These findings are from the home language survey, which is given to each family when they enter the building. These were reported at the PTA meetings, parent-teacher conferences, and during volunteer meetings. If any surveys are not returned, the school does phone calls. If phone calls are not returned, the community coordinator does a home visit.

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.

Our families speak the following languages: Spanish (majority), Haitian Creole (2), and Wallof (1). These were reported during PTA meetings, SLT meetings, staff meetings, and parent volunteer meetings.

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.

Translation services are provided by four individuals: The school secretary, the principal, the Spanish teacher, and our paraprofessional, Mr. Morales. Parents that speak Spanish also come in to help with translation. All documents are sent to the secretary for translation in a timely manner so that all parents receive information in the language needed. For our Haitian Creole and Wallof speaking parents, we have volunteers that come in and translate documents for us.

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.

Oral Translation services are provided by four individuals: The school secretary, the principal, the Spanish teacher, and our paraprofessional, Mr. Morales. Parents that speak Spanish also come in to help with translation. All documents are sent to the secretary for translation in a timely manner so that all parents receive information in the language needed. For our Haitian Creole and Wallof speaking parents, we have volunteers that come in and translate documents for us.

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>.

These regulations are fulfilled by utilizing volunteers and staff to ensure that documents are translated in a timely manner. Interpreters are provided at meeting through both Title III translation funds and volunterrs.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$73,011	\$17,389	\$90,400
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$730	\$173.89	\$8,031
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,651	*	\$3,651
4. Enter the anticipated 10% set-aside for Professional Development:	\$7,301	*	\$7,301

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____ 81.8% _____

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

Please refer to pages 12, 13, and 19 for the SWP components.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				x	12, 13, 19
Title I, Part A (ARRA)	Federal	X				x	12, 13, 19
Title II, Part A	Federal	X				x	12, 13, 19
Title III, Part A	Federal	X				x	12, 13, 19
Title IV	Federal	X				x	12, 13, 19
IDEA	Federal	X				x	12, 13, 19
Tax Levy	Local	X				x	12, 13, 19

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.

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school.

Four Students are currently in temporary housing.

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

The services we plan to provide are the following:

- Counseling (if needed or requested)
- Free uniforms
- Transportation (metro card or other)
- School supplies (thumb drive, notebooks, pens, or any other supplies needed)
- Childcare in the school for parents to attend meetings
- Extra tutoring and homework assistance
- Before and after school tutoring programs (and on Saturdays if requested)
- An attempt to provide any services that the students and parents request
- Following all mandates of McKinney-Vento Homeless Assistance Act

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	GLOBAL TECHNOLOGY PREPARATORY					
District:	4	DBN:	04M406	School		310400010406

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K		0	0				92.9
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		54	62				
Grade 7		0	59				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				
Grade 12		0	0				
Ungraded		1	1				
Total		55	122				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
			91.2

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		60.0	80.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
			2

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
			0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes		9	13	Principal Suspensions			8
# in Collaborative Team Teaching (CTT) Classes		2	10	Superintendent Suspensions			3
Number all others		4	16				

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			6
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			2
# receiving ESL services only		2	TBD	Number of Educational Paraprofessionals			3
# ELLs with IEPs		1	TBD				
These students are included in the General and Special Education enrollment information above.							

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
			2	% 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			33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		1.8	0.0	% core classes taught by "highly qualified" teachers			87.5
Black or African American		54.5	45.1				
Hispanic or Latino		41.8	50.0				
Asian or Native Hawaiian/Other Pacific		1.8	0.0				
White		0.0	3.3				
Male		54.5	55.7				
Female		45.5	44.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Overall NCLB/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:

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
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: <i>(Comprises 15% of the</i>				Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:				Quality Statement 5: Monitor and Revise			

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

Global Technology Preparatory Parent Involvement Policy

The entire Global Tech Prep staff strongly believes that the education of children is a shared responsibility between parents and school educators. We know that research shows the academic success, self-esteem, and general perspective on education, life, and the world are greatly influenced by their parents' involvement in education from early childhood through college. Therefore, the educators at Global Tech Prep know that in order to ensure there is a partnership between the school and parents that there must be the appropriate structures and systems in place to facilitate a true collaboration.

To ensure our commitment to collaboration between Global Tech staff and parents is realized, we commit to the following plan:

1. Planning, implementing, assessing, and revising (as necessary) parent involvement activities aimed at improving student academic achievement and school performance;
2. Building the school's and the parent's capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title I, Title III, Title IV and the NCLB legislation. This will include convening an annual meeting to:
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms;
 - b. Inform parents of the school's participation in such programs, and include them, in organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Informing and explaining to parents the New York City, New York State, and federal academic achievement standards students are expected to meet; how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;
5. Informing and providing the parents with any training and materials available for them to help them work with their children;
6. Informing parents of any resources, such as transportation and childcare, which may be available in order to allow them to attend and participate in school events;
7. Informing them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Including in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping students realize their maximum academic, personal, and social potential.

Global Tech Prep will accomplish these goals through the following means:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These will include the following meetings:

- a. Monthly meetings of the general PTA membership
 - b. Weekly meetings between students and parents for an hour to plan school social and fundraising events
 - c. Monthly meetings of the School Leadership Team
 - d. Meetings of any standing PTA committees
 - e. Meetings of any parental action committees as formed in accordance with PTA bylaws
 - f. Meetings called by the Community Coordinator in order to maintain open communication with the parents and monitor their concerns, interests, and needs
 - g. Regular planned meetings for Title I parents
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters, and phone calls, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication between the teachers and parents through:
 - a. Regular attendance of parent-teacher conferences
 - b. Reports to parents on their child's progress every other week
 - c. Reasonable access to staff, opportunities to volunteer in their child's class and observe classroom activities
 3. By providing to the parents alternate means of communicating their concerns and suggestions, including but not limited to:
 - a. A suggestion box
 - b. A parking lot board at meetings
 - c. An open door policy to the Community Coordinator and Principal
 4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its inherent School=Parents Compact component.

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

Global Technology Preparatory School-Parent Compact

We, the administrators, teachers, staff, and parents of Global Tech Prep fully recognize our mutual interdependence and responsibility of supporting our students' educational, social and personal endeavors in order that they may achieve academic success, realize their full potential as unique individuals and become responsible, contributing citizens of the 21st Century, pledges to each other and to our students to provide that support y voluntarily and eagerly signing the agreements stated in this document.

We, the students of Global Tech Prep, recognizing our own duty to accept responsibility for achieving academic success, as well as for our social development and personal growth as contributing, respectful members of our family, school and world community, pledge our commitment to fulfilling that responsibility to the best of our ability, by signing the agreement stated below:

The school agrees to:

- Show respect for each child and his/her family, each teacher, and staff member
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community;

- Establish an atmosphere conducive to open, regular communication among staff, teachers, students and parents
- Provide teachers and staff with the materials and supplies necessary for them to fulfill their obligations to the student and one another
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback
- Provide clear, frequent and regular communication channels between myself and the teachers/staff
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment
- Celebrate individual student's, teacher's, and staff member's success with the entire school community
- Provide opportunities for parents to participate in school activities and events by scheduling them at times conducive to greatest attendance
- Convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved
- Give parents and students opportunities to participate in school governance
- Actively involve parents in planning, reviewing and improving Title I programs and the parental involvement policy
- Provide parents with information about all programs
- Clearly communicate expectations for student performance to the parents and provide them with student profiles and assessment results
- Provide parents with all pertinent individual, regional, and department of education information
- Provide clear, frequent, and regular communication channels between myself, the teachers, and the parents through parent teacher conferences, student progress reports as warranted, opportunities to volunteer and participate in their child's class, opportunities to observe classroom activities as appropriate
- Inform parents of all school policies and procedures, and seek their support in enforcing them at school through parental reinforcement at home

Principal's Signature

Date

The Teacher Agrees to:

- Show respect for each child and his/her family
- Provide quality teaching and leadership
- Believe that each student can learn
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential
- Come to class prepared and positive
- Assign homework that is meaningful and appropriate to the grade level
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give each student corrective, constructive, and encouraging feedback
- Celebrate each student's success and encourage persistence when challenges discourage him/her
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with the student and his/her parents

- Provide full and clear classroom expectations to each child and his/her parents
- Provide clear progress reports to the parents at reasonably intervals or as necessary to ensure the child meets grade level standards
- Seek ways to involve parents in the school program and value their contribution

Teacher's Signature

Date

The student agrees to:

- Show respect for my classmates, teachers, principals, school staff, parents, and myself
- Attend school regularly and be on time
- Believe that I can and will learn
- Come to school each day prepared to work and with all required supplies
- Always do my best in my work and my behavior
- Ask questions if I do not understand school or homework assignments
- Complete and return my homework on time
- Observe regular study hours
- Observe the classroom and school, rules set by my teacher, my principal and the Department of Education and to work cooperatively with my classmates
- Respect school technology and other property
- Take pride in my work and my school
- Do my homework every day and ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school everyday

Student's Signature

Date

Parent/Guardian agrees to:

- Show respect for my child, his/her teacher and the school
- See that my child attends school regularly and on time
- Support and model positive attitudes toward school (showing interest in my child's education, reading, limiting my own and my child's TV viewing time, etc)
- Talk with my child about his/her school activities every day
- Communicate regularly with my child's teacher
- Make sure I am advised of all academic and behavioral expectations my child is responsible for meeting
- Make sure my child observes the classroom and school rules set by his/her teacher, the principal and the Department of Education
- Insist that all homework assignments are fully completed and on schedule
- Provide a specific time and a quiet, well-lit place for my child to do homework
- Provide my child with the necessary and appropriate supplies to complete his/her assignments
- Be available to assist my child
- Review completed assignments to check for understanding
- Attend all parent-teacher conferences
- Participate in school activities and events
- Seek out opportunities to volunteer at my child's school

- Support the school in developing positive behaviors
- Support the school in implementing school policies and procedures
- Read to my child and encourage him/her to read independently daily
- Monitor my child's TV viewing, video game, and online activities
- Make sure my child gets adequate and appropriate nutrition and sufficient sleep daily

Parent's Signature

Date

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 04	School Number 406	School Name Global Tech Prep
Principal Christina Russell		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Valerie Miller/Foreign Language		Guidance Counselor	
Teacher/Subject Area Carolyn Tarr/Special Education		Parent Stephanie Davis	
Teacher/Subject Area Jhonary Bridgemohan/English		Parent Coordinator	
Related Service Provider Rachael Nadal/Speech		Other	
Network Leader Marina Cofield/Megan Roberts		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	123	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	9.76%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- The certified foreign language teacher will conduct the initial screening with the Home Language Identification Survey (HILS). A SIFE oral interview is administered. The child is administered the Academic Language and Literacy Diagnostic (ALLD) if they have 2 or more years of interrupted education.
 - The surveys are then handed to the ESL/testing coordinator, who is a certified teacher, for determination that should be tested for the Lab-R exam. The coordinator looks up the students RLAT and RESI for any testing history. This information supports placement in the proper program.
 - The community coordinator invites parents of ELLs to attend a workshop within a 2 week window of entering the school. The coordinator will first call, then send home a letter, and finally do a home visit to ensure the parents are aware of the workshop. At this workshop, he shows the Chancellor mandated EPIC DVD, as well as, administers and reviews the parent survey for English language learners which indicate full participation by students in the ESL program. The community coordinator (with the secretary or volunteer) as a translator will describe and answer all questions about transitional bilingual education, dual language, and freestanding ESL programs.
 - Parents will receive the entitlement letters at the workshop. If they do not attend the workshop, they will be mailed home. If the forms are not received, a home visit will be conducted.
 - Students are then placed in ESL classes based upon results from the Lab-R exam and Home Language Identification Survey (HILS). In addition, students receive the ELE exam (Spanish Reading Exam) and Spanish Proficiency Test. Students are also assessed through curriculum based assessments. Students are assess using the NYSESLAT –New York State English as a Second Language Achievement Test.
 - The trends noted from our students is a choice for ESL classes. Due to our small staff size, our school offers a push-in and pull out ESL model for students. This is based on the trends in parent needs as well as the ability of the staff to offer the program.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							10	10						20
Total	0	0	0	0	0	0	10	10	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	5
SIFE	3	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	3	1	7	4					12
Total	5	3	1	7	4	0	0	0	0	12

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

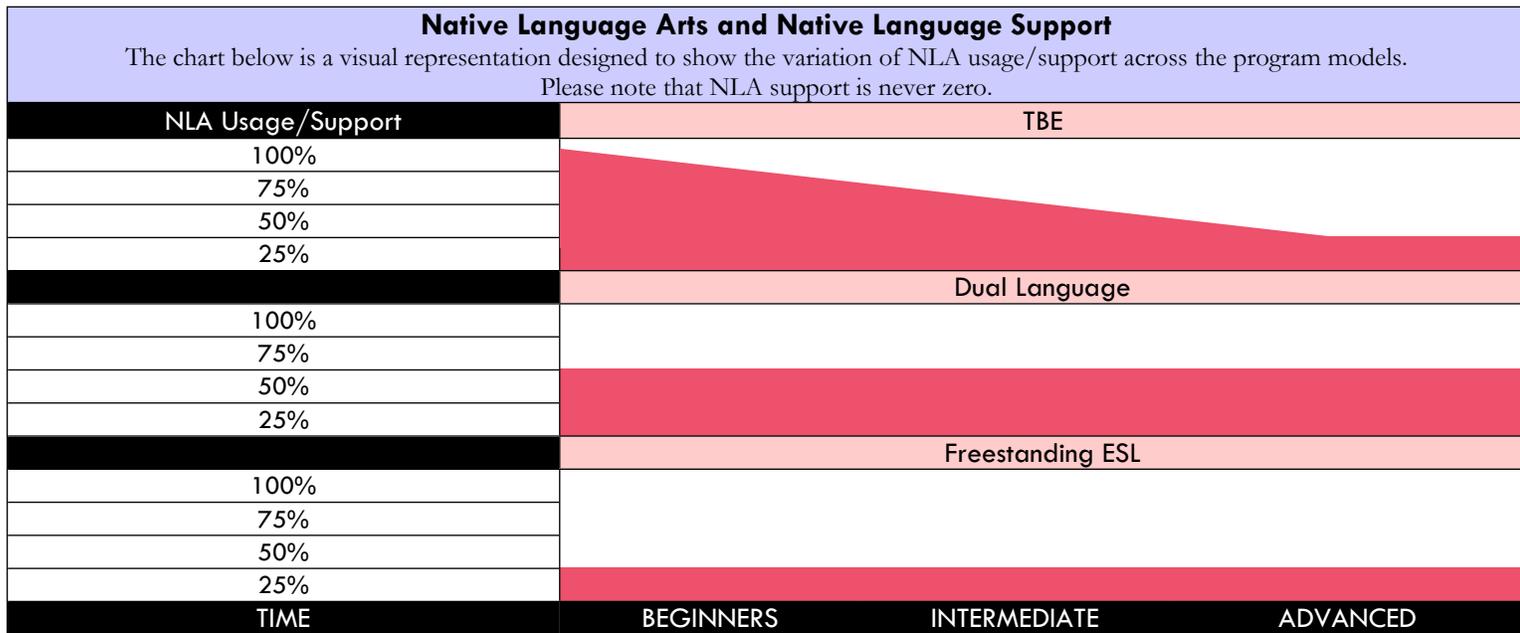
The daily ESL support class is taught primarily in English, which is scheduled into a period 5 days a week in a standalone and/or push-in model based on the needs of the students. This leaves for a mix of heterogeneous and homogenous ESL instruction. This period is put aside to ensure that we meet the number of mandated minutes. For the rest of the day, the students move ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing. To address the different student proficiency levels, differentiated instruction is practiced by offering visuals, audio, and programs such as study island and language software on the laptops. Newcomers receive an instructional plan that includes a blend of push-in and pull out services. Based on the individual needs of students receiving services for 4-6 years, the instructional plan is designed to include as much push-in instruction as possible so that students continue to advance in their assignments. Newcomers receive intensive tutoring during foreign language in place of a foreign language class. Students receiving service from 4-6 years receive either intensive English tutoring during foreign language OR foreign language instruction based on the assessment of the teachers and the wants and needs of the student and family. Longterm ELLs are required to have intensive English and core subject tutoring during foreign language until they are proficient in English. Outside of this period, instruction is provided in a push-in model. ELLs with special needs are delivered services according to their carefully developed IEP plan, which may include a combination of any of the plans above and/or different services as mandated by the IEP.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

Intervention is provided through collaboration with Global Tech teachers and Citizen Schools instructors. All ELL students have the same intervention class and receive instructional programs on their computers blended with teacher instruction that meets their language and learning needs. These services are offered in English, with support in Spanish, Bengali, and Haitian Creole. Students transitioning out of ESL students are offered the option of language support in place of foreign language and testing modifications as needed.

Targeted Intervention

Literacy:

- A language teacher works with targeted level 1 and 2 students in groups of no larger than 10. The ELL student group meets in a group no larger than three. The teacher tracks student progress and articulate with other teachers, ELL coordinator.
- Before school programs in literacy and mathematics will target level 1 and 2 students. They will work in groups no larger than 10 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use manipulatives to teach and learn.
- Students with interrupted formal education (SIFE) and long term ELLs are offered placement in a 1-1 support program with a teacher, which provides extra enrichment in preparation for the NYSESLAT exam.
- Upon reaching the proficiency level, students would then transitioned into a mainstream general education class but are still provided two years of continued ESL services.

SIFE students are offered extra tutoring during lunch, afterschool, and during classes. SIFE educational plans are developed with each individual and student during a meeting with the family. This plan includes a minimum of before school tutoring, push-in assistance from a teacher or paraprofessional three times a week in core subjects, and pull-out assistance with a teacher based on the student's performance level.

Instruction is consistently modified and designed to meet the student's level through the use of study island and dimension M software, as well as assessments and assignments done through traditional pen and paper. Whenever possible, substitutes that speak the SIFE student's native language are utilized to assist the student.

Teachers utilize the ESL methodologies within the Writing Matters framework. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, portfolios and read alouds. Current research-based ESL strategies and methodologies are used in the classrooms. Each student keeps a digital portfolio that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels. Teachers utilize computers, software programs such as Study Island, native language and English language books, and teacher-made visuals and print rich environments. Native language is offered when students do not understand instructions, complicated vocabulary words, or concepts. Native language is provided through volunteers, teachers, and substitute teachers.

Supplemental programs for ELLs include: students receive homework help for an hour after school and receive an hour of subject based tutoring three days a week before school starts. Newly enrolled ELLs are assigned a mentor teacher as well as a "buddy" student to assist in their transition.

During the upcoming school year, the program will be improved through hiring an ELL teacher. None of our programs will be discontinued.

ELLs are provided equal access to all programs through translation support if needed, and through flexibility in programming. There are no classes or programs from which ELLs are excluded.

Language electives offered in the school are the choice of five different languages, which are delivered through a software program (PowerSpeak): French, Mandarin Chinese, Latin, German, and Spanish. Global Technology Preparatory does not offer a dual language program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional Development

Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, NYSESLAT, ELA Exam and Acuity. (Please note the school does not have an assistant principal, bilingual teachers, or occupational/physical therapists, so they are not included in this plan).

ESL/Literacy:

- Incorporating ESL strategies using the Writing Matters Model
- scaffolding instruction in literacy
- language acquisition
- native language to support English language acquisition (in case we receive beginners)
- Leveraging technology to support language acquisition and different performance levels
- Extended Learning Time (until 6:00 pm Mon-Thurs) with a focus on literacy and homework assistance

Mathematics

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning
- Flexible grouping to support the different needs of students
- Leveraging technology to support language acquisition and multiple performance levels

PD is provided at weekly staff meetings, on a one on one basis to a technology/instructional coach, as well as identified professional development opportunities outside of the building. The mandated 7.5 hours is provided through the support network and is documented through agendas and sign in sheets

E. Parental Involvement

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

Global Tech Prep has a wide range of parental involvement activities. We offer PTA and school leadership meetings monthly. We provide weekday parent technology workshops on technology, accessing ARIS, and student work celebrations. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year and as needed as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school community coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The community coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population.

The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state’s academic content standards in conjunction with the state’s student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. Global Tech Prep will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate. Parent needs are identified through a survey and through conversations with the community coordinator.
- The school will, with the assistance of the CBO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.
- The school may provide an interpreter to provide information that needs to be communicated orally to parents.
- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118-parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1						2

Intermediate(I)							1	1						2
Advanced (A)							7	1						8
Total	0	0	0	0	0	0	9	3	0	0	0	0	0	12

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. We use a variety of assessment tools to evaluate the early literacy skills of our ELLs. We use performance series, Study Island, and writing matters. These programs allow us to evaluate many categories of ELLs literacy. For example, using study island we are able to give student diagnostic tests and use different management tools to place students at different reading levels within the program. There are also several areas that students can focus on including punctuation, context clues, inferencing and summarizing.

2. Looking at the data patterns across proficiency levels most students fall in the advanced proficiency category. In 6th and 7th grade we only have 1 student scoring beginner and 1 student intermediate

3. Looking at patterns across NYSESLAT modalities affects instructional decisions. Although most students are scoring advanced teachers in every subject will supplement content with language specific goals. They will explicitly teach math vocabulary and different strategies for approaching unknown words.

4.
a. Students did not take the state exam in their native language. Most ELL students are scoring 2 on the state exam. This demonstrates that although students are making progress in their second language they need more content specific instruction to help them improve their scores on the state exams. The ELL teacher that pushes into classes gives students specific language goals to evaluate weekly as well as collaborates with classroom teachers to reinforce vocabulary instruction and model successful ELL strategies including, use of non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers), breaking tasks into smaller "chunks" with frequent comprehension checks and pre-teaching background knowledge/key vocabulary or concepts students will need for each unit before moving ahead.

b. The school leadership team uses the results of the periodic assessments to group students during daily small group intervention time as well as help the ELL instructor plan activities for push in and pull out time with the students. The intervention time consists of 3 teachers including a special education and ELL teacher. English language learners were identified during inquiry team as a group to focus on to improve ELA scores. The team uses a diagnostic created on study island to test specific reading and comprehension strategies. After a baseline is determined each week focuses on a different comprehension strategy. After students score proficient in each category the teachers deliver

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		