



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GLOBAL LEARNING COLLABORATIVE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M403

PRINCIPAL: JENNIFER ZINN

EMAIL: JZINN@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Jennifer Zinn	*Principal or Designee	
Jeff Picca	*UFT Chapter Leader or Designee	
Ric Cherwin	*PA/PTA President or Designated Co-President	
Emely Urena	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Rachel Dahill Fuchel	Member/ CSA	
Mabel Gailor	Member/ UFT	
Jerome Miller	Member/ UFT	
Jessica Chase	Member/ UFT	
Tonya George	Member/ Parent	
Madeline Ortiz	Member/ Parent	
Paulette Johnson	Member/ Parent	
Vanessa Rivas	Member/ Student	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Develop and implement a system to clarify the school's learning expectations and to communicate the current status of assignments (what are they doing?), completion, and current progress towards graduation to students and families; to be in effect from October, 2011.

Comprehensive needs assessment

Upon review of credit accumulation (low) and course passing rates (low) as well as Regents passing rates (low) for the 2010-2011 school year, the School Leadership Team agreed that more consistent communication between teachers and students, students and families, and teachers and families, was necessary to monitor academic progress throughout the year.

Instructional strategies/activities

The growing school (now with 9th, 10th, and 11th grade) will revise and develop curriculum maps to match the Common Core expectations (and Asia Society Graduate Portfolio System) to ensure the learning expectations are in place, aligned, and clear. Professional Development and Curriculum Development will be led and facilitated by the Asia Society Achievement Coach and supported by the CFN403 team. Teacher teams will include assessment review (and communication assurance) in weekly team meetings and will review student work (and communication tools) at least twice each semester.

The timeline for implementation includes:

- August, 2011: Professional Development and curriculum development
- September, 2011: ongoing curriculum development and implementation of new communication system
- October, 2011: full release of online communication system to families
- December, 2011: teacher and PTA meetings on the status of the communication system to accompany the release of updated progress reports to reflect increase in student achievement (as compared with June, 2011 data)
- January through June, 2012: continued revision of curriculum maps, review of assessment data, communication tool improvements, and student achievement tracking

Strategies to increase parental involvement

From the GLC PIP: "providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;" "providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;" and "fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;"

Increasing this level of communication about student performance, assignments, attendance, and success will allow us to keep our commitment to communicate with families more frequently than we have done in the past so families are aware of student progress and we can better track achievement over time.

Strategies for attracting Highly Qualified Teachers (HQT)

Global Learning Collaborative Staff is 100% Highly Qualified Teachers, as defined by NCLB. Information about the communication system used to provide academic and other feedback between school and family is shared with all potential teachers at the time of their interview.

Service and program coordination

This goal focuses on increasing communication between school and families and we will make use of services (family advocacy, temporary housing, etc) to increase the effectiveness of this communication tool as needed for individual students.

Budget and resources alignment

- Tax Levy Children First Network funds were used to purchase the online communication tool.
- Title I SWP funds are used to provide the professional development from our Asia Society Achievement Coach as well as Per Session for the teachers to work on Curriculum Development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

Teachers will complete professional development, by June, 2012, on the use of Learning Outcomes to measure student success and develop and utilize rubrics to use in each content area.

Comprehensive needs assessment

As the school grows (to 9th, 10th, and 11th grade), content area departments have developed (we now have at least three certified teachers in every content area (Social Studies, Math, Science, English, Special Education, ESL, and Foreign Languages). Assessments reviewed in the spring of 2011 showed some disconnection between teachers in these content areas and the now-larger departments will need to ensure consistency of philosophy and assessment across grade levels. This review included in class data as compared with Regents exams where possible (ELA, Global History, Spanish, Algebra, Geometry, and Living Environment).

Instructional strategies/activities

Professional Development will be provided by authorized providers, including our Asia Society Achievement Coach and CFN403 Support Team. Department teams will meet to follow up on implementation at least three times each semester and PD will continue throughout the school year (after school sessions and during school support from September through June). Teams will review the effectiveness of their own learning outcome rubrics throughout the school year and revise collaboratively as needed.

The timeline for implementation includes:

- August, 2011: Professional Development
- September, 2011: ongoing professional development and rubric development
- October - December, 2011: application of rubrics in each content area (continued professional development and support; including content-specific professional development workshops)
- January, 2012: Semester End self-analysis of effectiveness of learning outcomes as tools for measuring students success and revision of rubrics as necessary (continued professional development and support)
- February – June, 2012: ongoing application and revision of rubrics (continued professional development and support)

Strategies to increase parental involvement

From the GLC PIP: “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;”

Families will be involved in the review of student and school assessments. Our work towards increased clarity and consistency in student assessment across grade levels in every subject area will allow for families to understand and be clear about student progress in each subject area over time.

Strategies for attracting Highly Qualified Teachers (HQT)

Global Learning Collaborative Staff is 100% Highly Qualified Teachers, as defined by NCLB. Information about the rubrics and assessment tools developed and shared within departments is shared with all potential teachers at the time of their interview.

Service and program coordination

This goal focuses on teacher professional development, and all available services will be used as possible. Professional services from approved providers will be accessed as well.

Budget and resources alignment

- Title I SWP funds are used to provide the professional development from our Asia Society Achievement Coach and outside providers for professional development.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Teachers will utilize the Asia Society's Graduate Portfolio System Curriculum Framework (with professional development and coaching support) and clarify the connection to the Common Core Standards. 80% of students will complete projects that provide evidence of the Performance Outcomes and CCS at least twice each semester in order to move towards completion of Portfolios and graduation requirements and grade promotion.

Comprehensive needs assessment

Further implementation of the Common Core Standards as mandated is coupled with the increased preparation for Graduate Portfolios (as our students get closer to the first graduation, in June, 2013). Based on current student portfolios, learning outcomes in existing courses (June, 2011), and planned courses (for the 2011-2012 school year), all courses can be enhanced with additional CCS implementation and portfolio generation.

Instructional strategies/activities

All teachers will become familiar with the Common Core Standards and GPS Performance Outcomes through professional development (Asia Society Achievement Coach and CFN403 support team). Teacher teams will review the effectiveness of the projects and assessment strategies at weekly team meetings.

The timeline for implementation includes:

- August, 2011: Professional Development
- September, 2011: ongoing professional development and project creation
- October, 2011: implementation of projects in classes in each content area (continued professional development and support; including content-specific professional development workshops)
- November, 2011 - January, 2012: continued implementation of projects, reviewing of student work in teacher teams to evaluate projects, student learning, and alignment to the Common Core Standards and GPS Performance Outcomes (continued professional development and support)
- February – June, 2012: ongoing creation and implementation of projects and reviewing student work (continued professional development and support)

Strategies to increase parental involvement

From the GLC PIP: "providing assistance to parents in understanding City, State and Federal standards and assessments;"

At PTA and SLT meetings, as well as individual student conferences (including Student Led Conferences in October and March), families will learn about the Common Core and Asia Society GPS as tools for measuring students learning and assessing their progress towards graduation. Students will also be able to demonstrate their achievement and understanding of the tools in the Portfolios, which are shared with families in formal presentations in June of 2012.

Strategies for attracting Highly Qualified Teachers (HQT)

Global Learning Collaborative Staff is 100% Highly Qualified Teachers, as defined by NCLB. Information about the Asia Society GPS (performance outcomes) and project implementation (including review of student work to improve practice) is shared with all potential teachers at the time of their interview.

Service and program coordination

In addition to Asia Society support and other professional development services, many projects will require support from local and state service agencies (depending on the content area and the curriculum needs).

Budget and resources alignment

- Title I SWP funds are used to provide the professional development from our Asia Society Achievement Coach.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

All staff will implement the restorative practices model to nurture the culture of safety, respect, and participation across all parts of the community as evidenced through documentation of these practices, frequent observation and through the results in the Learning Environment Survey.

Comprehensive needs assessment

Based on Learning Environment Survey results and the perceived correlation to attendance and achievement rates (low), the School Leadership Team agreed to further develop the culture of the school.

Instructional strategies/activities

Teachers will implement lessons and activities developed over time through Counseling in School and the Institute for Global Ethics (our partnership organizations in this work. Teachers will also complete professional development through the DOE Office of Youth Development to implement best practices from Life Space Crisis Intervention, Conflict Resolution, and more.

The timeline for implementation includes:

- August, 2011: Professional Development begins (CIS, IGE, DOE Office of Youth Development)
- September, 2011: Counseling in School and Institute for Global Ethics in-school practices begin for the 2011-2012 school year
- October, 2011 - April, 2012: In school implementation of support (in class and through counseling) is coupled with teacher's classroom based implementation of best practices (professional development is ongoing)
- April, 2012: Learning Environment Survey (support and professional development continue)
- June, 2012: Global Ethics Culture Survey (support and professional development continue)

Strategies to increase parental involvement

From the GLC PIP: "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;" In addition to the in-school work on developing a safe school culture, Counseling in Schools and the Institute for Global Ethics will support the GLC staff in providing parent workshops (and through family-specific outreach, when needed) to provide access to the same social-emotional supports needed at home as well as in school.

Strategies for attracting Highly Qualified Teachers (HQT)

Global Learning Collaborative Staff is 100% Highly Qualified Teachers, as defined by NCLB. Information about our restorative practices model and our social-emotional support services is made available to all potential teachers at the time of their interview.

Service and program coordination

Counseling in Schools and our in-school youth services team will coordinate with local, state, and federal services whenever possible to support our safe school environment. This will include anti-bullying programs, violence prevention (and resolution) institutions, counseling and family service centers, and crisis intervention sites.

Budget and resources alignment

- Title I SWA funds will be used for the CBO "Counseling in Schools"
- Fair Student Funding will be used for "The Institute for Global Ethics"

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	108	82	87	108	80	n/a	n/a	n/a
10	75	75	50	75	30	n/a	n/a	n/a
11	41	36	32	32	40	n/a	n/a	n/a
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Using existing assessment data and school-wide literacy and ELA assessment data (including Mock Regents), identified students are provided push-in support services as well as one-to-one support, office hours (lunch and after school tutoring), and Saturday School programs. Students all get an individualized plan for success (created and monitored through advisory class), which includes targets for improvement in specific subject areas.
Mathematics	Using existing assessment data and Math assessment data (including Mock Regents), identified students are provided push-in support services as well as one-to-one support, office hours (lunch and after school tutoring), and Saturday School programs. Students all get an individualized plan for success (created and monitored through advisory class), which includes targets for improvement in specific subject areas.
Science	Using existing assessment data and Science assessment data (including Mock Regents), identified students are provided push-in support services as well as one-to-one support, office hours (lunch and after school tutoring), and Saturday School programs. Students all get an individualized plan for success (created and monitored through advisory class), which includes targets for improvement in specific subject areas.
Social Studies	Using existing assessment data and Social Studies assessment data (including Mock Regents), identified students are provided push-in support services as well as one-to-one support, office hours (lunch and after school tutoring), and Saturday School programs. Students all get an individualized plan for success (created and monitored through advisory class), which includes targets for improvement in specific subject areas.
At-risk Services provided by the Guidance Counselor	GC's provide mandated counseling as well as crisis intervention and academic intervention counseling, including referrals for outside services, graduation requirement review and planning, attendance improvement support and academic support (as discussed in team meetings with teachers).
At-risk Services provided by the School Psychologist	SP's complete evaluations of students as needed and are members of the School Based Support Team that provides additional academic support and counseling services as required.
At-risk Services provided by the Social Worker	Social Worker is a member of the School Based Support Team that provides additional academic support and counseling services as required.
At-risk Health-related Services	Health-related services are coordinated by members of the School Based Support Team and our in-hour hospital clinic for all students.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Gillian Smith	District 3	Borough Manhattan	School Number 403
School Name Global Learning Collaborative			

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

Principal Jennifer Zinn	Assistant Principal Rachel Dahill-Fuchel
Coach Honor Moorman	Coach Jennifer Zinn
ESL Teacher Ellie Azghandi	Guidance Counselor Anthony Wright
Teacher/Subject Area Timea Voros (ESL)	Parent Ric Cherwin
Teacher/Subject Area Dan Dan Zhou (ESL)	Parent Coordinator Sonia Batista
Related Service Provider Ana Vargas	Other Chau Tran
Network Leader Gillian Smith	Other Amanda Briggs

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	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	23
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	362	Total Number of ELLs	70	ELLs as share of total student population (%)	19.34%
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Part II: ELL Identification Process

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

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

Upon registering in our school, all students/families complete the Home Language Identification Survey (HLIS) or provide documentation that it was completed upon enrollment at the Office of Student Enrollment. This survey is reviewed to determine the appropriate identification of English Language Learners. The initial screening of the HLIS is completed by the ESL teacher, who is provided with translation support if needed. The ESL teacher also administers the LAB-R within 10 days of the student's arrival at school and the answer documents are personally taken to the ISC every month or by the designated deadline.

Upon registering in our school, every family participates in an informal interview to measure language ability and goals for language acquisition. This interview is completed at the same time as the Home Language Survey and is completed by the Principal, guidance counselor, and ESL teacher. Translations of all intake materials, and oral translations, are made available in Spanish and with help from the Office of Translation, in other languages as well. Within 10 days of registration, every new student determined to be eligible is administered the LAB-R by an ESL teacher. We have never determined the need to administer the Spanish LAB but have the materials available.

ESL teachers (Ellie Azghandi and Timea Voros) administered the NYSESLAT according to state regulations to all students listed on the RLAT (ATS report) cross referenced with LAB-R results. The proctors administer the speaking part individually for each student and then the other components (listening, reading, and writing) were administered in subsequent days. Teachers followed up with students who were missing a component to ensure 100% completion (except for two Long-Term-Absent students).

In the second week of the school year, or whenever any new student registers at school, an orientation meeting is held for the parents of the newly registered students who qualify for an English Language Learner program. These orientation consultations always take place with the ESL teacher, the principal, the students, and parents to determine placement for ESL support services. Beforehand, we email the parents or call to ensure that all who are able to will come to this meeting and to follow up with those who have not attended. We show the Department of Education's (DOE) video to present the three options offered by the DOE: Transitional Bilingual English (TBE), English as a Second Language (ESL), and Transitional Bilingual (TB). The parents are asked to complete the survey at the end of the meeting (if needed, a translator is provided). Since all forms are returned at the meeting, there is no need to follow up later with parents. As new students register during the school year, we hold individual meetings with these families to inform them of the two choices available in this school and to have the parents select one program for their child. The two choices available are freestanding ESL and mainstream content classes with ESL co-teaching services. We intend to continue this process for all newly registered students throughout the school year. This orientation and selection process is led by the ESL K-12 certified teachers, who also reach out by phone to families of students previously participating in different programs who need updated information about program offerings.

The results of this year's orientation indicated that three newcomer families in requested participation in the freestanding ESL program. This is the third year our school has been open and, consequently, our data is building up. We only welcomed three new students to our school this year, so most students are continuing in their same programs from Middle School.

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

While both the students and parents are here in the office for registration, we provide entitlement letters, Parent Surveys, and Program Selection forms. If needed, we send self-addressed stamped envelopes and multiple copies to parents by registered mail to ensure that paperwork is delivered and returned from all parents and students. This is done by the ESL K-12 certified teachers. This includes the review and storage of placement letter records, which are stored in student files in the Main Office (316A).

Because we have a Transitional Bilingual Program available in addition to our ESL program, we are able to match the parent requests for almost 100% of our ESL students. Only when class scheduling is impossible, usually because of overfull classes or late enrollment, are students assigned to ESL when the parent has indicated a preference for TBE. This is decided in collaboration with the parents and extra services are offered to these (and all students) to support their language acquisition.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										4	1	14		19
Dual Language <small>(50%:50%)</small>										0	0	0		0
Freestanding ESL														
Self-Contained										3	0	0		3
Push-In										17	8	23		48
Total	0	0	0	0	0	0	0	0	0	24	9	37	0	70

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	70	Newcomers (ELLs)	42
Special Education	8		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	17

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										
	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	Total
TBE	19	0	0	0	0	0	0	0	0	19
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	0	3	11	0	3	17	0	5	51
Total	42	0	3	11	0	3	17	0	5	70

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										4	1	14		19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	4	1	14	0	19								

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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										31	18	16		65
Chinese														0
Russian												1		1
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French										1		1		2
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	0	32	19	19	0	70								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our English Language Learners complete the following weekly program: 220 minutes of ELA through ESL instruction for Beginner and Intermediate ELLs, and 220 minutes of Spanish Language Arts taught in Spanish. In addition, in the Freestanding ESL program, Beginner and Intermediate ELLs receive support in Social Studies (220 minutes) and Science (220 minutes), while high-Intermediate and all Advanced ELLs obtain co-teaching support in English Language Arts (ELA) for 220 minutes a week. This means that Beginners are receiving more than 540 minutes of required instruction per week, Intermediates are receiving more than 360 minutes of required instruction per week, and Advanceds are receiving more than 180 minutes of instruction per week. We are implementing a Push-in (Co-Teaching) model for ESL instruction.

For example, a sample Beginner ELL schedule includes the following classes every week: 220 minutes ESL (self-contained), 185 minutes of Advisory (elective, with ESL teacher), 220 minutes of Science (with ESL), 220 minutes of Social Studies (with ESL), and 200 minutes of ESL pull-out (all subject areas) every week. Another example, for an Intermediate student, is the following schedule: 220 minutes ELA (with ESL teacher), 220 minutes of Science (with ESL), 220 minutes of Social Studies (with ESL). We create individualized schedules for every student to meet their needs (and CR Part 154 requirements) within the limitations of our small school setting.

Instruction for the English Language Learners, and all students at the Global Learning Collaborative, is offered through 50-minute project-based learning classes. The beginner and lower-intermediate ELLs receive ESL/ELA class instruction with an ESL teacher. The co-teaching model at the Global Learning Collaborative serves the ELLs and the general population in Science, Social Studies, and ELA for

A. Programming and Scheduling Information

intermediate and advanced students. This year, there is a mix of 9th, 10th, and 11th grade ELLs in the Beginner and Intermediate ESL as well as in the mainstream ELA classes. In addition, all of our ELLs (whose native language is Spanish) are taking Spanish Language Arts and AP Spanish classes to strengthen their native language skills. In other classes, where ELLs receive co-teaching support, they are for the most part separated by their level of English proficiency, however, there are some classes that have a variety of language proficiency levels due to scheduling constraints. For example, one 10th grade Science class will mainly have Beginner ELLs receiving ESL support with certain instructional techniques, whereas another 10th grade Science class will have Intermediate level ELLs also obtaining co-teaching support in the mainstream classroom.

To address the needs of SIFE students (currently being identified within the ESL department), we offer target instruction through pull-out and push-in class models (in ESL, Science, and Social Studies) as well as school-wide support in mathematics and elective courses. This support is offered in native language as well as English. All students (0-3 years, 4-6 years, and 6+ years) are assigned to courses appropriate for their current language abilities upon enrollment at GLC. 4-6 years ELLs are provided additional support in all academic areas (in both native language and English). 6+ year ELLs are provided individual counseling and targeted support in areas of language acquisition as determined by the existing data (and reported through BEXS on ATS).

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

We have a small number of ELLs with an IEP, none of whom require both Special Education and bilingual services. ESL teachers coordinate with the Special Education department to individually program every student based on their IEP-stated needs for academic support and their English language acquisition needs. All students are enrolled in classes with least-restrictive settings (only an inclusion model) and use grade-appropriate materials exactly aligned to (or identical to) non-IEP students in every class.

Courses Taught in Languages Other than English

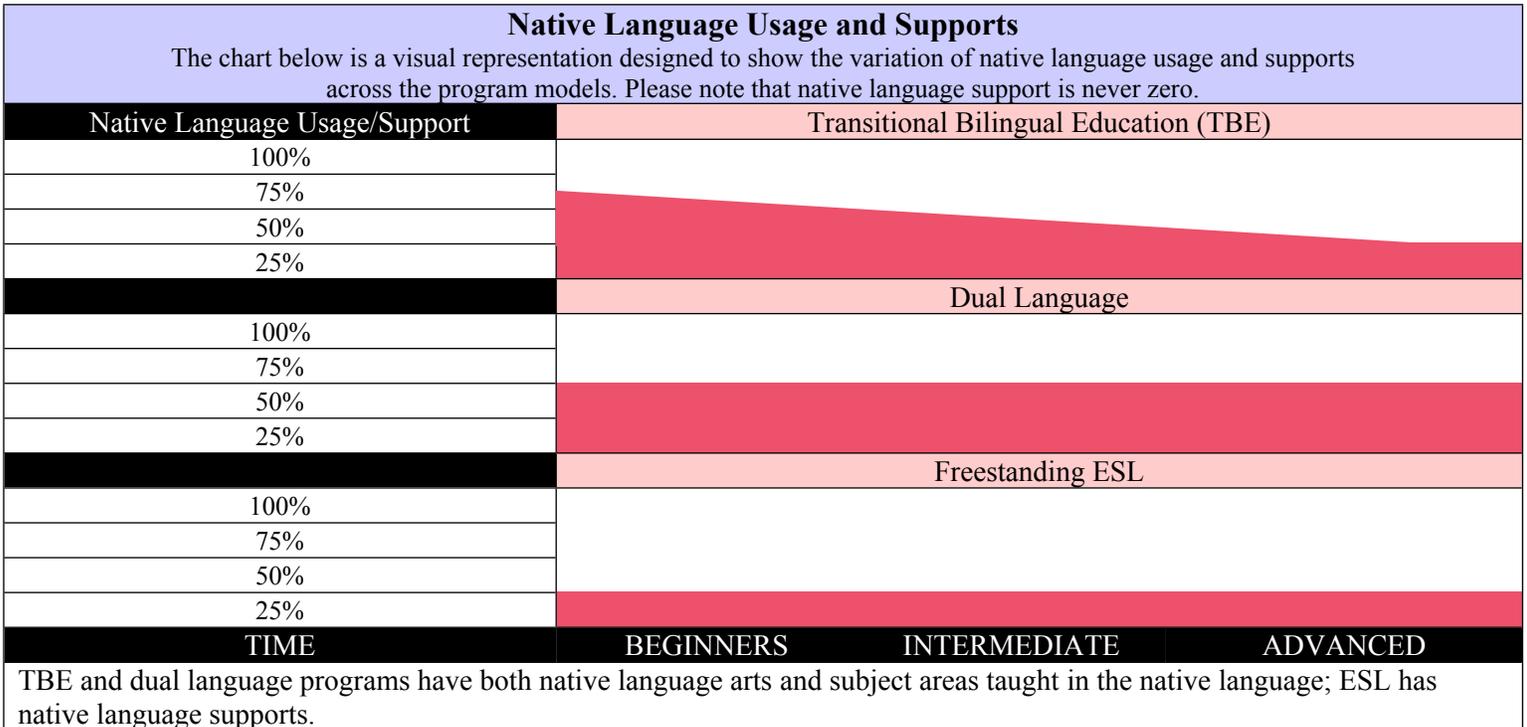
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Spanish		
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



- B. Programming and Scheduling Information--Continued**
- 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.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

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?

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

During testing, all ELLs who have recently gained proficiency (within 2 years of proficiency on the NYSESLAT) are given appropriate test accommodations, including extra time and dictionary options. Continued support is also offered through classroom instruction from ESL teachers and ongoing academic support in all subject areas.

Our school-wide programs to enrich language development include an advisory program, Seminar (project-based learning offered 180 minutes a week), and afterschool Office Hours (where students can receive help with homework, class work, and school work in general). In Advisory, all students practice speaking, reading, writing, and listening skills through activities with a theme of global citizenship. During Advisory, the students complete journals both in English and Spanish, perform listening activities, and present what they are learning to their classmates as a reflective practice. Through Seminar, all students decide on a topic of interest, design a project to learn about that topic and/or participate in a project-activity, and determine how to present their learning to the school community. The Seminar program also provides the opportunity for targeted language development in concentrated workshops, for example the ESL department had a Seminar to prepare ELLs for taking the New York State English Language Achievement Test (NYSESLAT). All our students have regular opportunities for language development both in content area classes and in the other programs of our school, such as after school programs, clubs, internships, Lunch Study hall, and student committees. All students, including ELLs, are encouraged to participate in all programs, and do so with great frequency. These programs include after school, weekend, and summer activities that are offered to all students and supported with funding from the school's budget (including Title III funding) and grants awarded to diversify program offerings.

Since our school is in its third year and is a new and smaller program, we are using the resources available to us in the best manner possible to ensure the mandated number of minutes for our ELLs is provided. The nature of our program and size of our staff require that we adjust the programs to meet student needs in accordance with our resources. The ESL and ELA delivery is performed through content classes and Spanish Language Arts. The Spanish Language Arts program is assigned to every English Language Learner whose native language is Spanish. As previously stated, the content area classes are supported through the co-teaching model for our Beginner, Intermediate, and Advanced students (minutes vary based on the level of language proficiency).

The school program at the Global Learning Collaborative features the constant instructional differentiation for students of instruction and assessment according to the individual student's needs. In the ESL self-contained beginner class there is a Spanish speaking paraprofessional to assist the ESL teacher and students. The bilingual and ESL programs follow the same model. All these are designed to support our students who have been receiving services as ELLs for 4 to 6 years. Newcomers to the Global Learning Collaborative also benefit from these programs as they are provided with the support needed to succeed in high school ELA testing, which is given to third year students and so will be first administered during our school's third year of operation (January 2012 for our pioneer class). We will modify the testing plan, or any course(s), for any student who arrives in the US within one year of the January 2012 ELA test.

Our long-term ELLs are provided with language support through co-taught content area classes with the ESL teacher and content area teachers, which focuses on high level use of vocabulary terms and language already developed in non-academic settings. Writing complete

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.
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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?

During the summer and at the end of the previous school year, we reached out to the families and middle schools (guidance counselors and teachers) of all our ELLs in order to familiarize ourselves with the students' interests and their family's needs and to prepare for the year ahead. If possible, we arranged a one-on-one meeting with the family to discuss these matters in person. Throughout the school year there is continuous communication between families and parents regarding student work, progress, and achievement thorough email, phone, school events, and parent-teacher conferences. In addition, orientation meetings are provided for ELLs as part of our general student and family orientation events in the summer and beginning of fall. Parents also have access to Skedula, an online program that communicates information about attendance, assignments, and performance throughout the school year. A variety of translation services are offered for parents, including written (completed by our staff and by the Office of Translation Services) and oral (same). When necessary, GLC staff will help parents to access over-the-phone translation services for families whose home language does not match the translation abilities of our staff.

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

We work to evaluate the needs of parents through surveys, direct questioning, and an open feedback policy. The first survey of the 2011-2012 school year asked parents to explain what workshops they would like to have offered for ongoing adult education during this school year. The PTA also includes "Feedback Loop" on the monthly agenda to allow parents to bring up questions, concerns, issues, and ideas, which are later reviewed with the PTA President, Parent Coordinator, and Principal. At PTA meetings, through the SLT, and in individual conferences, parents/guardians are asked to share feedback and request updates to our school program. We also send home and have online surveys to ask for parent feedback (in multiple languages). Our parent involvement strategies are constantly in development and we are working to provide those programs that meet the needs of our families. We recently hired a Parent Coordinator who is working hard to improve the communication between home and school. She works through email, mailings, and phone calls to reach out to all families and ensure high participation in family events here at the school. For these, and all meetings, translation services are made available (by our staff or outside entities).

We have worked to provide a variety of parent-involvement activities at GLC. We hold a Family Potluck twice a year, host workshops (during the day and on the weekends) on parenting, safety, college application, and technology. In addition, we have worked with parents in small groups and individually to support resume writing, communication, and developing skills for working with adolescents. As needed for these events, translation services are made available.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Our year-long professional development plan includes an ongoing focus on supporting ELLs through our particular program models, as well as targeted seminar and workshop opportunities for ESL teachers. Every other week, our team meetings address professional development by looking at student work and the growth of differentiation and literacy for those students in particular. This year the ESL department meets for 60 minutes a week to discuss the services the ELLs are receiving and make changes accordingly. Co-planning with content area teachers are constantly in process, through conferencing, meetings, online emails, and more.

The described professional development is provided for all teachers, including the ESL/Bilingual Coordinator, as well as the paraprofessionals, Assistant Principal, Psychologist, bilingual Parent Coordinator, and bilingual counselors. Secretaries complete a separate Professional Development series with our CFN team (CFN 403). We do not have an Occupational/Physical Therapists and Speech Therapists on the staff. Our school professional development plan calls for all members to participate in all PD programs. The calendar of PD dates for the 2011-2012 school year includes: August 22-25, Aug 29 - Sept 1, Sept 6 and 7, 12, 26, Oct 14 and 31, Nov 8, 14, and 28, Dec 5 and 19, Jan 5, 23, and 30, Feb 13 and 27, March 12 and 26, April 16 and 30, May 7 and 21, June 4 and 7. Focus topics for PD at GLC this year include our instructional model (coupled with Danielson Framework for Teaching Excellence) and best practices in differentiation. Professional development is facilitated by our Asia Society Instructional Coach, the Principal, and teachers (as appropriate). All staff are also encouraged to attend out-of-school professional development sessions, including CFN offerings, DOE offerings (like the Office of English Language Learners city-wide session), and conferences (local and national).

As we move on, we will provide team-, school-, and network-based support for the staff to assist ELLs as they transition from one school year to the next. Being a small school, we will be able to implement individualized success plans for students as they move to the next level in schooling. The team of teachers and support staff will work together and seek outside support as needed to assist all students in this transition. Guidance Counselors will continue to receive support and training to support transitions for all students, including college planning and admissions as well as job searches. Advisors (teachers and support staff) are provided lesson plans, activity packages, and support in providing necessary support for all students in their classes. Our school model includes internship and college readiness requirements, allowing all students the opportunity to explore career paths and college options throughout their high school experience. For example, several ELLs are currently participating in an after-school program connected with a local college where they are developing both their English language skills and their college readiness study habits.

All teachers are required to maintain a professional learning log and document all hours of professional development with the secretary. The Principal also maintains a record of the ELL-specific training completed by all staff members each year to ensure they exceed the 7.5 hour minimum requirement. These hours are acquired in a combination of in-house professional development (often from outside sources) and out-of-school training (conferences and workshops). These records are kept in the main office (Room 316A).

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?

During the summer and at the end of the previous school year, we reached out to the families and middle schools (guidance counselors and teachers) of all our ELLs in order to familiarize ourselves with the students' interests and their family's needs and to prepare for the year ahead. If possible, we arranged a one-on-one meeting with the family to discuss these matters in person. Throughout the school year there is continuous communication between families and parents regarding student work, progress, and achievement thorough email, phone, school events, and parent-teacher conferences. In addition, orientation meetings are provided for ELLs as part of our general student and family orientation events in the summer and beginning of fall. Parents also have access to Skedula, an online program that communicates information about attendance, assignments, and performance throughout the school year. A variety of translation services are offered for parents, including written (completed by our staff and by the Office of Translation Services) and oral (same). When necessary, GLC staff will help parents to access over-the-phone translation services for families whose home language does not match the translation abilities of our staff.

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We work to evaluate the needs of parents through surveys, direct questioning, and an open feedback policy. The first survey of the 2011-2012 school year asked parents to explain what workshops they would like to have offered for ongoing adult education during this school year. The PTA also includes "Feedback Loop" on the monthly agenda to allow parents to bring up questions, concerns, issues, and ideas, which are later reviewed with the PTA President, Parent Coordinator, and Principal. At PTA meetings, through the SLT, and in individual conferences, parents/guardians are asked to share feedback and request updates to our school program. We also send home and have online surveys to ask for parent feedback (in multiple languages). Our parent involvement strategies are constantly in development and we are working to provide those programs that meet the needs of our families. We recently hired a Parent Coordinator who is working hard to improve the communication between home and school. She works through email, mailings, and phone calls to reach out to all families and ensure high participation in family events here at the school. For these, and all meetings, translation services are made available (by our staff or outside entities).

We have worked to provide a variety of parent-involvement activities at GLC. We hold a Family Potluck twice a year, host workshops (during the day and on the weekends) on parenting, safety, college application, and technology. In addition, we have worked with parents in small groups and individually to support resume writing, communication, and developing skills for working with adolescents. As needed for these events, translation services are made available.

Part V: Assessment Analysis

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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.

The Global Learning Collaborative has implemented a new grading program called Skedula. Through Skedula all class assignments, grades, and student attendance is posted. This information is available to all students and parents in both English and Spanish. Teachers, students, and parents use Skedula to keep informed of student performance and progress throughout the school year. Through Skedula students and parents are also able to contact teachers through email and create a schedule that will work best for the student to complete or make up any class assignments.

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)										8	8	11		27
Intermediate(I)										16	5	5		26
Advanced (A)										7	7	3		17
Total	0	0	0	0	0	0	0	0	0	31	20	19	0	70

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										3	4	7	
	I										7	4	3	
	A										7	7	5	
	P										13	6	4	
READING/ WRITING	B										5	7	7	
	I										18	5	5	
	A										5	6	6	
	P										1	1	1	

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2	0	1	0	
Integrated Algebra	4	12	2	0	
Geometry	1	0	1	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	6	11	0	2	
Physics	0	0	0	0	
Global History and Geography	6	11	2	2	
US History and Government	0	0	0	0	
Foreign Language	34	0	31	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

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

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

Last year, many of our students were tested in their native language on the Regents exams. We will use the NYSESLAT and Regents data collected throughout the year to determine which tests should be given in the native language (when possible). Currently testing or assessment is performed in the classroom both in English and Spanish throughout the year, for example, in math, science, and global studies, with the exception of the Freestanding ESL classes. We also now have an Assessment period, one hour on Friday time period, where all students are assessed and practice test taking behavior and skills.

We use a variety of assessment tools to assess the early literacy skills of our English Language Learners. We begin the school year with a school-wide assessment to gather data on all our students, including the ELLs, and to design our curriculum and assessment systems to address the needs of the students. Our assessments always include reading (comprehension), writing (communication), listening (comprehension), and speaking (communication) exercises. This information helps to inform our school's instructional plan by providing baseline data for our advisory, Outcome Workshop, and content-area curricula. The resulting data helps us to create individual programs to address the needs of each student and also provides insight to the ESL and content-area teachers about the best strategies (and areas of need) to address ELLs in classroom work. For example, the school-wide literacy assessment in September, 2011, showed a low reading level (many as low as fourth-grade) for several students (including some ELLs), so particular programs were designed for these students and their teachers are implementing literacy support strategies in classroom activities. The data from this and all assessments is incorporated into curriculum mpas (updated regularly online) so our instructional plan is certain to address the needs made evident.

WE have already noticed a pattern in the LAB-R results, which shows that listening is the area of strength for most students when they are enrolled in our school, while reading and writing are the weakest areas. We continue to address these areas (and build on the strength in listening) in all classes for new and existing students.

Because we are a new school we are still building long term patterns across the NYSESLAT modalities, for example the start of the NYSESLAT seminar course. We expect that if the current trends continue that we will continue to focus, across all courses and all ELL subgroups, on the reading/writing skills that our students need in order to succeed. These, and the LAB-R patterns, are explored as part of the year-long team meetings (all ESL teachers) in place every week. Data is also reviewed by the school's Data Inquiry Team and school leaders throughout the year in collaboration with the ESL team. The same teams work to analyze test data, including Periodic Assessments, classroom assessments, and individual assessments. Patterns across all areas show that writing is a weakness for all ELLs (and all students). This has led to cross-curriculum lessons and activities to develop writing skills, including development of writing in the native language (some assessments are completed in the Native Language to provide additional insight)

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.

The Global Learning Collaborative has implemented a new grading program called Skedula. Through Skedula all class assignments, grades, and student attendance is posted. This information is available to all students and parents in both English and Spanish. Teachers, students, and parents use Skedula to keep informed of student performance and progress throughout the school year. Through Skedula students and parents are also able to contact teachers through email and create a schedule that will work best for the student to complete or make up any class assignments.

Part VI: LAP Assurances

School Name: <u>Global Learning Collaborative</u>		School DBN: <u>03M403</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Zinn	Principal		
Rachel Dahill-Fuchel	Assistant Principal		
Sonia Batista	Parent Coordinator		
Ellie Azghandi	ESL Teacher		
Ric Cherwin	Parent		
Timea Voros/ESL	Teacher/Subject Area		
Dan Dan Zhou/ESL	Teacher/Subject Area		
Honor Moorman	Coach		
	Coach		
Anthony Wright	Guidance Counselor		
Gillian Smith	Network Leader		
Amanda Briggs/Sped	Other <u>Teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M403 **School Name:** Global Learning Collaborative

Cluster: 4(Groll) **Network:** 03 (Smith)

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.

In order to determine the translation needs for our community we have both reviewed the home language information provided in ARIS and ATS and completed an informal survey among our population. ARIS and ATS provide us with the documented home languages and we are able to prepare appropriate materials from orientation through the beginning of the school year until we get to know each family and ensure we are maximizing communication. Home language information is recorded on Emergency Cards, in our online grading system, in ATS, and with advisors (teachers who stay with the same group of students for four years). Our Parent Coordinator also completes informal surveys through conversations, conferences, mailings, and email.

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.

We have found that more than 30% of the families of GLC require information be provided both in writing and when spoken in Spanish. We have also found that three families prefer information in Haitian-Creole, Chinese, or French., but they have asked that their children serve as interpreters for them whenever possible. These translation needs are reported to the community through staff meetings (including our Summer Intensive in August before each school year), through the School Leadership Team and PTA's Executive Board.

Part B: Strategies and Activities

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

All materials (including monthly newsletter, emails, and handouts) go out to the community in both English and Spanish. This includes the Community Handbook as well as Progress Reports that are sent home every 6 weeks (and handed out at Student Led Conferences). In order to provide timely translations, all school-based materials that cannot be translated by school staff are sent to the Translation Unit (outside the school) at least two weeks prior to distribution. Additional translating services are paid for in house (school staff) to ensure all materials are available in time (provided by teachers and/or parent volunteers).

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

Teaching staff and parent volunteers provide oral translation at all school events (in-house). Additional interpretation services are accessed as possible through the Translations Unit (outside contractor) for special events such as Student Led Conferences. When possible we also welcome parent volunteers to translate for workshops and PTA meetings.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Global Learning Collaborative	DBN: 03M403
Cluster Leader: Chris Groll	Network Leader: Gillian Smith
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 3
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

To supplement our in-class ESL program, we offer after school and special course programs for our ESL students. Our school philosophy, to address every student individually based on their learning interests and needs, carries over to the supplemental program which targets our ESL students with exactly the skills and areas of need made evident through their school work.

This year we will have five teachers working in collaboration to offer English Language programs (specified based on individual student needs) [2 content area teachers certified in ELA and Special Education and 3 ESL certified teachers]. The first focus of the program is the beginner-level students (according to NYSESLAT and LAB-R data), including 0-3 and 4-6 year ELLs.

The program consists of 4 45-minute sessions every week (Monday through Thursday starting at 3:35) and additional courses (160 minutes a week) (Saturday School, included in a 9 to 12 program) for 6 weeks as assigned throughout the year.

This program is taught in English with a focus on language acquisition in speaking, listening, reading, and writing. The teachers use internet-based programs (like Empower3000 and LiveMocha(Rosetta Stone)) and written materials that carry over from their content classes during the school week (including novels, textbooks, worksheets, labs, and assessment materials).

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our school-wide professional development plan includes activities for all teachers to develop strategies for addressing the needs of all learners. Because our instructional and assessment models require individual attention to all learners, teachers must rely on a series of activities, interventions, and best practices. Our ESL professional development plan brings in specialists (for all staff PD) and sending our teachers to out-of-school PD programs (for all staff, with some focus on ESL Certified teachers). Topics include understanding English Language Acquisition (academic and social), differentiation, scaffolding, assessment and engagement strategies, and collaborative teaching models. PD is provided by our Academic Coach, CFN403 Support Team, the Office of English Language Learners (DOE) and various outside providers.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The GLC PTA has a mission to increase parent involvement and to ensure that involvement is authentic and meaningful for both the families and the school. Together with the Title One representative and the PTA President, our Parent Coordinator developed a year-long series of workshops to support families and improve achievement for the students. Families of ELLs are supported through workshops on college readiness and scholarships, assessment tools and studying techniques, and English Language acquisition. In addition, the PTA and Guidance Office provide families with contacts in out-of-school programs for families and students (including afternoon English development programs for students).

All activities take place after school, in evenings, and Saturdays to ensure all parents have the chance to participate. Presentations are provided by PTA members, GLC staff members, and by outside providers connected with help from CFN403, the DOE Office of English Language Learners, Office of the Family Advocate, and Asia Society.

Parents are notified of these activities through weekly emails, our school website (in English and Spanish), outreach phone calls, mailings, and paperwork sent home with students.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		