



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GLOBAL NEIGHBORHOOD SECONDARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 04M381

PRINCIPAL: LUIS M. GENAO **EMAIL:** LGENAO3@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

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
Luis Genao	*Principal or Designee	
Dejah Lynch	*UFT Chapter Leader or Designee	
Eloisa Bravo	*PA/PTA President or Designated Co-President	
Ilia Mendez	DC 37 Representative, i	
Florin Purice	Member/Teacher	
Berquis Arias	Member/Teacher	
Lisa Rodriguez	Member/Social Worker	
Maria Torres	Member/Parent	
Sia Jackson	Member/Parent	
Miosotis Hernandez	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Increase student outcomes in English Language Arts as measured by AYP, NYCDOE Progress Report, NY ELA Standardized test and GNSS Periodic Assessments.

- 33% increase of students at Proficiency (Levels 3 and 4) in ELA as measured by New York State Standardized Test.
- 33% increase in the number of students moving from Level 1 to Level 2
- AOR documentation of reaching AYP or Safe Harbor (increase in 6-8 ELA of at least 33%)
- Increase in Student Promotions

Comprehensive needs assessment

- ***New York State Standardized Test ELA:*** 9% of students performed at Level 3 or 4
- ***New York State School Report Card Accountability and Overview Report:*** AYP not met

Instructional strategies/activities

1. Baseline Acuity assessment conducted in early fall: Comparing Acuity Baseline to 2011 state exams;
2. Data gathered will generate changes in instruction and student groupings: targeting gaps in student performance for improvement.
3. Comparing Acuity Baseline to on-going Acuity ITAs (November, January, March)
4. On-going cycle of targeted skill assessment and interventions, including assessment of teacher practices via formal and informal observation.
5. Utilization of PSO resources (coaches) to refine and guide practice (Weekly)
6. On-going assessment of Fountas & Pinnel Running Records (October, January, May)
7. On-going assessments of Common Core Tasks (Fall and Spring CCTs)

Strategies to increase parental involvement

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 in literacy, as well as on-going quasi-monthly updates on student progress (every 5 weeks);
- 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 to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting and retaining Highly Qualified Teachers (HQT):

- Through on-going professional study inquiry group meetings (PSIGs), GNSS is establishing a school culture that relies on data to inform adult learning, professional development, and decision-making: teacher and administrative teams meet to analyze school capacity, plan for school-wide change, and to foster academic rigor and social-emotional wellness for the entire school community. For the 2011-2012 School Year GNSS is committed to increase and document teacher effectiveness by conducting short, frequent cycles of classroom observations and feedback (a minimum of six informal observations per teacher per year) and a minimum of two formals per year per teacher. Formal and informal observations will be based on a customized rubric based on the work of Charlotte Danielson and Kim Marshall (See Annual Goal 3). GNSS will also support the development of faculty via:
 - Fountas & Pinnell Training
 - Weekly ELA Team Meetings
 - Acuity/Periodic Assessment Data Training
 - QTEL-Quality Teaching for English Learners Workshop Series
 - **Strategies that Work** study group with Stephanie Harvey

Service and program coordination

The Global Neighborhood Secondary School (GNSS) Wellness and Administration Team—a team comprised of School Leadership (Principal, Principal Intern and Data Specialist), Social Workers, Social Work Interns, a School Counselor and outside partners (Mount Sinai School-based Health Clinic, FHI 360 and The Ackerman Institute)—is the primary vehicle for monitoring student progress and coordinating instructional strategies/activities, including the development of all student interventions and supports. Primarily this is done by monitoring student progress in core classes, attendance and behavior. Through review of student data for at risk behavior, the Wellness and Administration Team have been able to implement reactive and proactive strategies that support student learning.

More importantly, the team has been able to create and launch behavior interventions and incentive programming for the school and individual students (Behavior Intervention Plans). **This has resulted in a 59 % increase in student participation in positive school activities, an approximate 60% decrease in Superintendent Suspensions.**

Budget and resources alignment

“Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)

GNSS opts into the School-wide Consolidation program offering academic intervention services to all of our Title 1 students (approximately 90% of our student body), our students with disabilities (approximately 40%), as well as our English Language Learners, through small group instruction, as well as extended minutes of time in ELA and Math (approximately 500 per week). As a School-wide Program school, GNSS integrates services and

programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). It should be noted, that most, if not all, School-wide 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. Approximately 100K in funding will be provided for two coaches to work with Math, Sixth Grade, Seventh Grade, and Eighth Grade Team of teachers.

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

Increase student outcomes in Math as measured by AYP, NYCDOE Progress Report, NY Math Standardized test and GNSS Periodic Assessments.

- 33% increase of students at Proficiency (Levels 3 and 4) in Math as measured by New York State Standardized Test.
- 33% increase in the number of students moving from Level 1 to Level 2
- AOR documentation of reaching AYP or Safe Harbor (increase in 6-8 Math of at least 33%)
- Increase in Student Promotions

Comprehensive needs assessment

- ***New York State Standardized Test Math:*** 14% of students performed at Level 3 or 4
- ***New York State School Report Card Accountability and Overview Report:*** AYP not met

Instructional strategies/activities

1. Baseline Acuity assessment conducted in early fall: Comparing Acuity Baseline to 2011 state exams;
2. Data gathered will generate changes in instruction and student groupings: targeting gaps in student performance for improvement.
3. Comparing Acuity Baseline to on-going Acuity ITAs (November, January, March)
4. On-going cycle of targeted skill assessment and interventions, including assessment of teacher practices via formal and informal observation.
5. Utilization of PSO resources (coaches) to refine and guide practice (Weekly)
6. On-going assessments of Common Core Tasks (Fall and Spring CCTs)

Strategies to increase parental involvement

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 in Math, as well as on-going quasi-monthly updates on student progress (every 5 weeks);
- 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 to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting and retaining Highly Qualified Teachers (HQT):

Through on-going professional study inquiry group meetings (PSIGs), GNSS is establishing a school culture that relies on data to inform adult learning, professional development, and decision-making: teacher and administrative teams meet to analyze school capacity, plan for school-wide change, and to foster academic rigor and social-emotional wellness for the entire school community. For the 2011-2012 School Year GNSS is committed to increase and document teacher effectiveness by conducting short, frequent cycles of classroom observations and feedback (a minimum of six informal observations per teacher per year) and a minimum of two formals per year per teacher. Formal and informal observations will be based on a customized rubric based on the work of Charlotte Danielson and Kim Marshall (See Annual Goal 3). GNSS will also support the development of faculty via:

- Weekly Math Team Meetings
- Acuity/Periodic Assessment Data Training
- QTEL-Quality Teaching for English Learners Workshop Series
- **Strategies that Work** study group with Stephanie Harvey

Service and program coordination

The Global Neighborhood Secondary School (GNSS) Wellness and Administration Team—a team comprised of School Leadership (Principal, Principal Intern and Data Specialist), Social Workers, Social Work Interns, a School Counselor and outside partners (Mount Sinai School-based Health Clinic, FHI 360 and The Ackerman Institute)—is the primary vehicle for monitoring student progress and coordinating instructional strategies/activities, including the development of all student interventions and supports. Primarily this is done by monitoring student progress in core classes, attendance and behavior. Through review of student data for at risk behavior, the Wellness and Administration Team have been able to implement reactive and proactive strategies that support student learning.

More importantly, the team has been able to create and launch behavior interventions and incentive programming for the school and individual students (Behavior Intervention Plans). **This has resulted in a 59 % increase in student participation in positive school activities, an approximate 60% decrease in Superintendent Suspensions.**

Budget and resources alignment

“Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)

GNSS opts into the School-wide Consolidation program offering academic intervention services to all of our Title 1 students (approximately 90% of our student body), our students with disabilities (approximately 40%), as well as our English Language Learners, through small group instruction, as well as extended minutes of time in ELA and Math (approximately 500 per week). As a School-wide Program school, GNSS integrates services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). It should be noted, that most, if not all, School-wide 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. Approximately 100K in funding will be provided for two coaches to work with Math, Sixth Grade, Seventh Grade, and Eighth Grade Team of teachers.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Improve teacher effectiveness by developing a shared understanding of instructional excellence:

Increase and document teacher effectiveness by conducting short, frequent cycles of classroom observations and feedback (a minimum of six informal observations per teacher per year) and a minimum of two formals per year per teacher. Formal and informal observations will be based on a customized rubric based on the work of Charlotte Danielson and Kim Marshall.

Comprehensive needs assessment

- ***New York State Standardized Test ELA:*** 9% of students performed at Level 3 or 4
- ***New York State Standardized Test Math:*** 14% of students performed at Level 3 or 4
- ***New York State School Report Card Accountability and Overview Report:*** AYP not met for ELA and Math

Instructional strategies/activities

1. Targeted staff (Principal and Principal Intern) trained on utilization of Danielson Framework to improve instructional practices.
2. Develop and adapt informal observation tools based on the Danielson Framework and Kim Marshall's Feedback system.
3. Teachers self-assess on selected components of a research-based rubric.
4. Provide training on Acuity and have teachers conduct item analysis in order to utilize the data to drive student instruction (intervention plan).
5. Develop and implement calendar of informal and formal observations, prioritizing areas of greatest need and new staff in need of tenure.
6. Develop and implement grade and content specific learning walks.
7. Pre- and post-conference conversation will:
 - a. Review observed (low inference) data from observation to document areas for teacher growth based on Danielson Framework and Marshall Feedback System.
 - b. Review various forms of student data to pinpoint areas for student growth (classroom observations, acuity, Common Core Tasks, in-class assessments, state tests, etc.) and to develop differentiation and intervention strategies for varying students.
8. Subsequent observations will assess differentiation and implementation of interventions as well as development in Teacher growth areas.

Strategies to increase parental involvement

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 levels in ELA and Math, as well as on-going quasi-monthly updates on student progress (every 5 weeks);

- 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 to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting and retaining Highly Qualified Teachers (HQT):

Through on-going professional study inquiry group meetings (PSIGs), GNSS is establishing a school culture that relies on data to inform adult learning, professional development, and decision-making: teacher and administrative teams meet to analyze school capacity, plan for school-wide change, and to foster academic rigor and social-emotional wellness for the entire school community. For the 2011-2012 School Year GNSS is committed to increase and document teacher effectiveness by conducting short, frequent cycles of classroom observations and feedback (a minimum of six informal observations per teacher per year) and a minimum of two formals per year per teacher. Formal and informal observations will be based on a customized rubric based on the work of Charlotte Danielson and Kim Marshall (See Annual Goal 3). GNSS will also support the development of faculty via:

- Weekly Core Content (Math, ELA, Science and History) Team Meetings
- Acuity/Periodic Assessment Data Training
- QTEL-Quality Teaching for English Learners Workshop Series
- **Strategies that Work** study group with Stephanie Harvey

Service and program coordination

The Global Neighborhood Secondary School (GNSS) Wellness and Administration Team—a team comprised of School Leadership (Principal, Principal Intern and Data Specialist), Social Workers, Social Work Interns, a School Counselor and outside partners (Mount Sinai School-based Health Clinic, FHI 360 and The Ackerman Institute)—is the primary vehicle for monitoring student progress and coordinating instructional strategies/activities, including the development of all student interventions and supports. Primarily this is done by monitoring student progress in core classes, attendance and behavior. Through review of student data for at risk behavior, the Wellness and Administration Team have been able to implement reactive and proactive strategies that support student learning.

More importantly, the team has been able to create and launch behavior interventions and incentive programming for the school and individual students (Behavior Intervention Plans). **This has resulted in a 59 % increase in student participation in positive school activities, an approximate 60% decrease in Superintendent Suspensions.**

Budget and resources alignment**“Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)**

GNSS opts into the School-wide Consolidation program offering academic intervention services to all of our Title 1 students (approximately 90% of our student body), our students with disabilities (approximately 40%), as well as our English Language Learners, through small group instruction, as well as extended minutes of time in ELA and Math (approximately 500 per week). As a School-wide Program school, GNSS integrates services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). It should be noted, that most, if not all, School-wide 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. Approximately 100K in funding will be provided for two coaches to work with Math, Sixth Grade, Seventh Grade, and Eighth Grade Team of teachers.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement, including the following targets:

- 40% more teachers will report being well supported in addressing student behavior and discipline problems.
- Number of suspensions based on classroom incidents will decrease by 5% from last school year.
- Decrease in weighted incidences from VADIR to a ratio under 1.49 between student population and the number of weighted incidences.

Comprehensive needs assessment

2011 NYC School Survey results:

- 39% percent of teachers stated that "order and discipline are maintained at my school"
- 61% of teachers responding "strongly agree" or "agree" to the statement "I can get the help I need at my school to address student behavior and discipline problems"

Instructional strategies/activities

1. Collaborate with Overcoming Obstacles, Ackerman Institute and FHI360 (formerly AED) to ensure that 90% of the staff is trained in Social Emotional Learning by June 2012.
2. Wellness Team (school culture and climate team) develops school-wide norms and procedures incorporating lessons from Social Emotional Learning (early fall).
3. School leaders emphasize and reinforce relevant norms and procedures throughout school year.
4. Implementation of Ackerman Family Conferences Protocol to incorporate students and families into school culture and student success, including student goal setting (fall, winter, spring) .
5. Weekly Team Meetings that promote collaborative problem solving, focusing on students becoming responsible for their behavior.

Strategies to increase parental involvement

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 levels in ELA and Math, as well as on-going quasi-monthly updates on student progress (every 5 weeks);
- 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 to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting and retaining Highly Qualified Teachers (HQT):

Through on-going professional study inquiry group meetings (PSIGs), GNSS is establishing a school culture that relies on data to inform adult learning, professional development, and decision-making: teacher and administrative teams meet to analyze school capacity, plan for school-wide change, and to foster academic rigor and social-emotional wellness for the entire school community. For the 2011-2012 School Year GNSS is committed to increase and document teacher effectiveness by conducting short, frequent cycles of classroom observations and feedback (a minimum of six informal observations per teacher per year) and a minimum of two formals per year per teacher. Formal and informal observations will be based on a customized rubric based on the work of Charlotte Danielson and Kim Marshall (See Annual Goal 3). GNSS will also support the development of faculty via:

- Weekly Grade Level Team Meetings, partially focused on Social Emotional Learning
- Weekly Wellness Team Meetings
- Weekly Coaching from Ackerman Institute and FHI 360
- Monthly Full Staff Advisory/Social Emotional Learning trainings with Ackerman Institute and FHI 360
- **Strategies that Work** study group with Stephanie Harvey

Service and program coordination

Service and program coordination

The Global Neighborhood Secondary School (GNSS) Wellness and Administration Team—a team comprised of School Leadership (Principal, Principal Intern and Data Specialist), Social Workers, Social Work Interns, a School Counselor and outside partners (Mount Sinai School-based Health Clinic, FHI 360 and The Ackerman Institute)—is the primary vehicle for monitoring student progress and coordinating instructional strategies/activities, including the development of all student interventions and supports. Primarily this is done by monitoring student progress in core classes, attendance and behavior. Through review of student data for at risk behavior, the Wellness and Administration Team have been able to implement reactive and proactive strategies that support student learning.

More importantly, the team has been able to create and launch behavior interventions and incentive programming for the school and individual students (Behavior Intervention Plans). **This has resulted in a 59 % increase in student participation in positive school activities, an approximate 60% decrease in Superintendent Suspensions.**

Budget and resources alignment

“Conceptual” Consolidation of Funds in a Title I School-wide Program (SWP)

GNSS opts into the School-wide Consolidation program offering academic intervention services to all of our Title 1 students (approximately 90% of our student body), our students with disabilities (approximately 40%), as well as our English Language Learners, through small group instruction, as

well as extended minutes of time in ELA and Math (approximately 500 per week). As a School-wide Program school, GNSS integrates services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). It should be noted, that most, if not all, School-wide 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. Approximately 100K in funding will be provided for two coaches to work with Math, Sixth Grade, Seventh Grade, and Eighth Grade Team of teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

The total number of students receiving AIS:

	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				
6	33	24	0	0	33	0	16	32
7	52	51	0	0	52	0	35	49
8	58	55	0	0	58	0	42	54

Academic Intervention Services provided:

Name of Academic Intervention Services (AIS)	Description
ELA	Double periods (100 minutes per day, 500 per week) of ELA; including small group tutoring and pull-out intervention for students who are struggling.
Mathematics	Double periods (100 minutes per day, 500 per week) of Math; including small group tutoring and pull-out intervention for students who are struggling.
During the school day at-risk Services provided by the GNSS Wellness Team (Guidance Counselor, School Psychologist, Social Workers)	<p>Group and one-to-one counseling: workshops on stress management, bullying, test preparation, High School Articulation, tutoring, College Prep, and College Field trips (Princeton and Hofstra University).</p> <p>Academic and Behavior Incentives: Fall and Spring Dances, Camping, Ice Skating, Luncheons, etc.</p> <p>Weekly Advisory, Youth Conference, Expeditionary Learning program including three overnight youth leadership experiences in the woods.</p>

<p>Before or after school at-risk services provided by the GNSS Wellness Team (Guidance Counselor, School Psychologist, Social Workers)</p>	<p>Expeditionary Learning Advisory program involving three overnight youth leadership experiences in the woods.</p> <p>High School Preparation and Auditions</p>
<p>At-risk Health-related Services</p>	<p>Full services from on-site Mount Sinai Health Clinic</p>

GLOBAL NEIGHBORHOOD SECONDARY SCHOOL (04M381) :PARENT INVOLVEMENT POLICY (PIP)

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 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;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31-04-00-01-1381

School Name: 04M381 – Global Neighborhood Secondary School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified.

The area in which Global Neighborhood Secondary School (GNSS) did not make Adequate Yearly Progress (AYP) is Middle-Level English Language Arts and its five student accountability groups: *All Students, Economically Disadvantaged, Students with Disabilities (SWD), Hispanic, and Black or African-American.*

Table 1: Accountability Status by School Year

2008 - 2009			2009 - 2010				2010 - 2011			
Made AYP	YES		Made AYP	NO			Made AYP	NO		
Accountability Group	Performance Index	Effective AMO	Accountability Group	Performance Index	Effective AMO	Safe Harbor Target	Accountability Group	Performance Index	Effective AMO	Safe Harbor Target
All Students	151	133	All Students	140	146	146	All Students	82	114	92
Black or AA	155	127	Black or AA	144	141	-	Black or AA	85	110	86
Hispanic	147	127	Hispanic	137	144	144	Hispanic	79	112	103
Econ. Dis.	151	131	Econ. Dis.	141	145	145	Econ. Dis.	80	114	93
-	-	-	SWD	118	139	20	SWD	54	109	61

After reviewing several data strands (NY State ELA Assessment Results, Accountability and Overview Reports (AOR), NYC Quality Review Reports, NYCDOE Progress Reports, SPED Service Delivery Reports, NYSTART and School Generated Reports around student performance), the following items have been identified to have negatively impacted ELA student performance at Global Neighborhood Secondary School (GNSS):

A) Performance of Self-Contained Special Education Classes

From September 2008 until September 2010, GNSS recruited and maintained one self-contained special education class per grade level. During its first year as a school, as per the 2008-2009 SpED Service Delivery Report, 36.1% (30 students) of the GNSS student body was made up of students with Individualized Education Plans (IEPs). Out of these 30 students, 23 (77%) were placed in a less restrictive, CTT setting and the remaining 7 (23%) were assigned to a more restrictive, self-contained setting. This sample size of 30 students did not meet the n=40 NCLB requirement to be considered as an accountability group. At the end of the school year, all 30 students performed at level 2 or higher on the ELA state examination.

The 2009-2010 SpED Service Delivery Report shows that 36.4% (52 students) of the student body was made up of students with IEPs. The number of students with a more restrictive setting IEP mandate increased from 23% to 44% (23 students). The 2010-2011 Report shows that 35.7% (70 students) had an IEP and 48.6% (34 students) were assigned to a self-contained classroom.

By the end of the 2010-2011 school year, our school's initial group of 30 IEP students, decreased to 27 students and had the following performance breakdown: 41% (11 students) scored at level 1, 56% (15 students) scored at level 2 and the remaining 3% (1 student) performed at level 3. 73% (8 students) of the self-contained students performed at level 1. The remaining students (3) performed at level 2.

By the end of 2010-2011 school year, our school's second class of self-contained students had the following performance breakdown: 90% (9 students) performed at level 1 and 10% (1 student) performed at level 2. Their previous year performance had the same breakdown.

By the end of 2010-2011 school year, our school's third class of self-contained students had the following performance breakdown: 85% (11 students) performed at level 1 and the remaining 15% (2 students) at level 2. Their previous year performance was 69% (9 students) level 1 and 31% (4 students) level 2.

All of our self-contained education students fall within 3 or more accountability groups and make up 17% of our student body. The lack of improvement in their performance scores negatively impacts all of our accountability groups and prevents GNSS from making AYP.

B) Inconsistent analysis of our students' performance on the New York State English Language Arts examination, periodic and alternative assessments.

GNSS opened its doors in September of 2008. The 2008-2009 AOR report indicated that our student performance index exceeded our effective AMO target and that 100% of our students performed at level 2 or higher; 52% of the students demonstrated level 3 performance. Given our status as a new school, at the end of our first school year, emphasis was placed on establishing school systems, hiring of additional staff, curricula development and alignment and the establishment of professional learning communities. Student state assessment item analysis was not performed; therefore, potential gaps in our students' learning were not identified and addressed.

Limited student item analysis for the ELA examination was also performed during the 2009-2010 school year. The school administration implemented interim alternative assessments by participating in the Coalition of Essential Schools, Design Your Own (DYO) assessment. ELA teachers received professional development centered on school-based assessment development and administered one DYO examination per quarter. Data was collected; however, it was not used to identify gaps in our students learning and to predict our students' performance on the state assessments. As per the 2009-2010 AOR, 31% of the incoming 6th grade students demonstrated level 1 performance. Our 7th graders' level 2 or higher performance decreased from 100% to 69%. The large numbers of students performing at Level 1 for both 6th and 7th grade prompted the administration to introduce predictive and performance assessments (Acuity, Performance Series and Fountas & Pinell Running Records) as a means to measure and predict student performance for the following school year. The school's network, AED (now FHI360), produced a skill item-analysis report for our students' performance on the ELA examination. The data was shared with the ELA coach and interventions were identified to address the gaps in our students' learning.

During the 2010-2011 school year, our school community began to utilize data from the following three strands (State Assessment, Acuity and F&P Running Records) to modify instruction. Data showed that our students struggled with constructed-response questions and specific performance indicators within the NYS Standards. Interventions were identified and implemented. We were unable to measure their effectiveness and their impact on our students performing at level 3 or higher. The Acuity Predictive assessment indicated a significant decrease of students performing at Level 1 and the greater majority of students had their reading ability measured via Running Records. Professional development around data usage to drive instruction was

limited; therefore, staff involvement in collaborative inquiry was limited and supervised primarily by the ELA coach. As per the 2010-2011 AOR report, GNSS failed to make AYP for all of its accountability groups; however, according to the 2010-2011 NYC Progress Report, our overall grade increased from a C to a B due to extra credit awarded for closing the achievement gap for students in the following sample groups: *ELL students, Lowest Third Citywide, Self-Contained/CTT/SETS, and Black and Hispanic Males in the Lowest Third*. While, the NYC accountability tools recognized student progress, our students' performance decreased as evidenced by the substantial drop in our average performance index for the five accountability groups (136 down to 81).

Our 2009-2010 and 2010-2011 NYC DOE Quality Reviews identified the use of data as a medium to drive instruction and student performance as an area of improvement for our school. Our response (Acuity Predictive, Running Records, use of coaches, etc.) was acknowledged, however our ability to efficiently analyze data became another area of school improvement.

C) Lack of coherence among teacher practices around differentiation of instructional methods, content and student work products, especially for higher achieving students

AOR, ARIS and NYSTART reports show a steady decline in performance among students entering GNSS with a performance level of 3 or higher achieved on their 5th grade ELA examination. As per the NYC Progress Report, GNSS has made significant progress gains among students who have a history of fluctuating between performance levels 1 and 2 as per the NYC Progress report. Given these trends, it can be inferred that teacher practices and instructional strategies are primarily aligned with students who are academically deficient. The 2010-2011 Quality Review recommended that GNSS should begin work on establishing coherence around differentiation, especially for higher achieving students, *“While some teachers differentiate instructional methods, the practice of differentiation through content and product is not consistent across the school. This limits the school’s ability to provide for the diverse learning needs of all students. Time is budgeted for team collaboration around student work to identify strengths and weaknesses. With the exception of a few classes observed, the tasks and required outcome were the same for all of the students in the class. The school does not currently have in place a clear definition or expectations around differentiation or a tool to measure the quality of differentiation in classrooms. All of this hinders the ability for teachers to plan effectively for the diverse students in their classrooms.”*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We have identified a 3-stage/2-year intervention plan to remove ourselves of the SINI List.

Stage #	Year	Overarching Goals
1: Reach Safe Harbor Target	2011 – 2012	<ul style="list-style-type: none"> ▪ Comprehensive Data Analysis via the establishment of a Collaborative Inquiry Team ▪ Gap-Assessment Analysis of our students’ performance on the ELA examination and the development of an Intervention Implementation Plan ▪ Quarterly student participation in a <i>Writing on Demand Task</i> designed to improve our students’ performance on constructed response questions ▪ Quarterly interim assessments administered via McGraw-Hill Acuity ▪ Administrators will conduct a minimum of two mini-observations per week per ELA teacher using Kim Marshall’s SOTEL Rubric ▪ Complete six informal and two formal observations for each ELA teacher by June 2012 ▪ Conduct Professional Development around the following topics: use of data, guided reading, effective differentiation, student

		<p>engagement and learning.</p> <ul style="list-style-type: none"> ▪ Implement at least one common core task per teacher per semester that is aligned to the Common Core Learning Standards and takes into account data from the Gap-Assessment Analysis ▪ Model-lessons performed by ELA coaches ▪ Inter-Classroom Visitations ▪ ELA Team Retreat ▪ After School Supplemental Educational Services – Student :Teacher Ratios of 1:1, 1:5, and 1:10 ▪ Achieve a ratio of 10:8 when comparing the number of students performing at Tier 2 or higher on Acuity Assessments to the number of students performing at Level 2 or higher on the actual NYS ELA examination. ▪ Purchase and implement Fountas & Pinnell Benchmark Assessment System (1 per ELA teacher) ▪ QTEL (Quality Teaching for English Learners) Professional Development ▪ Attend Strategies that Work study group with Stephanie Harvey
2: Exceed Safe Harbor Target	2012 – 2013	<ul style="list-style-type: none"> ▪ Comprehensive Data Analysis via an established Collaborative Inquiry Team ▪ Gap-Assessment Analysis of our students’ performance on the ELA examination and the development of an Intervention Implementation Plan ▪ Quarterly interim assessments administered via McGraw-Hill Acuity ▪ Administrators and teachers will conduct a minimum of two mini-observations per week using Kim Marshall’s SOTEL Rubric ▪ Complete six informal and two formal observations for each ELA teacher by June 2012 and emphasizing domain 3 of the Danielson Framework ▪ Model-lessons performed by ELA coaches ▪ Inter-Classroom Visitations and collaboration on at least one interdisciplinary task ▪ August 2012/June 2013 ELA Team Retreats to update curricula and identify new areas of improvement within the ELA department ▪ After School Supplemental Educational Services – Student :Teacher Ratios of 1:1, 1:5, and 1:10 ▪ Implement at least one common core task per teacher per quarter that is aligned to the Common Core Learning Standards and takes into account data from the Gap-Assessment Analysis ▪ Establish one professional learning community (PLC) with an action research project centered around how students learn best in an ELA classroom ▪ Achieve a ratio of 10:8 when comparing the number of students performing at Tier 2 or higher on Acuity Assessments to the number of students performing at Level 2 or higher on the actual NYS ELA examination. ▪ Build capacity within ELA team to develop a Lead Teacher responsible for overseeing the SINI response plan ▪ Analyze and refine Running Record Practices via the Benchmark Assessment System
3: Make AYP for all ELA accountability	2013 – 2014	<ul style="list-style-type: none"> ▪ All of the above ▪ Lead ELA teacher(s) oversee the SINI Response plan in

Groups		<p>collaboration with Administration</p> <ul style="list-style-type: none"> If school participates in a NYC Quality Review, we will score Proficient or higher on Performance Indicator 1.2 <i>“Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensures that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products.”</i>
--------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 2: School Year 2011 – 2012 Predicted Performance Index by Accountability Group to Reach Safe Harbor Targets

Accountability Group	Total # of Students per Acc. Group	# of Students Predicted @ L1 [ELA]	# of Students Predicted @ L2 [ELA]	# of Students Predicted @ L3 [ELA]	# of Students Predicted @ L4 [ELA]	AMO Target	2011 – 2012 Safe Harbor Target	2011 - 2012 Predicted Performance Index
All Students	180	34	101	45	0	140	94	106
Black or African American	61	8	46	7	0		97	98
Hispanic	101	12	71	18	0		91	106
Students w/Disabilities	58	18	36	4	0		69	76
Economically Disadvantaged	151	20	111	20	0		92	100

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

GNSS will offer a systematic and focused series of professional development opportunities to all teachers and paraprofessionals assigned to teaching/assisting Middle-Level English Language Arts. The series will address the following topics:

A) Differentiation in the ELA classroom (Gen Ed, CTT, Self-Contained) – instruction, content and work products

B) Utilization of data to improve student performance - understanding and using progress monitoring data (CCLS Tasks, Acuity ITAs, Acuity Predictives, Writing on Demand Tasks, and other formative/summative assessments) to identify student areas of growth and to document/monitor/improve strategic interventions

C) Data-driven consultation regarding strategies to instruct students in responding to constructed response/multiple-choice questions done by ELA coaches on a weekly basis.

- D) Curricula writing and alignment to Common Core Learning Standards
- E) Establish Guided Reading as a common practice in the ELA classroom across grade levels.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The two self-contained education teachers will meet monthly with the ELA coaches to set personal goals around differentiation strategies for instruction, content and student products. The coaches will create plans and assign teachers specific task to accomplish in between coaching sessions. Coaches will be responsible for providing self-contained teachers with at least 3 informal observations in addition to those completed by the school principal.

The veteran segment of the ELA team will receive training around the use of technology to assess and track student performance.

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.

By January 31st, 2012, GNSS will mail home to all of its 180 students a letter informing parents/guardians of that our school did not make AYP for English Language arts and that is it at the moment ranked as a school in need of improvement.

The letter will briefly explain the meaning of AYP and student accountability groups. The letter will also include the SINI Accountability spectrum and GNSS' placement on it in addition to the academic services that will be provided and let the parents know that they have a right to take their child out of our school given our SINI status.

**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 D. Maldonado	District 04	Borough Manhattan	School Number 381
School Name Global Neighborhood Secondary School			

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

Principal Luis M. Genao	Assistant Principal type here
Coach type here	Coach Florin Purice
ESL Teacher	Guidance Counselor Kassandra Reyes
Teacher/Subject Area J. Warden/Bilingual Special Ed	Parent Eloina Bravo
Teacher/Subject Area Carol Sipress/ELA	Parent Coordinator Alexandra Felix
Related Service Provider M. Goldstein/Speech	Other Berquis Arias/ESL/Spanish
Network Leader J. Aronson	Other Paula Murphy/Bilingual Math

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	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	181	Total Number of ELLs	21	ELLs as share of total student population (%)	11.60%
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	---------------

Part II: ELL Identification Process

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

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

1. Students entering and applying to GNSS are provided with a GNSS Brochure providing programmatic options for ELLs. All families receive an individualized student schedule quarterly indicating periods of instruction and intervention; including ESL programming. If students new to the New York City school system come to our school, we will provide the Home Language identification Survey. A licensed pedagogue will interview the parents. If the home language is other than English, the students will be tested with the LAB-R within ten days of admission to establish entitlement to ELL services. Students will be evaluated in the spring to determine their movement in English by taking the NYSESLAT. LAB-R and/or Spanish LAB exams are administered only when a student first enrolls in the New York State public school system.

2, 3, 4. GNSS We offer parent orientations to inform parent of the three New York City program models (Transitional Bilingual, Dual Language and ESL) and show the NYC parent orientation video. They are offered the opportunity to choose the program of preference. Should they choose a program not offered in our school, they are given the transfer option to a school that offers the respective program model. The ELL identification, parent orientation and program placement will take place within ten days of enrollment. Our LAP team will review periodically the parent choice letters, to ensure that the program offered in our school is aligned with the parent options. Should our ELL population increase, and should more parent select a Bilingual program, we will proceed as requested per CR part 154 and open a TBE program. Entitlement letters are sent home to inform parents that their child is still in need of services. Upon passing the NYSESLAT, a non-entitlement letter is sent home to inform parents that their child is no longer in need of services.

5 & 6. Ninety-four percent (94%) of parents who responded to Survey are satisfied with their choice of GNSS. We continue to strive to support parental request and the particular needs of Heritage Language students and our ELLs, who predominantly have Spanish as a native language, by providing a rich culturally infused curriculum (specifically in Humanities and the Arts) and by providing an accelerated Spanish language program that provides high school credits for eligible candidates and accelerates native/heritage language learning. Finally, we have a growing Arabic speaking population which we are in the process of providing greater services beyond ESL. Specifically, we strive to incorporate an Arabic speaking adult into our community to assist newly arrived students with transitional period.

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 type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In							2	2	2					6
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	

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	8		1		1	1	7		3		15
Total	8	0	1	0	1	1	7	0	3		15

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

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
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	
	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

A. Programming and Scheduling Information

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?

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

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

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

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

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

A. Programming and Scheduling Information

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

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				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

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?

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

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

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

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

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

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

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

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

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

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

Tuesday: Content Team Meetings

- Math: facilitated by the Academy for Educational Development

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?

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

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

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

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

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

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

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

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

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

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

Tuesday: Content Team Meetings

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

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?

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

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

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

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

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

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

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

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

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

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

Tuesday: Content Team Meetings

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

E. Parental Involvement

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

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

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

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

Tuesday: Special Ed Meetings (self-facilitated)

Thursday: Content Team Coaching and Content Team Meetings

- Math: self-facilitated
- Humanities: facilitated by Center for Educational Options
- Science: self-facilitated

Friday: Grade Level Team Meetings (self-facilitated)

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

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

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

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

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

Tuesday: Special Ed Meetings (self-facilitated)

Thursday: Content Team Coaching and Content Team Meetings

- Math: self-facilitated
- Humanities: facilitated by Center for Educational Options
- Science: self-facilitated

Friday: Grade Level Team Meetings (self-facilitated)

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

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYSESLAT

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.

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

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

•Differentiated curriculum designed to ensure the success of all learners will focus on strategies to diagnose and address specific needs of

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

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	1		3		1				5
7	4		4						8
8	2								2
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

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

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

•Differentiated curriculum designed to ensure the success of all learners will focus on strategies to diagnose and address specific needs of ELLs, underachievers, and accelerated students.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luis Genao	Principal		12/1/11
	Assistant Principal		1/1/01
Alexandra Felix	Parent Coordinator		12/1/11
	ESL Teacher		1/1/01
Eloina Bravo	Parent		1/1/01
Jackie Warden	Teacher/Subject Area		12/1/11
Carol Sipress	Teacher/Subject Area		12/1/11
Florin Purice	Coach		12/1/11
	Coach		1/1/01
Kassandra Reyes	Guidance Counselor		12/1/11
J. Aronson	Network Leader		12/1/11
Berquis Arias	Other <u>ESL/Spanish</u>		12/1/11
Paula Murphy	Other <u>Bilingual/Math</u>		12/1/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M381 **School Name:** Global Neighborhood SecondarySchool

Cluster: 511 **Network:** FHI 360

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.

Global Neighborhood Secondary School (GNSS) uses the Home Language Identification Survey (HLIS), as well as conversations with parents to determine the written translation and oral interpretation needs of all parents. The school will determine, at the time of enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS, on the student emergency card, and in the file of the ESL coordinator teacher. Additionally, GNSS will contact the translation and interpretation unit division indicated in the DOE website for Family Resources as needed

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.

Most non-English speaking parents speak Spanish and 5 students come from Arabic speaking homes. Most written translation and oral interpretation services are in Spanish and thirty percent of the school staff is bilingual Spanish-- so teachers consistently communicate with parents in both English and Spanish. Arabic speaking families are supported by peer translation. GNSS will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages and instructions on how to obtain such services. GNSS will reach out to Arabic speaking aids and community members to assist with future document translations as needed.

Part B: Strategies and Activities

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

All written materials such as school letters, permission slips, forms, and other correspondence are sent home to parents in both English and Spanish. Since thirty percent of the school staff is bilingual, teachers are able to translate materials on their own, guaranteeing that parents receive important information in a language they can understand. Teachers who do not speak Spanish ask their colleagues to help translate these documents. The school shall provide parents with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms. For our Arabic population, teachers reach out to parents/family members and community members who are fluent in the language to assist in any translation.

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.

School committee meetings, events and other activities are conducted in both English and Spanish. Staff members, parents and students are always available to translate when necessary. Bilingual teachers conduct parent teacher conferences in either Spanish or English depending on the parent's preference. Teachers who do not speak Spanish ask their colleagues to translate during parent teacher conferences or phone calls home. GNSS will reach out to parent volunteers and outside aids to assist in translations during meetings, events and other activities.

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>.

GNSS will use all of the Language Translation and Interpretation funds for per session compensation for teachers who provide Spanish translation and interpretation services. The majority of the staff at GNSS is fluent in both English and Spanish, allowing the school to provide all of the necessary language support for non English speaking parents without relying on outside services. Parental notices will be sent in both Spanish and English informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office. GNSS will use the DOE website Family Resources translation and interpretation unit to assist in any translation as needed for our Arabic population.