



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: GLOBAL NEIGHBORHOOD SECONDARY SCHOOL

DBN: (04M381)

PRINCIPAL: LUIS GENAO

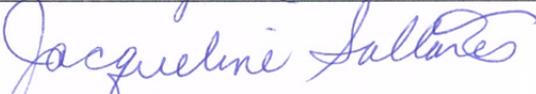
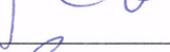
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SUPERINTENDENT: LUZ CORTAZZO

09-19-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE (SCEP)

January 15, 2013

Name	Position and Constituent Group Represented	Signature
Luis M. Genao	*Principal or Designee	
Dee Lynch	*UFT Chapter Leader or Designee	
Jacqueline Saltares	*PA/PTA President or Designated Co-President	
Ivori Golden	Member/	
Maria Torres	Member/	
Sia Jackson	Member/	
Jessica Badillo	Member/	
Evelyn Robles	Member/	
Bryan Marsey	Member/	
Berquis Arias	Member/	
Lisa Rodriguez	Member/	
Kassandra Reyes	Member/	
OBATIARA-KIKOU	OBATIARA-AURELIA	
Mercedes Flores	Parent	

** 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.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Major Recommendation

The school leaders and staff should articulate a strategic plan in the CEP that clearly outlines the responsibilities of staff and leaders in meeting the expectations of the plan. The plan should include goals, action plans, PD, and should use all of the resources available. The implementation of the plan should be monitored and its impact on student achievement measured. The school leaders should provide PD to support the implementation of the CEP for instructional improvement. There should be increased accountability by all staff towards continuous instructional improvement and school leaders should monitor classrooms to ensure improvements are made. (SQR/Page 4)

Tenet 2 SCHOOL LEADERSHIP 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.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- The school leaders will work with staff members and parents to construct, review, revise and implement the contents of the 2012-2013 School Comprehensive Education Plan.

Instructional strategies/activities

- 1) School mission and vision as defined by SCEP will be carried out primarily via two teams that will meet regularly to analyze data streams, identify and implement interventions, measure the efficacy of their interventions, share findings and provide each other with support and critical and constructive feedback.
 - a. Team 1: School Cabinet Team (SCT) – composed of school leadership (Principal/AP), teachers, dean, school counselor and social worker.
 - i. **SCT Distribution of Responsibilities:** *Measure continuous improvement in Mathematics* (FPurice), *measure continuous improvement in English Language Arts* (BMarsey, PGendron, DLynch, BArias), *measure continuous improvement in School Climate and Culture* (KReyes, LRodriguez, DTorrence), and *measure continuous improvement in teacher practices* (LGenao, FPurice)
 - b. Team 2: School Leadership Team (SLT) – composed of the SCT plus parent representatives.
 - i. **SLT Distribution of Responsibilities:** same as for the SCT except that at least one parent is assigned to each subgroup
- 2) Time and Financial Resources
 - a. SCT members meet weekly after school hours from 3:30PM – 5:00PM. Teachers, dean, social worker and school counselor are paid per session.
 - b. SLT members meet monthly after school hours from 4:30PM – 6:00PM. Teachers, dean, social worker and school counselor are paid per session. Additional funds used to purchase refreshments for the parents, provide translation services (if necessary) and copying/binding materials.
- 3) Measurable Objectives
 - a. Continuous Improvement in Mathematics: increase in student performance and progress as measured by the city's 2012-2013 progress report
 - b. Continuous Improvement in ELA: increase in student performance and progress as measured by the city's 2012-2013 progress report
 - c. Continuous improvement in School Climate and Culture: increase in the teacher/student scores for the Communication and Safety/Respect components of the city's 2012-2013 Learning Environment Survey
 - d. Continuous improvement in teacher practices: a minimum of 2 formal/6informal observations per teacher aligned to the 2012-2013 NYC instructional expectations.
- 4) Material Evidence: paper/electronic documents of: meeting minutes, state/interim/teacher-made assessment results, planning diagrams/notes, formal/informal observations, etc.

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

The Global Neighborhood Secondary School (GNSS) Cabinet—a team comprised of the Principal, IA Assistant Principal, Data Specialist/Programmer, Lead Special Education Teacher, UFT Chair, UFT Delegate, Dean, Social Worker, School Counselor and the ELL/Spanish Teacher - is the primary vehicle for monitoring student progress and coordinating instructional strategies/activities, including the development of all student interventions and supports. This is done, primarily, by monitoring student progress in core classes, attendance and behavior. Through review of student data for at risk behavior, the Cabinet has been able to implement reactive and proactive strategies that support student learning.

GNSS opts into the School-wide Consolidation program offering academic intervention services to all of our Title 1 students (approximately 90% of our student body), our students with disabilities (approximately 35%), as well as our English Language Learners, through small group instruction, as well as extended minutes of time in ELA and Math (approximately 500 per week). As a School-wide Program school, GNSS integrates services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. It should be noted, that most, if not all, School-wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the school-based budget (Galaxy) system reports the allocations in separate accounting codes.

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

Major Recommendation

The school leader, in collaboration with teachers and Network support should develop a curriculum in all core areas and ensure that it is clearly aligned with the New P-12 Common Core Learning Standards (CCLS). The curriculum must be aligned to the new P-12 Common Core Learning Standards in English language arts and literacy to prepare for implementation in school year 2012-13. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include how well the teacher knows and implements the curriculum for the subject being taught. (SQR/Page 3)

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

Utilize *Literacy-Across-the-Curriculum* strategies to cultivate critical and creative thought so that all our students have access to higher education, are prepared to take on the most difficult social and personal problems, and can pursue rich and satisfying lives; with this intent GNSS will adapt and refine the “Writing Matters” curriculum in ELA across the grades and develop a complimentary Common Core aligned Reading Initiative, with a focus on utilizing instructional strategies that support the reading and re-reading of complex text and the development of higher order thinking and problem solving skills by Tier 1 to Tier 3 Students. For 2013-14 GNSS will also adopt Connected Mathematics Project 3 (CMP3). CMP3 aligns to the Common Core State Standards, supports *Literacy-Across-the-Curriculum* and prepares students for college and careers.

Instructional strategies/activities

Instructional strategies/activities are aligned with best practices articulated in *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York* (2004, Carnegie Corporation of New York) and *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools* (2007, Carnegie Corporation of New York).

Instructional strategies aligned with *Reading Next* element of *Direct, Explicit Reading Comprehension Instruction*:

1. Instruct and engage in-coming Sixth Grade students with complex texts, targeting the development of academic language and academic vocabulary across content areas, via the issue-based **Word Generation** program.
2. Instruct and engage all students with complex texts via daily reading groups with a focus reading target of 60% non-fiction that is at or above grade level complexity.
3. Instruct and support targeted students with remediation in reading via Wilson Reading and Wilson Just Words

Sixth Grade Word Generation Activities:

1. All staff orientation to *Text Complexity*
2. Orientation to *Word Generation* for Sixth Grade Teachers
3. Review of alignment with participating teachers between *Word Generation* and Danielson (3b): *Using questioning and discussion techniques* (with a particular emphasis on *text referencing*)
4. Monitor and document Impact on teacher effectiveness by conducting short, frequent cycles of classroom observations and feedback of *Word Generation* implementation

School-Wide Reading Comprehension Activities:

1. Collaborative discussion in June 2012 to establish Common Core aligned Writing and Reading Units of study
2. Summer Training for Targeted Staff on Wilson 1 & 2
3. Targeted Summer Professional Development on Common Core aligned Reading Curricula

4. Restructure schedule to maximize reading time (52 minutes daily), including Wilson 1 & 2 intervention periods for all identified students:
5. 6th Grade students will be scheduled for at least 500 minutes of Reading and Writing and 200 minutes of Social Studies weekly. Students in Wilson Intervention will get an additional 200 minutes of Wilson weekly.
6. 7th and 8th grade students will be scheduled for 500 minutes of Reading and Writing (will include Wilson intervention for targeted students) and at least 400 minutes of Social Studies and Science weekly.
7. Conduct DRP on all students (pre and post)
8. Cross-check DRP and NYS ELA tests for targeting of students.
9. Conduct running records for students who are scoring lower than a low Level 2 on state ELA tests and/or are below 45 DRP units; collaborative discussion leading to Tier 2 and 3 interventions.
10. Schedule all students into daily Reading Groups
11. Schedule targeted students into additional daily Wilson 1 or 2 interventions
12. School-wide early Fall professional development across disciplines on Text Complexity
13. Weekly PLC Meetings to discuss implementation of Reading Units, review student data, including student-constructed responses to common core aligned prompts and tasks.
14. Bi-weekly coaching and conferencing with Literacy Coach (including in-depth curriculum writing support for team-teachers).
15. Targeted follow-up and professional development on the reading and re-reading (minimum of 3 times) of appropriate complex text for ELA/Humanities Team to accommodate/differentiate for large population of students with IEPs and ELLs.
16. 6-8th grade social studies teachers begin integrating reading strategies for complex non-fiction text (*Texts and Lessons*; Daniels & Steineke, 2011).
17. All ELA/Social Studies Teachers meet weekly to assess implementation and impact of targeted interventions as well as Reading and Writing curricula.
18. Professional Development on Connected Mathematics Project3.

The *Writing Matters Curriculum* and the following instructional strategies are aligned with the *Reading Next* element of *Intensive writing, including instruction connected to the kinds of writing tasks students* as well as the following *Writing Next* elements: *Writing Strategies, Summarization Collaborative Writing, Specific Product Goals, Word Processing, Sentence Combining, Prewriting, Process Writing Approach, Study of Models*

Instructional strategies:

1. Instruct and engage all students with *Writing Matters curriculum with a focus on:*
 - a. Understanding and effectively executing all the steps of the writing process supported by technology tools and activities: planning, drafting, revising, editing and publishing work.
 - b. Reading mentor text of appropriate complexity and then writing corresponding narratives, critical essays, feature articles and editorials.
 - c. Applying a variety of craft strategies and structures in order that the writing is clear, cohesive and compelling to readers.
 - d. Acquiring writing strategies that can be generalized across the genres.
 - e. Improving their writing as measured through the WM Common Core Aligned Rubric, Writing Tracker assessments and standardized assessments.

School-Wide Writing Activities:

1. Collaborative discussion in June 2012 to establish Common Core aligned Writing and Reading Units of study
2. Summer Training, Fall and Spring Training for all ELA Staff on Writing Matters Curriculum
3. Weekly PLC Meetings to discuss implementation of Writing Units, review student data, and to:
4. Support the use and collaborative analysis of Common Core aligned Writing Rubric.
5. Support collaborative review of student writing
6. Weekly coaching of teaching pairs and in-class demonstrations and support.

Budget and resource alignment

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

Service and program coordination

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

Major Recommendation

- The school leader should provide professional development (PD) for all staff on how to disaggregate, analyze and utilize trends in data more effectively. Data should be used to develop goals and strategies to support all students and to monitor student progress. Data should also be used to group students and to develop differentiated instructional strategies based on student needs. (SQR/Page 2)

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

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- All English Language Arts (ELA) teachers will strengthen the students' critical thinking, reading comprehension, and written work by executing lesson plans based on a common core aligned curriculum, Writing Matters, and utilize data from state/interim/teacher-made assessments to determine appropriate interventions for those students not performing at grade level.

Instructional strategies/activities

- Coaches (VVerstanding, JDelacruz, JSpielman) will provide teachers with professional development around instructional practices and strategies organized around annual, unit, and daily lesson plans to promote high levels of student engagement and inquiry.
 - Curriculum coach (JDelacruz) provides weekly professional development sessions to the entire ELA team on the following topics: use of rubrics to assess student work, normed grading practices, use of technology in the classroom, data collection and analysis, and implementation of the *Writing Matters* Curriculum.
 - Measurable Objectives/Evidence
 - Increase in student performance as measured by the *Writing Matters Assessment Tracker* – online spreadsheet where teachers input, collect, and analyze the results of the unit tasks. All students partake in a baseline assessment at the start of the academic year. Each unit has its own pre and post task assessments along with an end of unit writing task.
 - Increase of technology usage as measured by formal and informal observations performed by school leaders, coaches, and network staff and electronically stored student work.
 - All unit tasks are assessed via the appropriate *Writing Matters* rubrics.
- Data coordinator (BMarsey) and coach (JDelacruz) will train, support and supervise the use of data from classroom tasks and assessments to: drive instruction, construct student groupings, identify appropriate differentiation strategies, and measure student progress towards meeting the standards.
 - Teachers receive professional development on the following topics: use of the Data Driven Instruction Tool (DDIT), develop and measure the efficacy of interventions based on the DDIT, construct interim assessments, and how to monitor student progress on a weekly/monthly basis.
 - Measurable Objectives/Evidence
 - Increase in the usage of data analysis tools as measured by: completed DDIT forms and meeting minutes emphasizing teacher collaboration in determining tiered interventions for students.
 - DDIT interventions explicitly stated in daily lesson plans; e.g. homo/heterogeneous student groupings, planned anticipatory exercises (*Do Now*)
- Coaches, teachers, and curriculum developers help, implement, execute, and analyze the results of ELA tasks (CCLS aligned) as per the 2012-2013 NYC *Instructional Expectations*.
 - At least two tasks will measure student performance on the following standards: Reading Informational Text Standards 1 & 10, Speaking/Listening Standard 1; Language Standard 6, Writing Standard 1
 - Measurable Objectives/Evidence
 - Increase in student performance on the CCLS tasks as compared to their pre-task baseline assessments.
 - Student writing tasks are stored electronically and easily accessible by school leaders, staff, coaches, and students.

iii. Student work assessed via rubrics following norm-scoring exercises as evidenced by content team meeting minutes collected on a weekly basis.

4. Time and financial resources

- a. Most planning/coaching/PD sessions will be held during regular school hours.
- b. Additional unit/lesson planning sessions held afterschool/weekends with coach JSpielman. Some per session funds will be utilized for teaching staff.
- c. Purchase of the *Writing Matters* curriculum units. Curriculum developer provides at least one coach to support implementation.
- d. Funds to purchase additional desktops/laptops for students/staff.
- e. Funds to purchase classroom reading sets/libraries.
- f. Additional funds to purchase refreshments for meetings, copy/binding materials, and other additional items.

Budget and resource alignment

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

Major Recommendation

An SLT that meets the requirements for membership should be established. The team should be provided with the training and the information and materials needed to effectively established and guide school improvement goals. (SQR Page 4)

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.

- | | |
|---------------------------------------------------------------|-------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 6.2 Welcoming environment | <input checked="" type="checkbox"/> 6.4 Partnerships and responsibility |
| <input type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

Cultivate consistent parental involvement in the School Leadership Team by increasing the number of parents involved in the Parent Teacher Association via activities catering to the students' families and other community stakeholders.

Strategies to increase parental involvement and engagement in School Leadership Team

1. Construct a PTA development team at the start of the school year that will be the basis for the School Leadership Team.
 - a. PTA President (JSaltares); Teacher Representative (BArias); Community Organizer Consultant (YDeLeon), Social Worker (LRodriguez)
2. Support PTA/SLT in collecting parent information in order to construct a multi-media directory (email/telephone/facebook etc) for parent outreach and information dissemination.
3. Advertise monthly SLT meetings via different kinds of media (paper, electronic, telephone, text messages)
4. Discuss SLT development strategies and their effectiveness during the weekly School Cabinet Meetings
5. Recruit executive and active members of PTA as core parent members of SLT.
6. Provide SLT training on and on-going support in the development and monitoring of:
 - a. Title 1 policies and procedures
 - b. Systems and opportunities for greater parent and community involvement
 - c. State Comprehensive Education Plan; including:
 - i. Teacher Effectiveness
 - ii. Citywide Instructional Expectation
 - iii. GNSS ELA and Literacy Plan
 - iv. Math Instruction

Measurable Objectives

1. Continuous improvement in School Climate and Culture: increase in the teacher/student scores for the Communication and Safety/Respect components of the city's 2012-2013 Learning Environment Survey
2. As per NYC Department of Education policies, the PTA will have a minimum of eight parent members consistently in attendance at the regular monthly meetings as evidenced by sign-in sheets and/or meeting minutes.
3. As per NYC Department of Education policies, the SLT will have a minimum of five parent members consistently in attendance at the regular monthly meetings as evidenced by sign-in sheets and/or meeting minutes.
4. Completion of the School Comprehensive Education Plan (SCEP) by the SLT as evidenced by the sign off sheet of the SCEP.

Material Evidence

- 1. Electronic/paper records of meeting minutes, sign-in sheets, planning worksheets, etc.

Financial Resources

- 3. Funds to purchase refreshments for the parents, provide translation services (if necessary) and copying/binding materials.
- 4. For teachers working outside regular school hours on various projects, per session funds may be utilized.

Budget and resource alignment

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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/ Social Studies	Wilson Intervention (200-250 minutes per week) for targeted students.	Group size (4 – 12 students)	During/After School
	6th Grade students will be scheduled for at least 500 minutes of Reading and Writing and 200 minutes of Social Studies weekly.	Whole class with two teachers	During/After School
	Students in Wilson Intervention will get an additional 200 minutes of Wilson weekly.		
	7th and 8th grade students will be scheduled for 500 minutes of Reading and Writing (will include Wilson intervention for targeted students) and at least 400 minutes of Social Studies and Science weekly.	Whole class with two teachers	During/After School
	Teacher designed and implemented instruction aligned to the common core state standards.	Group size (5 – 15 students)	During/After/Saturday School
Mathematics	Teacher designed and implemented instruction aligned to the common core state standards.	Group size (8 – 10 students)	During school hours, period 8.
	Small Group Instruction w/ teacher-made and additional resources from: Buckle Down, Kaplan, WizardTM, Khanacademy.org, KUTA software	Group size (5 – 10 students)	During/After/Saturday School
Science	Small Group Instruction w/ teacher-made and additional resources from: Buckle Down, WizardTM, Glencoe, NYSED	Group size (5 – 10 students)	During school hours, various periods.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Workshops on stress management, bullying, test preparation, High School Articulation, tutoring, College Prep, and College Field trips (Princeton and Hofstra University).</p> <p>Academic and Behavior Incentives: Fall and Spring Dances, Camping, Ice Skating, Luncheons, etc.</p> <p>Weekly Advisory, Youth Conference, Expeditionary Learning program including three overnight youth leadership experiences in the woods.</p> <p>Health services provided on-site Mount Sinai Health Clinic</p>	<p>Small group and one-to-one counseling</p>	<p>During school hours</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Via our Learning Environment Survey, we've learned that our teaching staff is appreciative of regular cycles of feedback pertaining to teaching practices. Therefore, the school leaders will ensure that all teachers will receive at least two formal/six informal observations during the academic school year. All formal observations will have pre/post observation conferences.

Via the Learning Environment Survey, school-based survey and data from formal/informal observations and discussions, staff informed school leaders of their professional needs. Staff members are often recommended to participate in network, city, state or national conferences, institutes and specialized training. Additional professional development is provided via the following outlets:

- Grade-level team meetings centered on student-talk and IEP implementation/revision (when applicable)
- Coaching sessions for English Language Arts, Mathematics, and Special Education teachers provided by the network, *Writing Matters* Curriculum Team, and paid consultants
- Skill strengthening sessions provided by the data coordinator, principal and assistant principal. Such sessions are designed to help teachers keep abreast changes in technology and instructional practices. Teachers can request refresher sessions on how to use the interim assessment sites (Acuity, Performance Series), online grade books, online resources, data analysis, data manipulation, etc.

If necessary to recruit new staff members, Global Neighborhood will make use of the New Teacher Finder tool to identify, interview and potentially hire new staff members whose beliefs around how students learn best are aligned with our school's mission and vision. In addition, if necessary, both the principal and the assistant principal will tap into their professional networks and identify potential candidates for any openings in our school community.

Teaching assignments are based on seniority rules and our own internal needs assessment.

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 D. Maldonado	District 04	Borough Manhattan	School Number 381
School Name Global Neighborhood Secondary School			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	181	Total Number of ELLs	21	ELLs as share of total student population (%)	11.60%
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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. [🔗](#)

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In							2	2	2					6
Total	0	0	0	0	0	0	4	4	4	0	0	0	0	12

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	8		1		1	1	7		3		15
Total	8	0	1	0	1	1	7	0	3		15

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

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

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

Tuesday: Content Team Meetings

- Math: facilitated by the Academy for Educational Development

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

Wednesday: Grade Level Team Meetings (self-facilitated)

Thursday: Special Ed Meetings (self-facilitated)

Friday: Whole School Policy and Grade Level Team Meetings facilitated by the Center for Educational Options (90 minutes Monthly)

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

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

Instruction at GNSS is organized into ten week quarters. A mid-quarter progress and a final quarter progress report is generated. This means that approximately every five weeks student progress is being formally assessed and communicated. Student progress is assessed and analyzed by the administration and the Content and Grade level teams. Enrichment and acceleration opportunities are created within the school day and in our in the afterschool program (6th Grade Preparatory, 7th Grade Art Portfolios, Afterschool Peer Tutoring/Mentoring Program). DYO Periodic Assessments and traditional periodica assessments (Acuity) are also conducted and reviewed quarterly. Mock Standardized Tests will also be conducted in order to assess academic growth via performance on standardized tests. Classroom work and behavior of targeted sub-groups is discussed weekly and instruction is modified accordingly.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

Tuesday: Special Ed Meetings (self-facilitated)

Thursday: Content Team Coaching and Content Team Meetings

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

Friday: Grade Level Team Meetings (self-facilitated)

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

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	5		0				6
Advanced (A)							4	3	1					8
Total	0	0	0	0	0	0	6	9	5	1	0	0	0	21

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 511 **Network:** FHI 360

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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