



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** GLOBAL TECHNOLOGY PREPARATORY

DBN: 04M406

PRINCIPAL: CHRYSTINA RUSSELL

EMAIL: CRUSSELL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Chrystina Russell	*Principal or Designee	
David Baiz	*UFT Chapter Leader or Designee	
Sheila Jenkins	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nina Morris	Member/Teacher	
Carolyn Tarr	Member/Teacher	
Jackie Pryce-Harvey	Member/Teacher	
Sammy Gonzalez	Member/Parent	
Kenra Mojica Green	Member/Parent	
Cheryl Jones	Member/Parent	
Nicole Jones	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- All special education students will be mainstreamed to the maximum extent possible throughout the 2012-13 school year, ensuring that each child is in the least restrictive environment and has multiple access points to the general education curriculum and social experiences.

### **Comprehensive needs assessment**

- The identified need that generated this goal comes from parent testimonials, student surveys, 1-1 conversations with special education students, teacher observations, statistical over representation of black and Latino boys in 12:1:1 classes, and citywide graduation rates indicating that only 4% of self-contained students graduate high school. The progress report indicates more movement is needed in the special education population on standardized tests. Additionally, since the special education reform, 40% of Global Tech students have IEPs, requiring specific attention and goals to the special education population.

### **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) 1) Teachers will use Universal Design for Learning to plan differentiated lessons for all students ensuring that all students have access to the curriculum, 2) 12:1:1 students will take foreign language, music, digital citizenship, physical education, intervention, challenge-based learning, and extended learning classes with their general education peers, 3) Special education teachers will take learning style inventories of special education students and share them with the general education teachers to support access to the curriculum, 4) 7<sup>th</sup> and 8<sup>th</sup> grade classes will be ICT based (the 12:1:1 class will be dissolved), 5) Each student will receive 1-1 coaching and counseling during the integration process (both academic and social).
  - b) The resources used to implement these strategies include a special education teacher per grade, plus a supplemental special education teacher, training for general education (and special education teachers) in Universal Design for Learning, and NYC Leadership Academy coaching in ICT planning and practice,
    - a) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities outlined above include weekly staff meetings, ARIS item analysis reviews, weekly common prep meetings, the use of Study Island/Achieve 3000, and analyzing data in subject area meetings, and discussion of behavioral supports needed to ensure the mainstreaming transition is successful.
  - a) The timeline for implementation is August 2012-July 2013.

### **Strategies to increase parental involvement**

- Meeting for 12:1:1 parents
- Translation of all parent documents and meetings into Spanish
- Celebrations of work with students and parents
- Special education presentations for the PTA
- Incentives for parent attendance

**Budget and resources 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 I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Federal Race to the Top/iZone programming to increase the use of technology in the classroom to individualize instruction
- Federal "Connected Learning" grant to provide coaching and strategies on the implementation of Universal Design for Learning
- FSF for teachers
- Title I funding to reduce classes
- FSF for Connected Learning grant—coaching support for Universal Design for Learning
- Private grants for special education support

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- All students will engage in rigorous curriculum aligned to the Common Core. All teachers will implement and all students will engage in at least two literacy, science, social studies, and mathematics tasks embedded in a rigorous curriculum unit aligned to the Common Core, and 85% of students will master the Common Core standard addressed in the unit.

### **Comprehensive needs assessment**

- The identified need that generated this goal was a school-wide analysis of student work in ELA, math, science, and social studies (a secondary analysis was also done on ELA and math). The results of this analysis show that students need specific and scaffolded support in order to meet the demands of the common core standards. Our school progress report and Quality Review also show that statistically (test score performance) and qualitatively (observations of classrooms) continuing to develop and implement rigorous curriculum is important at Global Tech Prep.
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### **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) Because this is a school wide goal, all teachers will implement the units throughout the school year. Students will be grouped heterogeneously to support peer to peer tutoring for students that are struggling. Additionally, students will receive targeted instruction in skill based groups when struggling with a task.
  - b) All pedagogical staff will be engaged in this activity. Resources to support this activity include mathematics teacher participation with TM coaches to devise the task/rubric/scoring procedure, and support of ELA, social studies, and science teachers. Instructional implications will be shared with all teachers and literacy strategies will be implemented across the curriculum. Overall, all pd and coaches will be used to look at the student work analysis, develop the common core units, implement and evaluate the units, and assess the effectiveness of the units.
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities outlined above include weekly staff meetings, ARIS item analysis reviews, weekly common prep meetings, the use of Study Island/Achieve 3000, and analyzing data in subject area meetings.
  - d) The timeline for the implementation of this goal is from August 2012 through July 2013.

### **Strategies to increase parental involvement**

- Common Core parental meeting, where the Common Core standards and units are shared (parents will also be given the opportunity to discuss how the unit might better address the needs of his/her student.
- Parent invites to celebrate the completion of the units.
- Before the units are implemented, the PTA will receive a presentation and will be consulted about the content of the units
- Parents will be invited to teacher planning meetings
- Teaching Matters will also run a series of 5 parent workshops

**Budget and resources 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 I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III    Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- The federal/state grant "Connected Learning" is being utilized to ensure students have access to instructional technology and teachers have access to quality coaching in relation to the Common Core planning, implementation, and analysis
- FSF for mathematics, ELA teachers, and special education teachers
- Title I funding to reduce class sizes by adding supplemental teaching periods
- FSF to match the Connected Learning Grant

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Increase student performance in English Language Arts for students with disabilities and English language learners so that 85% of the subgroup maintains or raises their scores on the 2012-2013 state test.

#### **Comprehensive needs assessment**

- Performance on State Tests of students with disabilities and ELLs
- Teacher observations in classroom work and assessments (formative, interim, and summative)
- Principal observations of students with disabilities and ELLs in classrooms
- Teacher and parent verbal feedback (during conferences and student/teacher meetings)

#### **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: 1) Students will spend extended learning time in ELA, including participation in a block schedule (double period of ELA). Students will be in school until 6:00 pm in skill-based groups (based on ELA performance) to get intensive adult help on homework in groups no larger than 9. 2) ELL students will receive additional 1-1 support and group support (outside of the mandated time) by both the ELL and foreign language teacher. 3) Teachers will design instructional strategies and activities with a Teaching Matters coach, who will ensure that lessons are technologically engaging. 4) Special education students will receive intensive, individualized support in the classroom through teacher conferencing. 5) Test preparation will be offered in school and on Saturdays in targeted, skill-based groups.
- b) The staff and resources utilized for this include: All ELA teachers, three special education teachers, the principal, a coach from Teaching Matters (paid for through a grant), and the foreign language teacher. In addition, students will receive test preparation booklets and six weeks of intensive preparation before the state tests. Lastly, all students will receive a laptop computer to raise the level of motivation and engagement of the students.
- c) Teachers will be involved in the decision making process for the assessments for the effectiveness of this during summer professional development (in August before the school year starts) and during staff meetings that happen once a week throughout the school year.
- d) The timeline for implementation is as follows: Scheduling (block and 6:00 pm) begins at the commencement of the school year. Extra ELL support (in addition to mandated supports) begins in October. Teaching Matters coaching support (focusing on technological integration, engagement for ELL and special education students, assessments, and conferencing in the classroom) commences at the beginning of the school year on every through the end of June 2013. Individualized support in the school year commences in October. Intensive test preparation is offered every Saturday, 6 weeks prior to the first state test and ends after the mathematics test.

#### **Strategies to increase parental involvement**

- Parents will be invited to do a read aloud in the ELA classroom, parents of ELL students and students with disabilities will be invited to spend time in ELA classrooms.
- All students will be given a computer for their home as long as the parent comes in for a four hour workshop. The computer will include educational ELA games that can be utilized in the home.
- Parents will be updated in writing and verbally about progress in ELA classes.
- All notices and newsletters will be translated into Spanish.
- Workshops will be offered for parents on technology, digital portfolio sharing, work celebrations, and other relevant ELA topics.

**Budget and resources 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 I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III    Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- We are using the local service of Citizen Schools to support the extended learning day
- We are using Federal Race to the Top funding to enhance technology (hardware and software) for students to engage in ELA work in and outside of the home.
- We use state and federal funding (a match to a grant) to engage in Connected Learning, which brings technology, teacher coaching, and professional development programs to the school.
- FSF for teachers (3 ELA, 2 Sped) to focus on ELA and students with special needs
- FSF for a one day a week ELL teacher (since we have 12 ELL students) plus FSF for a foreign language teacher that will also support ELL students
- Title I to fund extended learning time, until 6:00 PM and homework support for ELA
- TL translation to communicate with parents of ELL students about meetings and instructional strategies used.

**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	Close readings in small groups	Small-group book clubs	3:00-3:35 (during the school day) 2 days a week. Homework help from 3:35-4:00 4 days a week.
Mathematics	Conceptua math program and tutoring programs	Small group and one-one tutoring	3:00-3:35 (during the school day) 2 days a week for conceptua, Fridays and Saturdays (out of school hours for tutoring). Homework help outside of school hours 4 days a week.
Science	Close readings	Tutoring	Tutoring and homework help from 4:00-4:30 2 days a week.
Social Studies	Close readings	Tutoring	Tutoring and homework help from 4:00-4:30 2 days a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Screening for all students, Borinquen health clinic sessions when warranted, or outside referrals. Mandated services provided by guidance counselor.	One-to-one or group (depending on the mental health professional's opinion).	Both during and after the school day (all efforts made to avoid counseling during core class times).



### 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.

- Two teachers are currently in master's classes to become highly qualified. They are supported and mentored by veteran teachers at least once a month.
- When teacher positions are posted, we reach widely throughout the Department of Education as well as on several hiring websites to ensure numerous qualified teaching candidates are reached.
- Teachers are given technological professional development through the iZone and Connected Learning grants, which includes the support of Teaching Matters, Apple, and DOE instructional consultants.
- Teachers are offered DOE network based instructional cycles and PD around the Common Core and citywide instructional expectations.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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 1<sup>st</sup> 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 <b>Marina Cofield</b>	District <b>4</b>	Borough <b>Manhattan</b>	School Number <b>406</b>
School Name <b>Global Technology Preparatory</b>			

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

Principal <b>Chrystina Russell</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Cesarlina Aviles Valerie Miller</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Carolyn Tarr/Special Education</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jhonary Bridgemohan/English</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Rachael Nadel/Speech</b>	Other <b>type here</b>
Network Leader <b>Marina Cofield</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>168</b>	Total Number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>7.14%</b>
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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. The certified ESL or Foreign Language teacher will conduct the initial screening with the Home Language Identification Survey (HILS). A SIFE oral interview is administered. The child is administered the Academic Language and Literacy Diagnostic (ALLD) if they have 2 or more years of interrupted education.

2. The surveys are then handed to the ESL/testing coordinator, who is a certified teacher, for determination that should be tested for the Lab-R exam. The coordinator looks up the students RLAT and RESI for any testing history. This information supports placement in the proper program.

3. The community coordinator invites parents of ELLs to attend a workshop within a 2 week window of entering the school. The coordinator will first call, then send home a letter, and finally do a home visit to ensure the parents are aware of the workshop. At this workshop, he shows the Chancellor mandated EPIC DVD, as well as, administers and reviews the parent survey for English language learners which indicate full participation by students in the ESL program. The community coordinator (with the secretary or volunteer) as a translator will describe and answer all questions about transitional bilingual education, dual language, and freestanding ESL programs.

4. Parents will receive the entitlement letters at the workshop. If they do not attend the workshop, they will be mailed home. If the forms are not received, a home visit will be conducted.

5. Students are then placed in ESL classes based upon results from the Lab-R exam and Home Language Identification Survey (HILS). In addition, students receive the ELE exam (Spanish Reading Exam) and Spanish Proficiency Test. Students are also assessed through curriculum based assessments. Students are assess using the NYSESLAT –New York State English as a Second Language Achievement Test.

6. The trends noted from our students is a choice for ESL classes. Due to our small staff size, our school offers a push-in and pull out ESL model for students. This is based on the trends in parent needs as well as the ability of the staff to offer the program.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							4	7	1					12
<b>Total</b>	0	0	0	0	0	0	4	7	1	0	0	0	0	12

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	6	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	4	0	2	6	0	1	2	0	1	12
<b>Total</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>12</b>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
<b>TOTAL</b>	<b>0</b>																				

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	
<b>TOTAL</b>	<b>0</b>										

**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							1	6	0					7
Chinese							1	0	0					1
Russian														0
Bengali							1	0	1					2
Urdu														0
Arabic														0
Haitian								1						1
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

## 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. The ESL teacher pushes-into a mix of heterogeneous and homogenous groupings, general education setting or special education setting then deliver the ESL instruction into small groups. The ESL instruction is aligned to ESL and ELA state standards and includes the development of all four language skills: listening, speaking, reading and writing.
2. Our school has a certified ESL teacher who provides Free Standing ESL program to all ELLs every Monday and a certified Foreign Language teacher who provides the same ESL program.
  - 2a. To ensure that each ELL is provided by the mandated number of minutes as per CR Part 154 for ESL program, the ESL teacher provides the program through push-in model during ELA classes. The Foreign Language teacher provides the remaining mandated number of minutes to ELLs.
3. In all content areas, English is the medium of instruction used. Classroom teachers use a balance literacy program which shared, independent and guided reading and writing are emphasized. All our school's ELLs, because they have been in the country and public school system for a number of years, are proficient in conversational English and are familiar with enough written English to make ESL instruction beneficial.
4. To ensure that ELLs are appropriately evaluated in their native language, the principal or assistant principal requests State Exams (except for ELA) written in student's own native language. Since the New York State provides limited non-English versions of tests, the school will request or hire interpreter of that language, and orally translate the written test to the students.
5. To address the different student proficiency levels, differentiated instruction is practiced by offering visuals, audio, and programs such as study island and language software on the laptops. Newcomers receive an instructional plan that includes a blend of push-in and pull out services. Based on the individual needs of students receiving services for 4-6 years, the instructional plan is designed to include as much push-in instruction as possible so that students continue to advance in their assignments. Newcomers receive intensive tutoring during foreign language in place of a foreign language class or during after school program. Students receiving service from 4-6 years receive either intensive English tutoring during foreign language OR during after school program and the wants and needs of the student and family. Longterm ELLs are required to have intensive English and core subject tutoring during foreign language until they are proficient in English. Outside of this period, instruction is provided in a push-in model.
6. ELLs with special needs receive services according to their carefully developed IEP plan, which may include a combination of any of the plans above (#5) and/or different services as mandated by the IEP.
7. The ESL teacher consults or collaborates with the content teacher, special education teacher and other related service providers about the ELL-SWDs diverse needs. They will share strategies and plans that will work with the student.

**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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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.



	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?

8. Intervention is provided through collaboration with Global Tech teachers and Citizen Schools instructors. All ELL students have the same intervention class and receive instructional programs on their computers blended with teacher instruction that meets their language and learning needs. These services are offered in English, with support in Spanish, Bengali, and Haitian Creole.

9. Students transitioning out of ESL students are offered the option of language support in place of foreign language and testing modifications as needed.

#### 10. Targeted Intervention

##### Literacy:

- A language teacher works with targeted level 1 and 2 students in groups of no larger than 10. The ELL student group meets in a group no larger than three. The teacher tracks student progress and articulate with other teachers, ELL coordinator.
- Before school programs in literacy and mathematics will target level 1 and 2 students. They will work in groups no larger than 10 and will focus on developing basic math and literacy skills. Appropriate math and literacy games will be incorporated into the programs. Teachers and students will use manipulatives to teach and learn.
- Students with interrupted formal education (SIFE) and long term ELLs are offered placement in a 1-1 support program with a teacher, which provides extra enrichment in preparation for the NYSESLAT exam.
- Upon reaching the proficiency level, students would then transitioned into a mainstream general education class but are still provided two years of continued ESL services.

SIFE students are offered extra tutoring during lunch, afterschool, and during classes. SIFE educational plans are developed with each individual and student during a meeting with the family. This plan includes a minimum of before school tutoring, push-in assistance from a teacher or paraprofessional three times a week in core subjects, and pull-out assistance with a teacher based on the student's performance level.

11. No programs or services for ELLs be discontinued.

12. All of our ELLs have access to the school's afterschool programs as well as the programs provided during the core school day.

13. Instruction is consistently modified and designed to meet the student's level through the use of study island and dimension M software, as well as assessments and assignments done through traditional pen and paper. Whenever possible, substitutes that speak the SIFE student's native language are utilized to assist the student.

Teachers utilize the ESL methodologies within the Writing Matters framework. The Teacher's College model uses journals, writer's notebooks, reader's notebooks, portfolios and read alouds. Current research-based ESL strategies and methodologies are used in the classrooms. Each student keeps a digital portfolio that contains reading and writing samples that are assessed periodically. This provides necessary language developmental support to meet the individual student language proficiency levels. Teachers utilize computers, software programs such as Study Island, native language and English language books, and teacher-made visuals and print rich environments.

Supplemental programs for ELLs include: students receive homework help for an hour after school and receive an hour of subject based tutoring three days a week before school starts.

14. Native language is offered when students do not understand instructions, complicated vocabulary words, or concepts. Native language is provided through volunteers, teachers, and substitute teachers.

15. Required services support and resources corresponds to the ages and grade levels of our ELLs.

16. Newly enrolled ELLs are assigned a mentor teacher as well as a “buddy” student to assist in their transition.

17. Language electives offered in the school are the choice of five different languages, which are delivered through a software program (PowerSpeak): French, Mandarin Chinese, Latin, German, and Spanish. Global Technology Preparatory does not offer a dual language program.

### **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.

1. Our professional development plan is based upon the interpretation and analysis of ELL data which is based on Acuity, ELL periodic assessments, NYSESLAT, ELA Exam and Acuity. (Please note the school does not have an assistant principal, bilingual teachers, or occupational/physical therapists, so they are not included in this plan).

ESL/Literacy:

- Incorporating ESL strategies using the Writing Matters Model
- scaffolding instruction in literacy
- language acquisition
- native language to support English language acquisition (in case we receive beginners)
- Leveraging technology to support language acquisition and different performance levels
- Extended Learning Time (until 6:00 pm Mon-Thurs) with a focus on literacy and homework assistance

Mathematics

Teachers will participate in professional development that focuses on

- scaffolding instruction in mathematics
- the effective use of math strategy charts
- the effective use of word walls to support teaching and learning
- Flexible grouping to support the different needs of students
- Leveraging technology to support language acquisition and multiple performance levels

2. Once the school has its guidance counselor and parent coordinator, these staff will provide support for ELLs and their families in the application process as well as providing activities that will help the ELLs in transitioning from middle school to high school.

3. PD is provided at weekly staff meetings, on a one on one basis to a technology/instructional coach, as well as identified professional development opportunities outside of the building. The mandated 7.5 hours is provided through the support network and is documented through agendas and sign in sheets

## 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?

1. Global Tech Prep has a wide range of parental involvement activities. We offer PTA and school leadership meetings monthly. We provide weekday parent technology workshops on technology, accessing ARIS, and student work celebrations. Parents are afforded the opportunity to meet with school officials and teachers at least twice a year and as needed as evidenced by a schedule, parent notices, attendance sheets, logs, agenda and interviews. The school community coordinator establishes a partnership in a positive and welcoming environment within the school to help parents support the instructional program and services. The community coordinator is actively involved in providing parents with parent advocacy in negotiating school related issues, bilingual guidance services and linkages with social services and community based organizations. Parents are encouraged to attend orientation sessions that address the plans and needs for our ELL population.

The school provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following. Undertaking and integrating the state's academic content standards in conjunction with the state's student academic achievement standards in a rigorous academic setting. The school will work with parents to provide meaningful communication and involve parents served by Title I, Part A program(s).

2. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by offering training session when appropriate for parents and providing and disseminating materials. Global Tech Prep will also build schedules for parent/teacher conferences that will enable parents to work with their children to achieve academic success. The school will provide a warm and supportive climate. Parent needs are identified through a survey and through conversations with the community coordinator.

The school will, with the assistance of the CBO and CFN to educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate and work with parents as equal partners, in the value and utility of contribution of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by providing professional learning opportunities on communicating with parents. As well as analyzing parental involvement evaluations with school personnel and setting goals related to the feedback provided by the parents through the evaluation process. This includes an ongoing dialogue with the PTA committee and other pertinent personnel.

3. The school may provide an interpreter to provide information that needs to be communicated orally to parents. The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible student consistent with section 1118- parental involvement of the elementary and secondary education act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school report required under section 111- state plans of the ESEA in an understandable and uniform format and, including alternative formats upon request and, to the extent practicable, in a language the parent understands. The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A, 1% set aside funds, reserved for parental involvement is spent.

# 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)														0
Intermediate(I)							1							1
Advanced (A)							6	1						7
Total	0	0	0	0	0	0	7	1	0	0	0	0	0	8

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		3		2		8
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**

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

1. We use a variety of assessment tools to evaluate the early literacy skills of our ELLs. We use performance series, Study Island, and writing matters. These programs allow us to evaluate many categories of ELLs literacy. For example, using study island we are able to give student diagnostic tests and use different management tools to place students at different reading levels within the program. There are also several areas that students can focus on including punctuation, context clues, inferencing and summarizing.

2. Looking at the data patterns across proficiency levels most students, 6<sup>th</sup> and 7<sup>th</sup> grade students of school year 2010-2011, fall in the advanced proficiency category.

3. Looking at patterns across NYSESLAT modalities affects instructional decisions. Although most students are scoring advanced teachers in every subject will supplement content with language specific goals. They will explicitly teach math vocabulary and different strategies for approaching unknown words.

4a. Students did not take the state exam in their native language. Most ELL students are scoring level 1 and 2 on the ELA state exam and level 3 on Math state exam. This demonstrates that although students are making progress in their second language they need more content specific instruction to help them improve their scores on the state exams. The ELL teacher that pushes into classes gives students specific language goals to evaluate weekly as well as collaborates with classroom teachers to reinforce vocabulary instruction and model successful ELL strategies including, use of non-verbal and context clues to provide meaning for instruction (pictures, maps, demonstrations, graphic organizers), breaking tasks into smaller “chunks” with frequent comprehension checks and pre-teaching background knowledge/key vocabulary or concepts students will need for each unit before moving ahead.

b. The school leadership team uses the results of the school wide periodic assessments and teacher's observations to group students during daily small group intervention time as well as help the ELL instructor plan activities for push in and pull out time with the students. The intervention time consists of 3 teachers including a special education and ELL teacher. English language learners were identified during inquiry team as a group to focus on to improve ELA scores. The team uses a diagnostic created on study island to test specific reading and comprehension strategies. After a baseline is determined each week focuses on a different comprehension strategy. After students score

proficient in each category the teachers deliver direct instruction on the next topic. The small group setting and targeted reading help allows students to work at their own pace.

5. N/A

6. The success of the ELL program will be identified when students reach an advanced level on the NYSELAT and LAB-R. It was also be identified when these students score 3 and 4's on state math and ELA exams.

### 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: <u>Global Technology Preparatory</u>		School DBN: <u>04M406</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Chrystina Russell	Principal		
	Assistant Principal		
	Parent Coordinator		
Cesarlina Aviles/ V. Miller	ESL Teacher		
	Parent		
Carolyn Tarr/ Special Education	Teacher/Subject Area		
Jhonary Bridgemohan/ English	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Marina Cofield	Network Leader		

**School Name: Global Technology Preparatory**

**School DBN: 04M406**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		1/1/01
	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: 04M406 School Name: Global Technology Preparatory**

**Cluster: 1 Network: 101**

**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**

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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.

Each grade has a community coordinator or a community assistant. These individuals contact each family using three techniques: 1) when the parent enters the school at the beginning of the school year, the community coordinator asks which language the parent prefers. 2) Families that do not come to the school before the school year begins are contacted via phone and/or email to inquire about language preferences. 3) Families that are not reached via a visit into the school, on the phone, or via email are visited in the home. During the visit, the grade point person inquires about the preferred language for communication.

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.

The majority of our families speak English. After English, Spanish is the most spoken language in the community. Other languages spoken include Wolof (one family), Bengali (two families), Portuguese (one family), Haitian Creole (one family), and Mandarin Chinese (one family). These results were reported at a teacher meeting as well as a PTA meeting.

## Part B: Strategies and Activities

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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.

Spanish written translation services are provided by in house staff, including the principal, one paraprofessional, the secretary, three teachers, and a community coordinator. Mandarin Chinese translation services are provided through a social worker and Google Translate. Portuguese, Bengali, Wolof, and Haitian Creole translation services are provided by a volunteer and google translate.

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.

Spanish oral interpretation services are provided by in house staff, including the principal, one paraprofessional, the secretary, three teachers, and a community coordinator. Mandarin Chinese translation services are provided through a social worker. Portuguese, Bengali, Wolof, and Haitian Creole translation services are provided by volunteers.

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>.

Translations will be provided in a timely manner through volunteers, staff, and Google Translate. If these resources are not sufficient or are not available, translation funds will be used to have translation services provided in a timely and accurate manner.