



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: HIGH SCHOOL FOR GLOBAL CITIZENSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K528

PRINCIPAL: MICHELLE ROCHON

EMAIL: MROCHON@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Michelle Rochon	*Principal or Designee	
Jeremy Bucaria	*UFT Chapter Leader or Designee	
Tammy Hall	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tyler Ware Cornell Stewart	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Tene Howard	CBO Representative, if applicable	
Euginia Kelch	Member/CSA	
Veronica Pannell	Member/Parent	
Desiree Waters	Member/Parent	
Princess Francois	Member/Teacher	
Akeela Jones	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - We will partner with outside consultants for training and conduct PD's on test in hand analysis and curriculum mapping
 - Provide 15 professional development sessions for teachers and conduct 2 evening workshops for staff
 - Provide PM classes to our students. Teachers will receive 5 hours of per session a week for 324 hours
 - Supervisor Per Session for PM School
 - Teacher Per Diem (ELL) push-in services
 - Art Teacher Per Diem 43 days
 - Guidance Counselor Outreach

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 4

- Refine the curriculum so that academic tasks are engaging, rigorous, and offer differentiated learning opportunities for a diverse range of learners. (1.2)
- While classrooms shared some common teaching practices such as an aim and agenda, consistency of rigorous tasks was not observable across all classrooms. Currently, deep and consistent differentiation practices are not yet embedded, thus minimizing students’ producing meaningful, high quality work products.
 - o Staff schedules support teachers’ meeting to align teaching practices.
- However, currently there are still levels of inconsistency across classes and grades in the delivery of the curriculum, thus hindering individuals and groups of students from reaching their potential.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By the end of SY 2012-13, 100% of teachers will use student work data to refine curriculum and support student achievement as measured by the development and implementation of two CCLS-aligned units and performance tasks per grade and content area.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - h) timeline for implementation.

Throughout the school year, teachers use data driven instructional strategies and inquiry work in order to monitor student progress toward mastering Common Core State Standards. Every six weeks, students complete a curriculum-based measurement assessment that is meant to track students’ mastery of CC standards taught in the prior weeks. Using this data, teacher then spiral instruction to include “re-teaches” of the standards that students have missed. This information is also used to determine flexible group, ensuring that students experience both homogenous and heterogeneous grouping (as necessary).

In addition, teachers meet in teacher teams for both inquiry and learning/reviewing instructional strategies to assist our students—especially those identified as SWD

or ELL. During inquiry meetings, teachers rotate bringing in sample of students work that address a standard as a part of the team's instructional goal for the year. For other teacher team meetings, teachers review instructional strategies (i.e., chunking, turn-and-talk, etc.), based around the CCSS instructional shifts. After reviewing the strategies, teachers are asked to bring in sample of student work to demonstrate how they have implemented these instructional practices.

- All staff will attend a series of workshops provided by Curriculum 21, Heidi Hayes Jacob's Team.
- All teachers will utilize the Atlas Curriculum portal to research curriculum documents, to create their own curricula, to share their curricula and where necessary, revise their curricula.
- Content area teacher team meetings are scheduled into each day, so that curriculum development can be an ongoing process.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Curriculum documents are mounted on Atlas portal
- Professional development agendas
- Daily teacher team meeting agendas

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Title I 10% Professional Development Set Aside will be used for teacher professional development with Heidi Hayes Jacobs and Atlas for Curriculum Mapping. District Grant Funds will be used for online ATLAS curriculum mapping platform. \$12,122 (FSF and Title 1 SWP)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 5

- Closely align assessments and rubrics to key standards within curriculum to provide information on the effectiveness of classroom curriculum and instructional decisions. (2.2)
- Staffs are beginning to utilize on-going checks for understanding. However, as this practice is not yet sufficiently consistent teachers are not able to check for student understanding, nor plan next steps to support learning and meet students' needs.
- Some groups of teachers are beginning to effectively use and develop common assessments, resulting in deeper alignment of key standards across classrooms. However, currently all staff do not yet work together to build full implementation of shared assessments, thus precluding the deepening of effective classroom and department level instructional decisions.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By the end of SY 2012-13, 100% of teacher teams will use student work data to refine curriculum and support student achievement as measured by an improvement of 5% Regents Pass Rate for History.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- *Teachers will develop six interim assessments that are aligned to Standards and Regents in rigor, language, and format.*
 - *DDI training by North Star's Paul Bambrick for lead teachers, AP, and Principal*
 - *-DDI books for staff*
 - *-3 days of PD in August for all teachers facilitated by the lead teachers*
 - *-Common planning time for results meeting*
 - *-Common planning time for item analysis*

- *-Retreat time for developing action/lesson plans based on data*
- Reteach week every 7th week*
- Teacher Data meetings with Principal/ AP*

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I 10% Professional Development Set Aside will be used for teacher professional development, 23 teachers
- Teacher per session is set aside for PM School and after-school tutoring for Social Studies classes, 5 hours of per session a week 5 teachers = \$16,229
- Supervisor Per Session for PM School 108 hours (at \$52.52 per hour) \$5,643.00
- 168 hours of per session for 2 guidance counselors is set aside to support student learning and increase passing rate for History
- Teacher Per Diem (ELL) push-in services 55 days at 167.60 per day, \$9,218
- Provide 15 professional development sessions for teachers and conduct 2 evening workshops for staff
- Guidance Counselor Outreach 168 hours at \$53.82/hr \$9041

- Every six weeks administer Interim Assessments to analyze student progress

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). We will partner with STEP in School and initiate other PSAL activities in order to provide positive outlets for students.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Page 5

- Convey high expectations by partnering with families and students to support the path to post secondary readiness for all students. (3.4)
- The principal has begun to formalize feedback to families by having progress reports sent home every two months to support the parents in holding their children to high expectations. However, currently, the lack of formalized systems does not allow sufficient opportunities to ensure that the community buys in to identify academics. While the school is starting to develop post secondary readiness strategies for young people by organizing college trips and a college newsletter, there are not yet guidance and advisement systems that track individual student plans, thus hindering students' achieving their goals.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment	x	___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication		___ 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Increase parent satisfaction with the school's communication in the 2012-13 SY by a 0.5 points on the 2012-13 Learning Environment Survey

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 16 through 20 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Principal build a positive relationship and communication with PA President.
 - Monthly Informational PA Meetings will occur on every 3rd Wednesday at 6pm
 - Monthly letter to families communicating pertinent information
 - Progress reports sent every 3-weeks to communicate student progress
 - Additional parent/teacher event added to calendar
 - Dissemination and Training on Parent Portals/Information Systems (i.e., ARIS, Skedula)

- Formation of a PTA to foster partnership between school and parents
- Every student in every grade will take a College Launch/Summit course and be assigned an advisor in or to foster college awareness and to assist with the college application process
- Teachers will receive AP training, so that AP course can be offered in the earlier grades.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Title I Funds
 - We will partner with College Summit, Successful Learning, the Goddard Institute, CUNY At-Home, New York Cares, Parent Academy and other consultants - \$35,299 Title 1 and FSF
 - Curriculum 21 – 2 all day professional development days for 19 teachers and staff on developing curriculum maps - \$3,300 per day (FST and Title I SWP)
 - Successful Learning – Consult with administrators and provide professional development for teachers 9 days at \$1,400 (\$12,600)
 - Students in temporary housing: clothes and school supplies - \$1,200 Fair Student Funding

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Connect to task, asking questions, expanding on vocabulary by using the Frayer Model, making inferences then drawing conclusions, synthesize, checking for understanding, and building fluency, scaffolding, ext analysis, TIEDC – method for writing/organization, RAFT	Programs and strategies are used in the ELA classrooms, during whole class and small group instruction. Reading and writing courses are offered to our students. Tutoring by the ELA teachers is provided after-school.	Services are provided in class, during the school day and after school.
Mathematics	Frayer Model, Mnemonic Device, scaffolding, graphic and semantic organizers, RAFT	Programs and strategies are used in the classroom, during whole class and small group instruction. Tutoring by the Mathematics teachers is provided after-school.	Services are provided in class, during the school day and after school.
Science	Frayer Model, Mnemonic Device, scaffolding, TIEDC – method for writing/organization, RAFT	Programs and strategies are used in the classroom, during whole class and small group instruction.	Services are provided in class, during the school day and after school.
Social Studies	Connect to task, asking questions, expanding on vocabulary by using the Frayer Model, making inferences then drawing conclusions, synthesize, checking for understanding, and building fluency. Document Based Questions (DBQs), text analysis, TIEDC – method for writing/organization, RAFT	Programs and strategies are used in the classroom, during whole class and small group instruction. Tutoring by the Social Studies teachers is provided after-school.	Services are provided in class, during the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, family counseling, and conduct sheets.	Individual and small group counseling provided by the guidance counselor.	Services are provided during the school day.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Highly Qualified Teachers - To ensure that teachers at Global Citizenship are highly qualified:

Recruitment:

- The hiring committee uses a rubric that defines features of a HQT when selecting teachers
- We have partnerships with TFA and NYCTF programs because they embody similar beliefs about good teaching and training that we have
- We recruit teachers who have dual licenses, especial content and ESL , Content and special needs, and Content and arts

Retention:

- Creating opportunities for teachers to develop leadership opportunities. The best teachers have been identified as “Instructional Leads” for which they receive additional training, including attending the Leadership Training Program. This teachers conduct peer observations, provide feedback and facilitate professional development
- We are pro-active at finding suitable PD to address each Instructional Lead Teacher’s leadership interests.
- The assistant Principal is enrolled in the School Based Instructional Supervisors Institute training program for a year.

Retention of new teachers:

- All new teachers attend a week-long school-based new teacher orientation program
- All new teachers have a teacher-mentor and an organization mentor
- They receive professional support from Instructional leads and through daily teacher-team common planning periods
- The observation process provides meaningful feedback regarding the progress that they are making
- Professional support is provided by our professional development consultant and by network specialists

High Quality Professional Development:

- The observation process identifies Professional Development needs for individual teachers as well as for groups of teachers
- Professional development addresses issues raised from the Quality Review and Chancellors Instructional Expectations and Instructional Shifts
- Teachers set professional development goals that they need to better address the schools goals such as improving credit accumulation, aligning curriculum and units to CCLS, improving the Regents passing rate, and strategies to close the achievement gap for SWDs and ELLs

PARENT INVOLVEMENT POLICY (PIP)

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% →</small>										0	0	0	0	0

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	8	0	2	0	0	2	0	0	18
Total	14	8	0	2	0	0	2	0	0	18

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	4	5	1	8	18								

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2			2
Chinese														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian										3	1		8	12
French										1		1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	4	5	1	8	18								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

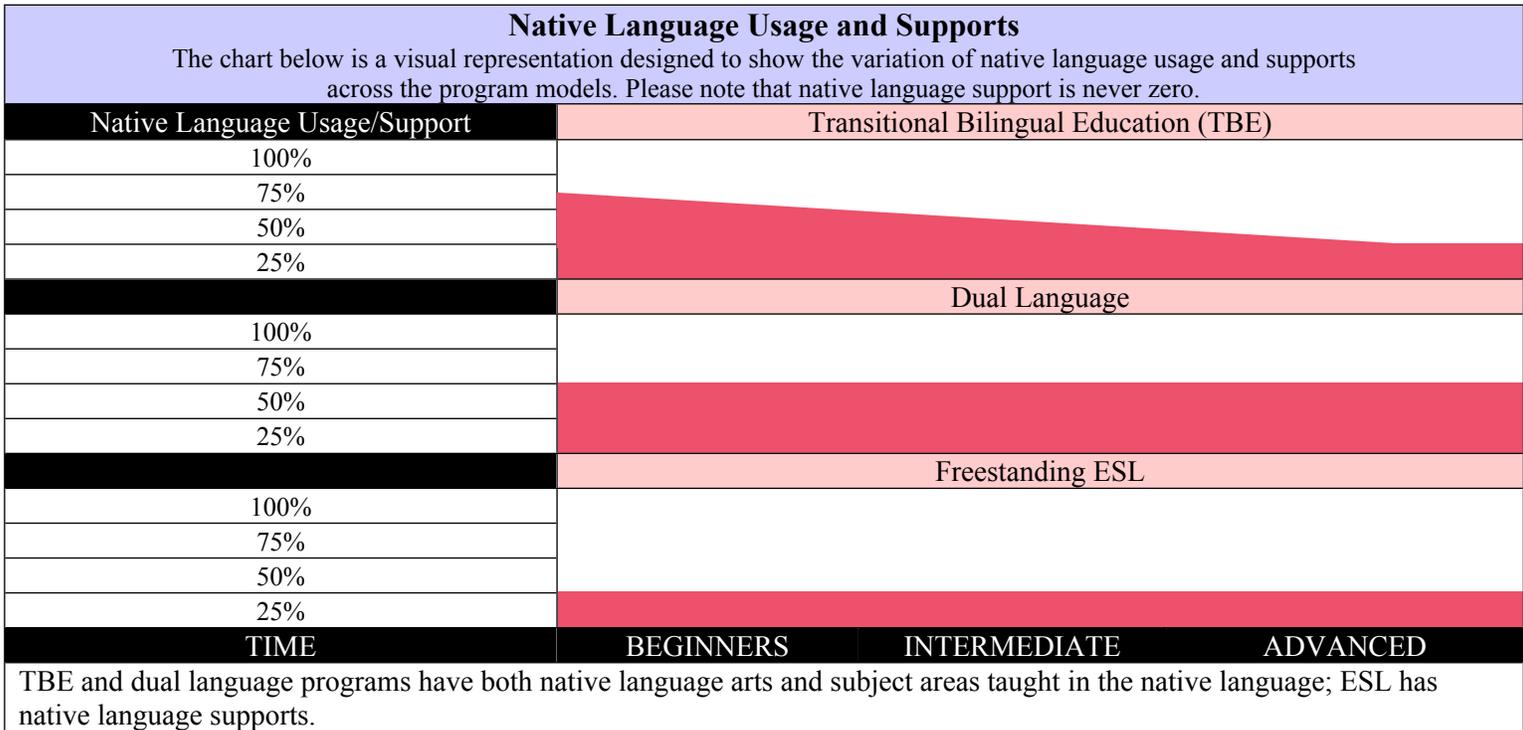
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

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

The topics will focus on:

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

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

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

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

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?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

According to our NYSESLAT scores, we have 4 advanced, 4 beginner, and 10 intermediate levels of English language learners. Evaluation and assessment of the program will consist of qualitative and quantitative data taking as point of reference previous academic student data (baseline) consisting of language proficiency levels, academic performance across different disciplines, and New York State standardized tests results of Regents Examinations). Other qualitative data will be derived from different assessment sources provided by teachers, parents, and ELL students. Assessment data will include instructional trends and methodologies used by New York State Certified ESL and General Education teachers with ELL students as a means to identify areas of strengths and weaknesses across different content areas and to plan future staff development interventions and collaborative team work to address the academic needs of the students and professional needs of teachers and other staff.

Off-site and on-site staff development workshops, ELL consultant visitations, ESOL-TESOL conferences and workshops, ESL seminars and institutes, teacher study groups, parental meetings, teacher inter-visitations, apply the latest technology, continuous student assessment and curriculum planning, cultural awareness and sensitivity staff training, civil rights awareness dissemination, establish schools networks to learn about best practices, maintain an open line with BOCES, BETAC, and VESID for instructional support, maintain an open Line with NYS Office of Bilingual Education Services, and coordinate Saturday and after-school programs. In addition we will hire highly qualified instructional teachers who are ESL certified.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>HS for Global Citizenship</u>		School DBN: <u>17K528</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: HS for Global Citizenship

School DBN: 17K528

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michelle Rochon	Principal		12/1/11
Tamika Goburn	Assistant Principal		12/1/11
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Darlene Gumbs	Guidance Counselor		12/1/11
Lawrence Pendergast	Network Leader		
Kalliopi Hatzivasilis	Other <u>Data Specialist</u>		12/1/11
Vera Clarke	Other <u>Guidance Counselor</u>		12/1/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **603**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

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

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

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

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