



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

HIGH SCHOOL FOR GLOBAL CITIZENSHIP

SCHOOL NAME : _____

17K528

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____

MICHELLE ROCHON

MROCHON@SCHOOLS.NYC.GOV

PRINCIPAL: _____

EMAIL: _____

KAREN WATTS

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Michelle Rochon	*Principal or Designee	
Cheryl Murray	*UFT Chapter Leader or Designee	
Adero Green	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sparkle Taylor	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

•
Improve student attendance, participation in classes and school activities, and preparation for post-secondary experiences
Increase school-wide attendance rate from 84% to 86% June 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Attendance rate below city average

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1) Revise attendance policy to make outreach more proactive

- **Have school staff call homes of students absent two 2 or more days in a week or who have cut 2 or more days in a week**
- **Evaluate the effectiveness of this outreach on a monthly basis**
- **Encourage teachers to contact parents of students who have chronic absences in their classes**
- **Produce cut reports and have subject area attendance scanned daily**
- **Reward students for good attendance through incentives**
- **Increase the number of home visits before a student reaches the 407 status**
- **Implement a detention policy for students who are late to school more than three days in a ten day period**
- **Use the phone messenger to call homes for early morning wake up calls**
- **Update contact information through school wide clearinghouse every marking period**
- **In August 2010, have Partnership with Children and Family worker to conduct home visits for incoming 9th grades with 10 or more absences during their 8th grade year.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Allocate AIDP funds to support family worker outreach, hire an attendance teacher, and attendance incentives.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase students' success in their courses as a component of progress toward graduation and college readiness.

1. Increase 3rd year lowest third percentage of students earning 10+ credits from 66.7% to 75% by the end of the school year 2012

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The current graduation rate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1) Support inquiry based cohort teams including
 - Continue to do regular marking period reviews of data (pass rates and grades for students within cohort)
 - Use inquiry model to focus on Almost on Track (AOT) students
 - Identify student academic needs and address those needs by creating an action plan with interventions
 - Use "Datacation" to examine student data and assess student needs

- 2) Support instruction via weekly Professional Development
 - Teachers will take an ASCD online differentiation course to help them better meet the needs of each child.
 - Teachers will be provided PD on learning styles and share Learning Style Profiles for all students in the school
 - Professional Development to support goal-setting with students through the use of rubrics in planning and instruction
 - Students contracts will be used as an intervention for students who are failing a class after the first marking period
- 3) Revise the school schedule
 - Implement a 8 (50 minute) academic period, 5 day a week
- 4) Guidance and programming
 - Complete transcript review prior to the start of the new school year and during New Visions retreat, so that all students are programmed correctly
 - Implementation of more effective goal setting for students in critical groups through the use of the school's PPT and PBIS teams

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Purchase software which creates assessments and reviews based on a Regents Exam database.
 - Utilize New Visions retreat time to review transcripts and ensure proper course placement and to identify students for online credit recovery
 - Purchase Castle learning license to support credit recovery.
- Purchase Achieve 3000 to support literacy and differentiated instruction.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Increase students' success on key assessments as a component of progress toward graduation and college readiness
- 1. **Increase overall pass rates on the US History and Global History Regents**
- 2. **Increase Weighted Regents Pass Rate, Global History on the Progress Report from .96 to 1.00 by June 2012**
- 3. **Increase Weighted Regents Pass Rate, United States History in the Progress Report from .71 to 1.00 by June 2012**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Low regents pass rate, resulting in low graduation rate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 1. **Support inquiry process based in department teacher teams, including**
 - **Regular marking period reviews of departmental data on course grades and Regents scores**
 - **Review of student work to inform planning and assess effectiveness of unit and lesson planning to support skills and knowledge**
 - **Teachers of the same subject should give uniform assessments for mid-terms and final exams which are aligned to the Regents exams and/or state standards**
 - **Teachers teams review grading philosophy/policy and assessment practices w/respect to alignment with Regents**
 - **Establish curriculum maps for each course to submitted by October, with intradepartmental revision taking place during common planning in the month of September**
 - **Interdisciplinary curriculum development across the curriculum**
- 2. **Provide professional development related to DOE Priority areas**
- 3. **Select personal goals for individual teachers as well as school wide differentiation goal**
 - **Improve the effectiveness of classroom observations**
 - **Inter-visitations amongst staff to help set teacher's overall goals**
- 4. **Increase parental knowledge of Regents standards and their ability to support their children's success in the exams**
 - **Inform parents of the impact of success on Regents exams and in Regents courses, as well as a list of resources that can be used to prepare students for these exams**

- **Provide workshops for parents on study skills and Regents preparation by November**
- **Review graduation requirements with parents at PA meeting every month starting in September**
- **Create a calendar of parent workshops, to include: college readiness, Datacation, and ARIS**
- **Increase use of email and phone messenger to communicate with parents, and provide workshop and Regents information via email**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
DDI training, and teacher made interim assessments

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	53	54	42	30	11	1	14	0
10	69	66	49	76	13	0	25	1
11	58	42	37	63	11	0	29	0
12	23	33	25	39	5	0	20	1

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>9th grade students have blocked English classes, with an emphasis on writing. Teachers use differentiated instruction to reach all students. 10th, 11th, and 12th grade at-risk students are enrolled in after-school tutoring, and Saturday School tutoring to prepare them for the NYS Regents examination. Subject grade teachers meet once a week with guidance counselor to review student progress and share strategies to reach out to all students in their classes.</p>
Mathematics	<p>9th grade students are provided with blocked Algebra classes, with mandated after-school tutoring for at-risk students. Mathematics teachers meet once a week with guidance counselor to review student progress and share strategies to reach out to all students in their classes.</p>
Science	<p>9th grade students are provided with blocked Living Environment classes, with mandated after-school tutoring for at-risk students. Students have an opportunity to make up missing labs during their lunch period or after-school. Teachers use differentiated instruction in the Living Environment and Earth Science classes to ensure all students pass the class and science Regents in June. Science teachers meet once a week with guidance counselor to review student progress and share strategies to reach out to all students in their classes.</p>
Social Studies	<p>9th grade students are provided with blocked Global classes, with mandated after-school tutoring for at-risk students. Mandated after-school tutoring for US History is provided to our at-risk students. Social Studies teachers meet once a week with guidance counselor to review student progress and share strategies to reach out to all students in their classes.</p>
At-risk Services provided by the Guidance Counselor	<p>Mandated guidance counselor meets with students, individually and in small group once a week.</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>School Psychologist provides one-to-one mandated counseling with students.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Partnership for Children provides one-on-one counseling and group counseling with at-risk students, during school hours. Social workers meet with school support staff on a weekly basis to discuss progress of students, obtain attendance records, report cards, and progress reports; they conduct home visits, and meet with families.</p>
<p>At-risk Health-related Services</p>	<p>Paraprofessional is assigned to student with health related issues.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Lawrence Pentergast	District 17	Borough Brooklyn	School Number 528
School Name High School for Global Citizenship			

B. Language Allocation Policy Team Composition [?](#)

Principal Michelle Rochon	Assistant Principal Tamika Goburn
Coach 0	Coach 0
ESL Teacher 0	Guidance Counselor Ms. Darlene Gumbs
Teacher/Subject Area 0	Parent 0
Teacher/Subject Area 0	Parent Coordinator 0
Related Service Provider Mrs. Vera Clarke	Other K. Hatzivasilis, Data Speciali
Network Leader Lawrence Pendergast	Other 0

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	340	Total Number of ELLs	18	ELLs as share of total student population (%)	5.29%
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Part II: ELL Identification Process

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

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

Our school holds two orientation sessions, one in June and the other the beginning of the school year.

During our orientations, the Principal, Assistant Principal, guidance counselors, teachers, and staff speak with parents and students explaining our school's mission. The orientation is addressed in English and in French or Spanish by teachers and staff who speak the families' home language. The intake team, which consists of administration, guidance counselors, and teachers, conduct individual parental interviews, which begin with the HLIS. Once all the questions are answered, parents are given the Entitlement Letter or appropriate Non Entitlement Letter, and Placement Letter. These are the official designation letters and completion of these determines if our bilingual program is the program choice for their child. This same process is followed for parents of children who enter the school during the school year. Students who enter the school system during the school year for the first time or who transfer to the school are orientated individually about our school community. The Principal personally welcomes and meets with every parent and child, discussing the school's culture, philosophy, academic and social expectations for students and curricular and extra-curricular opportunities for every student. The parents are shown the parent orientation video in their native language. After which time, the parents ask any questions they may have. All questions about program options are clarified at that time. This meeting and the information are provided to the parents in their native language. At the same time, these children of parents who have confirmed they are first time entries into New York State Department of Education are given the LAB-R examination and the examination in their native language, which has again been Spanish in our school's experience. Both assessments are reviewed and rated by the Assistant Principal of Language Arts. At that time the student's abilities in all modalities in both languages are determined. On the other hand, students who are transfers or returns to New York City Department of Education are processed after the Parent Coordinator and administrators for the school have obtained the appropriate documents, exam scores and parental choice/program letters. The parent's program choice and examination scores are reviewed by the committee and the student's academic programming is matched to these abilities. This information and a recommendation for services from our school are conveyed to the parents, in their native language.

Based on the parent's choice, a possible program is then created in collaboration with the programmer and guidance counselors. All documentation, new or existing, is housed in the student's school file in the data general office in the school. Student's whose parents have chosen to enroll them in our school then receive an orientation and assistance in acclimating to the school and campus. Student's academic information, testing results, and educational background is then given to the classroom teachers in order to ensure the student's successful assimilation into our school's culture.

Students entering New York State for the first time ultimately become part of our school's ELL population and participate in the New York State Examination Second Language Assessment Test in the spring of every school year. This testing, like all testing in language arts, is coordinated and supervised by the Assistant Principal of Language Arts.

All programs and instructional decisions are in complete alignment with the requests and interests of parents. This offering included block scheduling. As stated above, the format of student programs has involved multiple levels of instruction, class sizes conducive to individualized and differentiated instruction, appropriate and engaging materials and supports, and clear, high expectations leading to

passing all monolingual English classes, passing the NYS Regents examinations, and ultimately graduation from our school.

The following list describes the different activities or information discussed or provided to parents as part of the program's implementation:

- a) During Registration (Home Language Personal Interview Survey Form)
- b) Letters for Waiver of Transfer (program selection)
- c) Description of ELL Program (provision of the school's ELL program narrative that can be understood by parents)
- d) NYSESLAT Assessment Notification to Parents (parent accountability, NYSESLAT and Regents prep after-school/Saturday programs)
- e) Parents and Teachers Association's Representative (due process dissemination)
- f) LAB-R testing of new arrivals
- g) Community Resources for Immigrants (inform parents about institutions within the community, and legal issues pertaining to immigrants)
- h) Community and School Language Programs for Adult LEPs
- i) Graduation Requirements (Regents Examinations, high school credits)
- j) Community Resources (college partnerships)
- k) Health assistance (immunization requirements, outside counseling, 504, VESID, BETAC, BOCES assistance...)
- l) Assessment Information (Regents, NYSESLAT, LAB-R, PSAT)
- m) Parental Accountability (attendance)
- n) School Accountability (proper placement, general education and ELL teacher training, compliance)
- o) Translation Resources for Parents that do not speak English (NYS and NYC DOE Websites)
- p) Access to Translated Documents (inform parents by providing translated documents and translators during parent-teacher-principal conferences)
- q) Transition to College (dissemination of information to parents and students in different languages)
- r) Special Education Issues Related to ELL learners

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% →)										0	0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	0
SIFE	9	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

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	14	8	0	2	0	0	2	0	0	18
Total	14	8	0	2	0	0	2	0	0	18

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											2			2
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian										3	1		8	12
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>FU</u>											1			1

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
TOTAL	0	4	5	1	8	18								

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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											2			2
Chinese														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
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian										3	1		8	12
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	4	5	1	8	18								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

HSGC students will develop skills necessary for success in college, including constant and active learning, effective communication, problem solving skills, and effort/perseverance. Students will acquire specific content knowledge and skills to meet New York State Commencement Learning Standards and requirements for graduation, and will demonstrate academic readiness for competitive colleges/universities. They will gain a heightened awareness of current issues facing our global community and will develop a global perspective (which includes a foundation of knowledge about global conditions and events, empathy/concern for condition of others, and recognition of their power to effect positive change in the world). The ELL students will be expected to reach the proficiency level according to the Commissioner of Education recommendations: Proficiency levels will be determined by analyzing NYSESLAT, LAB-R,

A. Programming and Scheduling Information

English Language Arts Regents Examinations results, and students' portfolios. Beginner Level students will be provided with three units of instruction aligned to ELA curriculum using ESL instructional approaches. Intermediate Level students will receive two units of instruction, and the Advanced Level students will receive one unit of instruction using the same instructional approach.

Instruction is aligned to the New York City and New York State Learning and Performance Standards. This methodology of instruction implements a balanced literacy approach to second language acquisition by implementing a whole language experience that integrates different content area subjects as part of the humanities thematic learning approach and the scope and sequence of the curriculum. Instruction is designed to include different modalities (listening, speaking, reading, and writing) and strategic activities to accommodate for different learning styles.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

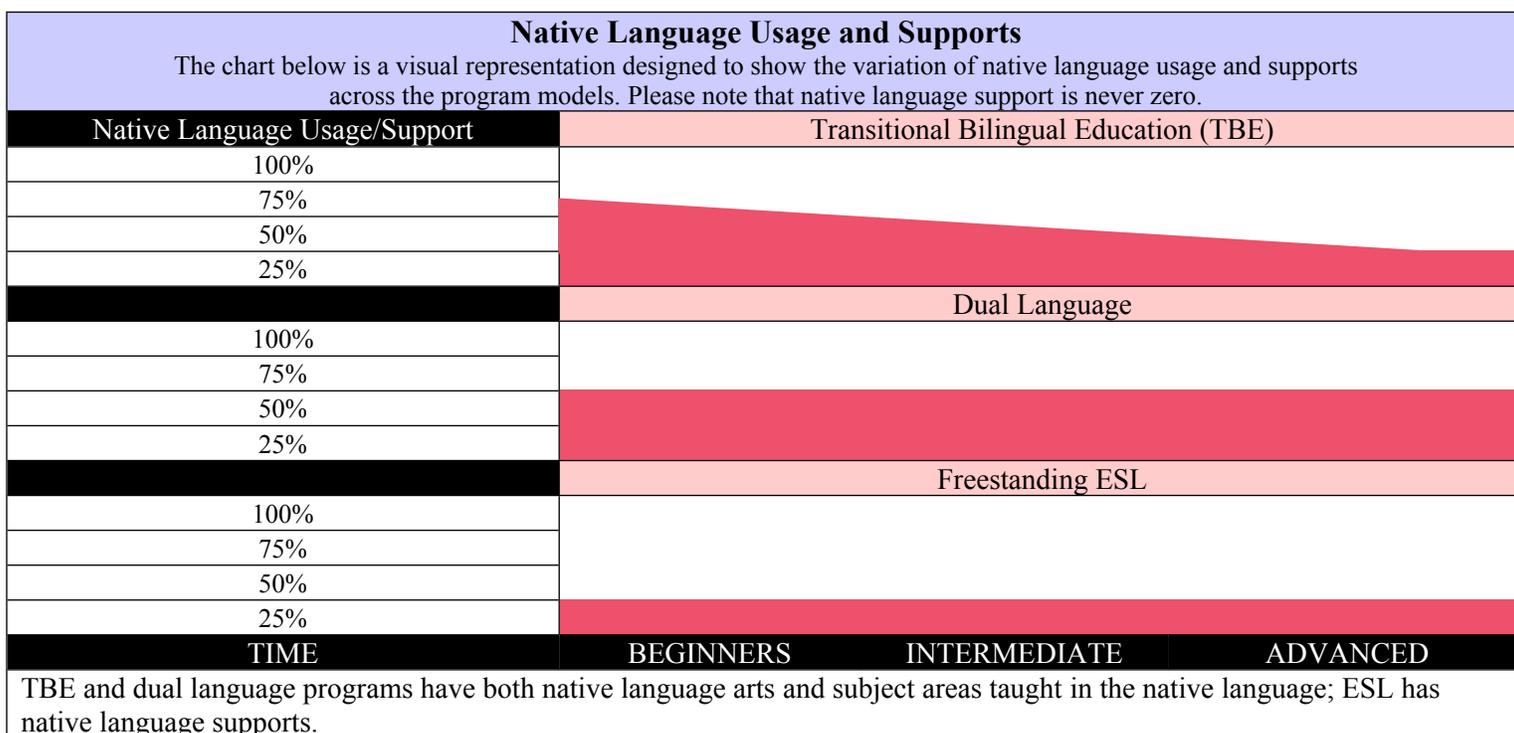
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

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

Lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture. Content area textbooks are provided in available native languages to facilitate instruction, prevent students from falling behind academically in content area classes, and reinforce Regents Examination test-taking strategies in English and/or their native language. The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English), especially for the beginner level. An

B. Programming and Scheduling Information--Continued

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

Lessons are structured and designed to include the Cognitive and Academic Language Proficiency Skills of the students as a means to scaffold instruction based on their prior knowledge and culture. Content area textbooks are provided in available native languages to facilitate instruction, prevent students from falling behind academically in content area classes, and reinforce Regents Examination test-taking strategies in English and/or their native language. The ELL plan also makes the students aware of test-taking options such as taking the test in their native language and using glossaries with literal translations. Individual academic performance portfolios are kept in record to assess and evaluate the students' progress. The ELL instructional plan also makes accommodations to provide ELL special needs students with testing and instructional modifications. Testing modifications are provided as stated on their Individualized Educational Plan. Instructional modifications consist of differentiated instruction that appeals to the students' learning styles, ESL approaches, and specific academic needs. The program intends to incorporate additional supplementary language services to encourage students to build a strong foundation in their native language. This will be accomplished by providing additional instructional time during the school day, and after-school and Saturday programs. English Language Learners will be programmed to receive native language instruction in an advanced foreign language class with native speakers of English. This instructional and placement approach will provide the opportunity for both groups of language learners to interact in both languages and learn from one another. Current research has proven that this approach accelerates the acquisition of language skills for both groups (ELLs and Native Speakers of English), especially for the beginner level. An analysis of native language arts assessment results will also be conducted to determine if students are in need of literacy skills in their native language. This information will help the school to develop an intensive literacy program that addresses students' needs or to coordinate instructional strategies with the foreign language teacher.

December 2011 implementation of Achieve 3000 for ELLs will be incorporated into the core classes. Students, including ELLs and former ELLs, will take on-line courses, such as Rosetta Stone to reinforce reading, listening, and speaking in English. January 2012 teachers will be training in the Shelter Instruction Observation Protocol (SIOP) Model, which makes content comprehensible for English Language Learners.

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)?

N/A

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 will be provided by Children's First Network 603 throughout the 2011-2012 school year. Content area teachers will work to incorporate language development activities and strategies in their classes and curriculum to strengthen the ELL students needs. The professional development will be designed to help ELL student increase student achievement and pass the NYS Regents examinations.

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?

Parents are given the Entitlement Letter, Non-Entitlement Letter, Placement Letter, and Continued Entitlement Transition Letter. In addition, the parents viewed the Orientation Video for parents of English Language Learners. Parents are informed of our school's instructional model, pedagogical philosophies, and their child's educational options and responsibilities through school mailings, both in English and the family's native language, and at the monthly parent association meetings. In addition, the school contacts all homes on a daily basis when their child is absent, is at risk of not passing their classes, and monthly absence letters are mailed to the parents' home informing them of their child's academic progress and attendance status. School messenger calls the home in the evening in both English and native language. Parents are informed of all school activities, including after-school programs, which include tutoring, SAT preparation classes, courses offered through the community based organizations: Partnership for Children and Global Kids. Parents are encouraged to participate in any after-school event through phone calls and school mailings.

At the parent association meeting and in conjunction with the School Leadership Team, parents are informed of the New York State/City requirements and mandates, school policies, and academic goals that need to be achieved in order for their child to graduate and succeed in college. Correspondence and informational material is available to parents in their native language. Parents are also provided with interpreters for all parent meetings.

The topics will focus on:

- Graduation Requirements
- Interpreting Their Child's Academic Progress and Report Card
- College Opportunities and Availability of Financial Aid
- The Importance of Discipline and Attendance
- Utilizing Guidance Services to provide counseling.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	5	4	5	4	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
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									0
7									0
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English			1	
Integrated Algebra			5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment			5	
Physics				
Global History and Geography			2	
US History and Government			1	
Foreign Language				
Other <u>Spanish</u>			2	
Other <u>French</u>			4	
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:

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.

Part VI: LAP Assurances

School Name: HS for Global Citizenship		School DBN: 17K528	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Rochon	Principal		12/1/11
Tamika Goburn	Assistant Principal		12/1/11
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Darlene Gumbs	Guidance Counselor		12/1/11
Lawrence Pendergast	Network Leader		
Kalliopi Hatzivasilis	Other <u>Data Specialist</u>		12/1/11
Vera Clarke	Other <u>Guidance Counselor</u>		12/1/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K528 **School Name:** High School for Global Citizenship

Cluster: 6 **Network:** 603

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.

HSGC access information through various ATS reports that helps determine the needs of our ELL population. Our staff interviews families at our June and August parent orientations and based on the interviews and intake process, which include the Parent Survey form and Home Language Survey to new incoming students, we determine whether the families are in need of written translation and oral interpretation. Families that speak a language other than English are provided with written translations in their native language, phone messenger is set up in the language spoken at home to ensure that all information is received. At this time, only one percent of our families need translation services.

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 school's findings indicate that 12 students speak French Haitian-Creole, 2 speak French, 2 speak Spanish, 1 Bengali, and 1 Fulani. From the 18 families, three families are in need of written translation. We have support staff that are able to orally communicate with families in their native language should they need or request a translator. During our first faculty meeting information is provided to all staff. Support staff immediately notifies teachers of the ELL students on the language spoken at home.

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.

The school will provide written translations of school newsletters, school activities/functions, parent letters, notices, report cards, and all other all other correspondences to the homes. Documents provided through the DOE that have translations are given to families through school mailings. DOE documents/links have been placed on school's website. School staff that speak the families native language, and if needed DOE translators will be available, as well as parent valunteers to provide translation services to the parents.

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

The school will have translators on-site during parent association meeting, parent/teacher conferences, open school night, and after-school events the school holds for holds for parents. Notices in the native language will be mailed to the families homes informing them of any upcoming events, and the phone messenger will be set-up to notify parents. Documents provided through the DOE that have translations are given to families through school mailings. DOE documents/links have been placed on school's website.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, the school has a copy of the Bill of Parent Rights and Responsibilities posted in the main office regarding translation services. The information is provided to families during orientation with the guidance counselors, support staff, and/or administration, and mailing are sent to the families homes.