



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: M381 – GLOBAL NEIGHBORHOOD SECONDARY SCHOOL

DBN (i.e. 01M001): 04M381

Principal: LUIS GENAO

Principal Email: LGENAO3@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: JORGE IZQUIERDO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Luis M. Genao	*Principal or Designee	
Dejah Lynch	*UFT Chapter Leader or Designee	
Ivori Golden	*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	
Stephanie Fields	Member/ Vice-president parent	
Arthur Day	Member/ Secretary	
Victorina Zamora	Member/ Treasurer	
Helena Day	Member/ parent	
Deborah Petrus Torrence	Member/ Teacher	
Berquis Arias	Member/ Teacher	
Bryan Marsey	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
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	The SCEP Overview
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	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
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- | | |
|--|---|
| | <ul style="list-style-type: none">▪ A major recommendation with HEDI rating▪ Statement Of Practice (SOP) selected aligned to the goal▪ A goal aligned to the major recommendation▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources) |
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	Academic Intervention Services (AIS)
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	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
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	Parent Involvement Policy (PIP)
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Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 04M381

School Configuration (2013-14)

Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	153	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	3	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population		% Attendance Rate	82.1%	% Limited English Proficient	90.4%
% Free Lunch		% Reduced Lunch	85.9%	% Students with Disabilities	6.4%
% Limited English Proficient		% Students with Disabilities	14.1%	% Black or African American	31.4%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native		% Black or African American	0.6%	% Asian or Native Hawaiian/Pacific Islander	32.1%
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander	55.1%	% Multi-Racial	4.5%
% White		% Multi-Racial	7.1%		0.6%
Personnel (2012-13)					
Years Principal Assigned to School	4.34	# of Assistant Principals		# of Counselors/Social Workers	1
# of Deans	N/A	% Teaching Out of Certification	N/A	Average Teacher Absences	2
% of Teachers with No Valid Teaching Certificate	N/A	Average Teacher Absences	15.0%		32.3%
% Teaching with Fewer Than 3 Years of Experience	15.0%				4.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			14.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			30.3%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			0.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Asian or Native Hawaiian/Other Pacific Islander	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Multi-Racial	N/A
White	N/A	Multi-Racial		Limited English Proficient	N/A
Students with Disabilities	No	Limited English Proficient			N/A
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Asian or Native Hawaiian/Other Pacific Islander	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		Multi-Racial	N/A
White	N/A	Multi-Racial		Limited English Proficient	N/A
Students with Disabilities	No	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Asian or Native Hawaiian/Other Pacific Islander	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		Multi-Racial	N/A
White	N/A	Multi-Racial		Limited English Proficient	N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	No				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Asian or Native Hawaiian/Other Pacific Islander	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Multi-Racial	N/A
White	N/A	Multi-Racial		Limited English Proficient	N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Asian or Native Hawaiian/Other Pacific Islander	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Multi-Racial	N/A
White	N/A	Multi-Racial		Limited English Proficient	N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American		Asian or Native Hawaiian/Other Pacific Islander	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		Multi-Racial	N/A
White	N/A	Multi-Racial		Limited English Proficient	N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
<ul style="list-style-type: none"> • SCEP based on needs assessment administered prior the to start of school year and feedback from community stakeholders (network, teachers, parents, students) • Using the school cabinet team (SCT) (distributed leadership mechanism), the implementation of each goal was monitored on a weekly basis by a sub-committee of the SCT. Each sub-committee had at least one parent member. • SCEP addressed the academic and the socio-emotional needs of our students • SCEP addressed teacher growth in the areas of: data-driven instruction, implementation of CCLS-aligned units of study, developing and implementing academic interventions, developing and implementing Behavior Intervention Plans based on Functional Behavior Assessments 							
Describe the areas for improvement in your school's 12-13 SCEP.							
<ul style="list-style-type: none"> • Student performance and progress as measured by the NY State assessments and the DOE progress report. • Performance and progress for students with disabilities as measured by the NY State assessments and the DOE progress report. • Contents of the Individualized Education Plans and the use of Functional Behavior Assessments to address behavioral and academic issues • Recruit parents to become members of the PTA/SLT and partake in school/district/partner sponsored workshops and events. 							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
<ul style="list-style-type: none"> • Development Issues: <ul style="list-style-type: none"> ○ Consistent parent participation in the SCEP development sessions. ○ Introducing parents to the language of the new school accountability system; priority, focus, etc. schools ○ Limited guidance in how to develop and implement an effective SCEP ○ SCEP template was not available prior to the start of the school year. It became available shortly before the first draft of the SCEP was due. Therefore, there wasn't enough time to allow for extensive community planning and refinement. ○ Frequent changes to the SCEP template; these changes require additional resources (time, money) to adjust to them. • Implementation Issues: <ul style="list-style-type: none"> ○ Lack of financial resources to develop and implement an after-school program to support students whose performance on the NY state assessments was at Level 1/Level 2. ○ Limited CCLS resources available to access and utilize in the development and implementation of at least two CCLS-aligned units of study. ○ Lack of feedback on the contents of the SCEP and its potential positive impact on the GNSS community stakeholders ○ Consistent parent participation in the SLT meetings. 							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
<p>The SCEP goals and their consequent implementation activities/strategies led to an overall increase in the student progress and a decrease in the number of weighted Level 3 – Level 5 incidents as measured by the DOE Progress Report and the VADIR score. GNSS received an A (increase from B) on its DOE progress report and reached a VADIR score of 0.10 (down from 1.01).</p> <p>During the May 2013 School Quality Review, GNSS was issued a <i>Proficient</i> rating – the school was previously issued a <i>Developing</i> rating.</p> <p>GNSS ratings also increased on the 2013 Learning Environment Survey (LES) – all LES categories showed an increase in their score when compared to the 2012 LES.</p>							
Were all the goals within your school's 12-13 SCEP accomplished?			X				
If all the goals were not accomplished, provide an explanation.			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Yes</td> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">No</td> <td style="width: 25%;"></td> </tr> </table>	Yes		No	
Yes		No					

Did the identified activities receive the funding necessary to achieve the corresponding goals?		Yes	X	No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- Development Issues:
 - SCEP template was unavailable at the start of the school year.
 - Template changes required the use of additional resources (time, money) to re-train staff on new format and requirements.
 - Mandate to implement an after-school Expanded Learning Time (ELT) program came 6-weeks after the school year started. Resources allocated to the SCEP development had to be diverted to the development and implementation of the ELT program.
 - School funding flow is based on prior-year student enrollment and not actual enrollment; limited financial resources
 - Consistent parental participation in the SCEP development sessions.
 - Introducing parents to the language of the new teacher accountability system, CCLS – aligned curricula, and DOE specific language, charts and graphs frequently utilized in accountability instruments (progress report, QR, LES) and their lack of translations in languages other than English.
 - Simultaneous introduction of multiple changes to the DOE structure (new teacher accountability system, new curricula, talent-coaches, modified accountability instruments, new SCEP template and format, ELT program, MOSL, Special Ed Reform, etc.) and limited resources (time/money) to monitor their successful implementation

- Implementation Issues
 - As per the Principal's Weekly, regular, ongoing changes to the process by which teachers are being held accountable; issues with the ADVANCE web-portal, changes in observation report template, etc.
 - Mathematics/ELA curricula and their implementation resources are still being delivered/received as of December 2013.
 - Lack of differentiation at the Mathematics/ELA curricula training provided by the DOE; material presented has either been previously covered or does not take into account the teachers' needs and the schools' diverse populations
 - Parent frustration as a result of the multiple curricula changes; as per parents, they're unsure, unclear and unfamiliar as to how to support their child; curricula manuals are unavailable in languages other than English/Spanish (*Mathematics Only*)
 - Consistent parent participation.
 - Format of the SCEP process – SCEP feedback arrives 5-6 months after the start of the school year. Little time left to address/refine the SCEP goals and their consequent implementation interventions/strategies before the school year ends.

List the 13-14 student academic achievement targets for the identified sub-groups.

Targeted Support Groups (TSGs)

- Students who missed 19 or more school days during the 2012-2013 school year (34 students) – 26% of the school body
- Students who received a proficiency rating of 2.75 or higher on the 2013 Mathematics and ELA state assessments
- Students identified as emerging readers as per the Degrees of Reading Power (DRP) assessment
- Students who received a proficiency rating of less than 2 on the 2013 Mathematics and ELA assessments
- Students with disabilities [IEP students]
- Students who are English Language Learners

Academic Achievement Targets

- Continuous improvement in Mathematics and ELA; improvement in student progress for all TSGs as measured by the DOE progress report – Maintain A rating
- Continuous improvement in Mathematics and ELA; improvement in student performance as measured by NYSED – 10% increase per content area in the number of students receiving a performance level of 3 or higher on the NY state assessments

Describe how the school leader(s) will communicate with school staff and the community.

SCEP development team is made up of the parent coordinator, school administrators, teachers, para-professionals, school counselor(s), social worker(s), parents and UFT chapter leader.

Communication Plan

- SCEP Initial Goals are shared with the GNSS stakeholders at the start of the school year.
- SCEP goals are planned, developed, reviewed and refined by the sub-committees of the School Cabinet Team (SCT)
- SCEP contents are disseminated/explained to the content teams by the members of the SCT who also lead/supervise the content teams
- SCEP contents are disseminated/explained to the parents during the PTA/SLT meetings
- SCEP draft is submitted to the network for feedback and guidance.

Describe your theory of action at the core of your school's SCEP.

All community stakeholders (teachers, parents, network, etc.) will practice/demonstrate data-based decision-making when strengthening systems, practices, and understandings which foster a physically and emotionally secure environment that supports every student progressing towards and/or achieving college/career ready standards.

Describe the strategy for executing your theory of action in your school's SCEP.

The School Cabinet Team is made up of sub-committee teams charged with the implementation of the five action goals included in the SCEP.

Goal 1 Sub-Committee: L. Genao (Principal) and F. Purice (Assistant Principal, IA)

Goals 2 & 3 Sub-Committee: B. Marsey (Teacher/Data Specialist), P. Gendron (Special Needs Teacher), D. Lynch (Teacher/UFT Chapter Leader), M. Figueroa (Para-Professional)

Goals 4 & 5 Sub-Committee: K. Reyes (School Counselor), L. Calta (Social Worker) , D. Torrence (Teacher/Dean), B. Glover (Science Teacher), Y. DeLeon (Parent Coordinator)

The SCT meets on a weekly basis to monitor, discuss and refine the instructional activities/strategies developed to support the five annual goals. Meetings take place on Thursday at 3:45PM in the school's library on the second floor.

List the key elements and other unique characteristics of your school's SCEP.

- Demonstrable plan to strengthen questioning and discussion techniques across classrooms so that all students have multiple entry points into challenging content and tasks, demonstrate high levels of thinking, and are cognitively engaged.
- Strengthen teacher team collaborations, provide opportunities for focused professional development and collegial conversations aligned to school goals that improve teacher practice and student learning
- Strengthen systems, practices, and understandings which foster a physically and emotionally secure environment to maximize student learning.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Demonstrable community capacity to ensure a safe and nurturing environment for students that support social, emotional, and academic development. (2012-13 Quality Review)
- Demonstrable community capacity to utilize and implement the Common Core Learning Standards (CCLS) and to provide opportunities for all students to experience CCLS-aligned units of study and rigorous academic tasks. (2012-13 Quality Review)
- Demonstrable community capacity to utilize a variety of assessment tools, consistently across the school, to inform teachers of students' academic needs that will lead to curricula and instructional adjustments that improve learning outcomes for all students (2012-13 Quality Review).
- Demonstrable leadership team capacity to strategically develop and utilize resources, programs, and partnerships (including parents) to support school-wide goals for Social-Emotional Learning and Common Core Standards. (2012-13 Quality Review)

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Continue the work of teacher team collaborations that provide opportunities for focused professional development and collegial conversations aligned to school goals that improve teacher practice and student learning.”

Review Type:	Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	Effective
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	2.3 Systems and structures for school development
2.4 School leader’s use of resources	x
	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 100% of all GNSS teachers will receive feedback and support aligned to designing and implementing various discussion and assessment techniques in order to improve teacher practice and student engagement and learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – Complete a minimum of three (Option #1)/six (Option #2) classroom observations to observe teacher practices across all 22 competencies of the Danielson Framework (SOP 2.5).
2. Activity – All teacher observations and feedback will be inputted into the *Advance* web application; this application supports the evaluation system for the NYC DOE teachers (SOP 2.5).
3. Activity – Both administrators will norm their evaluation and feedback practices in collaboration with the NYC DOE Talent Coach from the Office of Teacher Effectiveness and members of the cabinet team (SOP 2.5).
4. Activity – All teachers will be trained to self-assess their own lesson plans and identify and implement opportunities for assessment, questioning and discussion techniques as per the appropriate Danielson rubrics (SOP 2.5)
5. Activity - Both administrators will participate in monthly professional development sponsored by the network (FHI360) and the Executive Leadership Institute (CSA/ELI) (SOP 2.2 & 2.3).

B. Key personnel and other resources used to implement each strategy/activity

1. Principal (L. Genao) and Assistant Principal (F. Purice) will complete all classroom observations.
2. Principal (L. Genao) and Assistant Principal (F. Purice) will input all comments and feedback into the *Advance* website and meet with teachers to discuss their best practices and areas of growth.
3. DOE Talent Coach will meet with school administrators and members of the School Cabinet Team to discuss and norm practices aligned to the Teacher Effectiveness Rubric.
4. School administrators, in collaboration with teachers and coaches, will design and implement professional development sessions centered on competencies 1e, 3b and 3d.
5. Principal (L. Genao) will attend monthly network meetings centered on various topics aligned to the DOE’s 2013 - 2014 instructional expectations. Assistant Principal (F. Purice) will attend monthly training sessions provided by the CSA’s Executive Leadership Institute and the FHI360 network.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 1.5 point increase in the weighted score of the Learning Environment Survey statement *“School leaders give me regular and helpful feedback about my teaching.”*
2. All teacher observations will include at least two elements of feedback and will track their successful implementation as measured by an increase in the HEDI ratings for affected competencies.
3. By June 2014, sixty percent of GNSS teachers will show an increase in their HEDI ratings for competencies 3b and 3d when compared to their first classroom

observation.

4. By the end of the '13 -'14 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across competencies 1e, 3b, 3d.
5. 1.5 point increase in the weighted score of the Learning Environment Survey statement "*The principal at my school communicates a clear vision for our school.*"

D. Timeline for implementation and completion including start and end dates

1. All teachers will be observed, both formally and informally, a minimum of three/six times per year (on a rolling basis throughout the year), and will engage in end-of-year reflections and assessments.
2. On a rolling basis, notes, comments, feedback and ratings will be inputted into the Advance web application within 72 hours of the classroom observation. Cycle begins September 9th, 2013 and ends on June 20th, 2014.
3. Norming practices with the Talent Coach will take place at least once per trimester.
4. Starting with September 9th, 2013, teachers will receive support/training during weekly content team meetings, monthly staff meetings and the city-wide professional development days. PD support ends on June 20th, 2014.
5. Frequency – monthly - starting with September 9th, 2013; meetings are staggered in order to ensure that one administrator is always in the building. Length of meetings varies from two hours to a full day.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost associated with this activity.
2. No cost associated with this activity.
3. Per-session rate for school cabinet members that are not administrators when norming/debriefing sessions take place after regular school schedule; at most 10 hours.
4. Per-session rate for teachers who receive support outside regular school hours (afternoons/weekends); at most 25 hours.
5. No cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Continue the work of teacher team collaborations that provide opportunities for focused professional development and collegial conversations aligned to school goals that improve teacher practice and student learning."

Review Type:	Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, all mathematics, science and ELA teachers will show fidelity to the CCLS-aligned and NYSED approved mathematics and ELA curricula and measure their

effectiveness via regular content team meetings focused on examining coherent instructional practices across grade levels and analysis of student data in order to identify the teachers' professional development needs and appropriate support strategies for small group instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity - All mathematics and ELA teachers will attend the DOE-provided curricula (CMP3 & CODE X) training sessions (SOP 3.2).
2. Activity - All mathematics and ELA teachers will receive additional curricula support from curriculum developers/experts (SOP 3.2 & 3.3).
3. Activity - All teacher lesson plans contain data-driven interventions specific to groups of students and supportive in aligning the learning activities to the instructional objective(s) (SOP (3.3 & 3.5).
4. Activity - All teachers will make their lesson plans, units of study and pacing calendars available to students, families, colleagues, administrators and visitors (SOP 3.3).
5. Activity - All teachers will utilize various assessment instruments to identify patterns of student learning, use their findings to modify instructional strategies and learning activities, and discuss their work in weekly content-team meetings (SOP 3.3, 3.4, 3.5)

B. Key personnel and other resources used to implement each strategy/activity

1. All mathematics and ELA teachers, assistant principal and data specialist. Substitutes will be necessary when Mathematics and ELA teachers will be out of the building attending the training sessions.
2. Coaches J. Spielman and J. De La Cruz will work with the ELA team. Mathematics team will secure additional services from a Pearson coach starting with January 2014. In addition to the Pearson coach, the mathematics team will attend the yearly CMP3 conference in Michigan.
3. All teachers - teachers will prepare daily lesson plans and are available upon request. The lessons will emphasize student groupings based on data and/or DDIT process.
4. All teachers - lesson plans are available in electronic and hard copy formats; available upon request. Mathematics teachers follow the pacing calendar provided by the DOE. ELA teachers follow their own internal pacing calendar.
5. All teachers - all discussion and assessment instruments are included in the CMP3 and CODE X curricula; the teacher's daily lesson plans will emphasize the appropriate discussion and assessment instruments supportive of the learning activities and instructional objectives. Weekly content-team meetings provide the teachers with a platform to discuss and align their practices.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, all mathematics, science and ELA teachers will show an increase in the HEDI ratings for competencies 1e, 3b, 3c and 3d when compared to their first observation for these competencies.
2. By June 2014, all mathematics, science and ELA teachers will show an increase in the HEDI ratings for competencies 1e, 3b, 3c and 3d when compared to their first observation for these competencies.
3. By June 2014, all mathematics, science and ELA teachers will show an increase in the HEDI rating for competency 3c when compared to their first observation for this competency, an increase in student outcomes as measured by the Scantron Performance Series Window 4 and writing rubrics (Scholastic Codes, Writing Matters, MOSL).
4. By June 2014, all teachers will submit teaching artifacts to be evaluated by administrators as per the new teacher evaluation system. The teaching artifacts will be stored in the teacher's files.
5. All students will demonstrate continuous growth on the science, ELA and mathematics state assessments as measured by the DOE progress report and a 10% increase per content area in the number of students scoring a Level 3 or better on the state assessments.

D. Timeline for implementation and completion including start and end dates

1. September 2013 - June 2014; four times during the school year for both science, math and ELA teachers
2. September 2013 - June 2014; ELA and science teachers receive weekly coaching sessions; mathematics teachers will receive three full-day coaching sessions during the second and third trimesters. Registration costs associated with the CMP3 conference.
3. September 2013 - June 2014; daily
4. September 2013 - June 2014; pacing calendar available at the start of the year; unit plans available every 3-5 weeks
5. September 2013 - June 2014; daily

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Cost related to the use of substitute teachers when teachers attend training.
2. Cost related to coaches and substitute teachers.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Strengthen questioning and discussion techniques across classrooms so that all students have multiple entry points into challenging content and tasks, demonstrate high levels of thinking, and are cognitively engaged."

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	Effective
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all teachers will show ability to differentiate and make strategic instructional moves in order to ensure that all students are engaged in learning activities that support CCLS-aligned instructional objectives and mastery of these objectives is refined and assessed via various questioning and assessment techniques.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – Teachers will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work/results (SOP 4.5)
2. Activity – Teachers will design and implement a minimum of two data-driven instructional interventions (DDIT) based on analysis of students work (SOP 4.5).
3. Activity – Teachers will write a minimum of two reflections to address the efficacy of their data-driven instructional interventions. These reflections will be shared with the school's administrators and content-team colleagues (SOP 4.5).
4. Activity – The school's Data Specialist in collaboration with the administrative team will monitor the students' overall performance on internal assessments and determine if the students' performance is on track to be rated proficient on the next ELA/Mathematics state assessment (SOP 4.2).
5. Activity – Teachers will use instructional practices and strategies that promote student engagement and inquiry and are aligned to the students' needs (socio-emotional, cognitive, ELL, etc.) and the CCLS curriculum (SOP 4.2 & 4.3).
6. Activity – All students identified as emerging readers (as per DRP and Wilson assessments) will receive additional support designed to increase their phonemic awareness and reading fluency. (SOP 4.2)

7. Activity – All sixth grade students will receive one period of Word Generation instruction in each one of their content areas in order to increase their exposure to academic vocabulary, strengthen their classroom discussion skills, and improve their writing (SOP 4.2).
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Mathematics and ELA teachers will use the following assessments to track continuous improvement in student performance: Scantron Performance Series, Degrees of Reading Power (DRP), curricular assessments. Assessment results will be compiled and organized by content-team leaders and then distributed to individual ICT teacher teams. Teachers will review results during content-team meetings and their professional periods. 2. Before using the Data Driven Instructional Tool (DDIT), all mathematics and ELA teachers will meet with the administrative team to determine the efficacy of their analysis. Upon approval, the teachers will use the DDIT to design their interventions. After receiving peer feedback, the teachers will implement and monitor the effectiveness of their intervention. Teachers can complete their DDIT in writing or electronically. 3. At the end of the intervention cycle (end of DDIT), mathematics/ELA teachers will complete the self-reflection segment of the DDIT. Upon completion of this segment, the teachers will present their findings and reflections to their peers and administrators via a school-based protocol during content-team meetings. 4. Data Specialist (B. Marsey) and school administrators. 5. All teachers will work with coaches and the administrative team to strengthen their ability to promote student engagement and inquiry. Both, the Mathematics and ELA curricula support student engagement by making use of investigations aligned to real-life applications, high interest fiction/non-fiction reading, etc. Teachers will receive support on how to launch units of study, promote their contents and assess the students' ability to identify and master and their academic content. 6. The Spanish/ESL teacher, speech pathologist and one general education teachers have received reading-recovery training. These three individuals will run the Wilson/Just Words reading-recovery program using the appropriate curricular materials. 7. Sixth grade ICT teachers have been trained to run the Word Generation curriculum. Every 6th grade student received a consumable Word Generation workbook.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Overall net increase in the students' grade level equivalent for both ELA and mathematics as measured by the Scantron Performance Series. 2. Mathematics and ELA teachers will construct interventions for the following three groups of students: on-track to be <i>Proficient</i> on the next ELA/Math state assessment, on-track to be <i>Basic Proficient</i> on the next ELA/Math state assessment, and students with disabilities. Interventions will be documented using the Data-Driven Instructional Tool (DDIT). 3. Mathematics and ELA teachers will implement at least one strategy employed by their peers and proven to be successful. Interventions will be documented in the teachers' lesson plans. 4. The data specialist and the administrative team will conduct an analysis of the results of the internal assessments as compared to the external assessments (State Assessment Results) to evaluate the alignment between the internal and external assessment data. 5. Sixty percent of GNSS teachers will show an increase in their HEDI rating for competency 3c. 6. By June 2014, all students enrolled in the Wilson/Just Words program will show a 20% increase in their DRP score as measured by the DRP assessment. 7. By June 2014, all sixth grade students will demonstrate 75% or better retention rate of academic vocabulary as measured by internal assessment instrument aligned to the Word Generation curriculum.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. As per the '13-'14 assessment schedule. The teachers will begin analyzing the assessment results at the first content-team meeting upon administering and scoring the assessment. Analysis of results must be completed by the second content-team meeting upon administering and scoring the assessment. 2. The DDIT process begins at the second content-team meeting upon administering and scoring the assessment and ends by the start of the third period. The implementation of the data-driven intervention will begin within three weeks of the assessment administration and will last at most four weeks. 3. Seven weeks after administering/scoring an assessment, teachers will present the outcomes of their interventions to their content-team members and school administrators. Team members will have four weeks to incorporate successful interventions into their practice and document its implementation via lesson plans and observations as a strategy for differentiation. 4. Data specialist will export, tabulate and organize assessment results within 72 hours of assessment administration. School administrators analyze assessment results within 24 hours of receiving results from data specialist. 5. Weekly content-team meetings starting with the week of September 9th, 2013. Meetings will end during the week of June 9th, 2014. 6. September 16th, 2013 – June 16th, 2014 7. October 7th, 2013 – June 16th, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No cost associated with this activity. 2. No cost associated with this activity.

3. No cost associated with this activity.
4. Per-session rate for work completed after regular school hours; applies primarily to the data-specialist (teacher);
5. Per session planning time for content team facilitators.
6. No cost associated with this activity.
7. Per-session rate for work completed after regular school hours; applies primarily to the Word-Generation teachers scoring interim assessments; up to 5 hours per teacher x 2 teachers.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"At my school, there are conflicts based on differences (race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight)."

Review Type:	Learning Environment Survey	Year:	2013	Page Number:	11, 18	HEDI Rating:	n/a
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

x	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
x	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, GNSS will reduce the number of incidents that lead to principal's and superintendent's suspensions by promoting restorative interventions that help students reflect on their actions, address the underlying factors that lead to inappropriate behaviors, improve their communication and social skills, and strengthen systems, practices, and understandings which foster a physically and emotionally secure environment in which everyone can focus on student learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – Wellness and grade-level teams will meet on a weekly basis to monitor the performance of students identified as *at-risk* (SOP 5.2).
2. Activity – Grade-level teams will complete Functional Behavior Assessments and Behavior Intervention Plans for students whose behavior, socio-emotional health, and/or academic performance hinders their own and/or their peers' performance in school (SOP 5.2).
3. Activity – All students will participate in activities that promote healthy social and emotional strategies adapted and/or developed by GNSS teachers as advisors and our community partners – Princeton Blairstown Center (PBC) and Global Kids (GK) (SOP 5.3).
4. Activity – Use of Global Events - initiative designed to curb lateness/absenteeism, reduce the number of disciplinary incidents and promote academic performance - to introduce students to cultural and sporting events, allow students to partake in activities relevant to their interests (movies, amusement parks, bowling, etc.) and self-advocate for opportunities of redemption (demonstrate observable adherence to community norms known as Global Norms) (SOP 5.5).

<p>5. Activity – Promote conflict resolution via a peer mediation program and the regular use of a school-based, collaborative problem-solving mediation protocol (SOP 5.3 & 5.4)</p> <p>6. Activity- Launch targeted individual counseling for chronically absent and highly at risk students (SOP 5.2).</p> <p>7. Activity – Provide staff with training on how to identify and respond to socio-emotional challenges for at-risk students (SOP 5.3).</p>
<p>B. Key personnel and other resources used to implement each strategy/activity</p> <p>1. Wellness team members (School Counselor, PBC Social Worker, PBC Social Work Intern, SAPIS Counselor, Global Kids - 21st Century Director) and grade-level team representatives (F. Purice, Bmarsey and L. Genao) will work together to share information, collect, review and analyze data. The following data streams will be utilized: HSST/STARS, ATS, Jupiter Gradebook, Jupiter Incident Referrals, ARIS, L2PRT, Scantron Performance Series, DRP, Schoolnet, Phone Call Logs, Anecdotal Evidence).</p> <p>2. All teachers, wellness team members and school administrators will come together to complete a student’s Functional Behavior Assessment and consequent Behavior Intervention Plan. If deemed necessary, school officials will seek support from network specialist(s), consultants and school psychologist.</p> <p>3. Most teachers and two members of the wellness team (School Counselor and SAPIS Counselor) will conduct at least one advisory session per week. PBC representatives, Lynn Calta and Tamar Zango, will teach the PBC curriculum and promote healthy socio-emotional skills/habits during regular school hours. Global Kids representatives will embed their curriculum into the school day on Mondays and Tuesdays and into the after-school ELT program.</p> <p>4. All teachers and school cabinet team. All GNSS staff has the ability to recognize and document student-initiated opportunities for redemption via the Jupiter web portal. Global Norms are posted in all classrooms and are included in the student planners.</p> <p>5. Wellness team members, Global Kids (GK), Princeton Blairstown Center (PBC) and school administrators.</p> <p>6. Wellness team members and PBC.</p> <p>7. Network/PBC/GK and outside consultants – services secured by the school principal.</p>
<p>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <p>1. By June 2014, GNSS will show a 10% decrease in the number of incidents as measured by the OORS web application.</p> <p>2. By June 2014, any student who accumulates at least seven, teacher reported, disciplinary write-ups per trimester for moderate to severe infractions and/or have a disability that hinders the student’s own academic performance and/or that of his peers will have undergo a Functional Behavior Assessment and a consequent Behavior Intervention Plan.</p> <p>3. By June 2014, GNSS will show a 1.5 point increase in the weighted score of the Learning Environment Survey statement, “<i>Most students at my school treat each other with respect.</i>”</p> <p>4. By June 2014, GNSS will show a 2-points increase in the weighted score of the Learning Environment Survey statement “<i>At my school there are conflicts based on differences (race, color, creed, ethnicity, national origin, etc.)</i>” and a 20% decrease in Level 4 incidents.</p> <p>5. By June 2014, GNSS will show a 1.5-point increase in the weighted score of the Learning Environment Survey statement “<i>At my school students get into physical fights.</i>” By promoting mediation as a means to reduce conflict, we’re expecting an overall decrease in physical altercations between students/Level 4 incidents.</p> <p>6. By June 2014, 30% average increase in the annual attendance of those students identified as <i>at-risk</i> due to their attendance (these students have an average annual attendance of 80%; on average they missed 36 school days.)</p> <p>7. By June 2014, GNSS staff will participate in at least three training sessions centered on healthy middle school socio-emotional behaviors and socio-emotional challenges for at-risk students.</p>
<p>D. Timeline for implementation and completion including start and end dates</p> <p>1. September 2013 – June 2014; Monthly, interim checks performed by members of school cabinet team (also members of wellness and administrative teams).</p> <p>2. September 2013 – June 2014; Rolling basis – as need arises. Weekly checks completed by members of the grade-level teams. FBAs are to be completed within 10 school days. The consequent BIPs should be finalized and implemented within 5-10 schools days after completing the FBAs.</p> <p>3. September 2013 – June 2014; Weekly advisory, PBC and Global Kids classes led by teachers and partner representatives.</p> <p>4. September 2013 – June2014; Monthly events; wellness team members will organize and execute these events in collaboration with school administration and grade-level team representatives.</p> <p>5. November 2013 – June 2014; Frequency: as needed.</p> <p>6. Review and implementation of GNSS Mediations protocol November 2013 – June 2014; Launch of peer mediation in January 2014; Frequency: as needed.</p> <p>7. September 2013 – June 2014; Frequency – one training session per trimester.</p>
<p>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <p>1. No cost associated with this activity.</p> <p>2. No cost associated with this activity.</p>

3. Cost of PBC and Global Kids contracts.
4. Costs associated with: transpiration, tickets to cultural/sporting events, food for staff and students, per session for teachers if events take place after regular school hours (at most 2 hours per teacher), etc.
5. No cost associated with this activity.
6. Cost of PBC (collaborative problem solving) and Global Kids (peer mediation/collaborative problem solving) contracts.
7. Consulting Costs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

XX	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
XX	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"At my school, there are conflicts based on differences (race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability or weight)."

Review Type:	Learning Environment Survey	Year:	2013	Page Number:	11, 18	HEDI Rating:	n/a
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment	x	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

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

By June 2014, the GNSS community will increase family engagement by having at least 50% of parents actively involved in checking their child's academic and behavioral performance at least once per week via the web-based Jupiter gradebook/portal as measured by website traffic statistics.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – Support students to lead the bi-annual family conferences as a mechanism to promote student achievement and accountability (SOP 6.3 & 6.5).
2. Activity – Maintain accurate, web-based gradebooks accessible to students and parents and allow for electronic communication between home and school (6.3 & 6.5).
3. Activity – The parent coordinator & select Global staff will promote and provide training for the use of ARIS Link & Jupiter Gradebook – web-based portals that inform parents/guardians of their child's classroom and state assessment performance – in addition to monthly workshops centered on parenting skills, community affairs, etc (SOP 6.2, 6.3, 6.5).
4. Activity – The school cabinet team will actively seek parental input when attempting to identify and implement solutions to school based needs as identified in various assessment instruments (Learning Environment Survey, DOE Progress Report, Quality Review, etc.) (SOP 6.2, 6.3, 6.5)
5. Activity – As per the parents' request, the school cabinet team in collaboration with affiliated non-profits Global Kids and Princeton-Blairstown Center will train students to promote solutions and interventions to school-based needs by establishing a peer mediation program and an advisory-based youth council (SOP 6.2 & 6.5)

B. Key personnel and other resources used to implement each strategy/activity

- 90% of teachers, school counselor and the SAPIS counselor will be assigned an advisory group. Advisory are allowed do develop and implement their own curriculum, adapt the West Virginia schools curriculum, and/or collaborate with peers/partners to construct activities that promote healthy socio-emotional behaviors/actions. Family led conferences require students to reflect on their own performance and write SMART goals aligned with their areas of need. Resources for the family conferences are available on the school portal.
- All teachers – teachers update their gradebook on a weekly basis; students (and their parents) have access to their grades, missing/completed assignments, referrals, due dates, etc. Web portal allows students and parents to contact each other via email. Parents can enable alerts such as: *missing work, late to class, incident referral, etc.*
- Parent Coordinator in collaboration with PTA/SLT members will schedule and organize parent workshops. Events will take place in the evenings, after 5:30PM.
- All members of the school cabinet team and the parent members of the school leadership team (SLT) will meet on a monthly basis to discuss GNSS state of affairs.
- School administrators and the school counselor in collaboration with affiliated non-profits Global Kids and Princeton-Blairstown.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- By June 2014, 60% of parents completing the Learning Environment Survey will rate family conferences as one of their preferred media for receiving information about their child’s overall performance in school.
- By June 2014, 100% of students and 80% of GNSS parents will have an active Jupiter account as measured by the Usage Stats report.
- By June 2014, at least four parent workshops will register an attendance rate of 15 or more parents per workshop as measured by sign-in sheets.
- By June 2014, the school cabinet team will implement at least two parent-recommended solutions to a GNSS area of growth identified in the Learning Environment Survey and/or was brought up at the monthly PTA meetings. Interventions will be documented in the SCEP and/or parent newsletter.
- By June 2014, the school cabinet team in collaboration with the student body representative will have established a peer mediation program and executed at least two campaigns promoting respect and attendance as measured by a 2-point increase in the weighted score of the Learning Environment Survey statement “*Most students at my school treat adults with respect.*”

D. Timeline for implementation and completion including start and end dates

- Fall and Spring Family Conferences.
- September 2013 to June 2014. Additional resources – ensure that parents have access to technology.
- September 2013 to June 2014; Frequency: Monthly
- September 2013 to June 2014; PTA/SLT – Monthly; School Cabinet Team – Weekly
- January 2014 to June 2014; Frequency – Weekly

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- No cost associated with this activity.
- Cost of 21 licenses at \$45 per license.
- Cost of refreshments for parents.
- No cost associated with this activity.
- Cost of refreshments for students/staff working with students. PBC and GK Contracts.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	xx	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By September 2014, GNSS will show a 20% (30 students) increase in the number of students scoring a Level 3 or higher on the Math/ELA state assessments as measured by the NYC DOE progress report.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Small Group Instruction
2. Wilson Reading System
3. Wilson Just Words
4. Socio-Emotional Learning
5. Technology (Video game design, typing & basic word processing skills)
6. Counseling
7. Chorus

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Math, ELA & Science content teachers.
2. Speech Pathologist and Wilson Trained Teachers
3. Just Words trained teachers
4. CBO – Global Kids & PBC
5. Global Kids (CBO) and Science Teacher
6. School Counselor, Social Worker and Social Worker Intern
7. Music Teacher

C. Identify the target population to be served by the ELT program.

1. L1 – L4 student performance on the NYSED Math & ELA assessments
2. L1 performance students, ELL students (recent arrivals to the US), and students with a DRP score of less than 45
3. L1 performance students, ELL students, and students with a DRP score of less than 45
4. Sixth, seventh, and eight grade students
5. Sixth, seventh and eight grade students
6. Sixth, seventh and eight grade students
7. Sixth, seventh and eight grade students

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 st Century	Tax Levy	X	Title I SWP	Title I TA	Title I PF	C4E
	Title III	Title I SIG		PTA Funded	Grants	In Kind	

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Global Kids (GK) – *“works to ensure that urban youth have the knowledge, skills, experiences and values they need to succeed in school, participate effectively in the democratic process, and achieve leadership in their communities and on the global stage.”*

GK Involvement

- socio-emotional learning; structured activities with built-in debrief/reflection protocols
- technology training – design and construct video games
- trips to various local institutions; trips aligned to the needs of the GK curricula

Princeton Blairstown Center (PBC) – *“In response to the deep racial, socioeconomic, and educational inequities of our broader*

society, the Princeton-Blairstown Center delivers experiential and adventure-based programming, first and foremost to underserved urban youth, that opens all participants to expanded possibilities for themselves in relationship to their world and their futures.”

PBC Involvement

- weekly sessions based on socio-emotional and experiential curricula
- counseling for at-risk students; 1:1 and small group sessions
- overnight camping trips; twice per year with students (Fall & Spring) and one overnight parent trip; trips support the PBC curriculum

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

GK & PBC are embedded into the school day and the ELT program. Both CBOs provide our students with socio-emotional, conflict resolution, experiential and leadership training. The CBOs supplement the academic component of our ELT program, provided by GNSS staff.

GK – available on Monday, Tuesday during the regular school day and the ELT program

PBC – available Monday – Friday; classes and counseling sessions are embedded into the school day

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

GNSS staff (Math, Science and ELA teachers) provide students with academic and enrichment activities. The Wellness team (CBOs and school counselor) provide students with socio-emotional support while meeting the counseling needs as indicated in the students' IEPs and/or as identified by the school community.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Program Components

8th Grade – ELA, Mathematics, Science/STEM, Counseling (upon request), Chorus

7th Grade – ELA, Mathematics, Chorus, Counseling (upon request), Peer Mediation

6th Grade – ELA, Mathematics, Technology, Art, Chorus, Leadership, Global Kids curriculum, PBC curriculum, Counseling, Peer Mediation

ELA, Mathematics & Science Materials/Resources

- Finish Line Reading
- Finish Line Mathematics
- Teacher Constructed
- Adapted from Urban Advantage
- AMNH provided
- BrainPop, Math IXL, LearnBop
- Digital Projectors, Elmos, Calculators, ChromeBooks
- Computer Labs
- Etc.

Global Kids and Princeton Blairstown Curricula

- available upon request

C. Describe how the ELT program will address the unique learning needs and interests of all students.

ELT support options:

- *L1 Performance students, emerging readers (recent arrivals to the US) and students with a DRP score of less than 45 receive support with:*
 - o phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension
 - o spelling and handwriting
 - o study of word structure through the six syllable types in English and the most common Latin roots
 - o decoding application with phrasing for meaning
 - o automatic reading and spelling of the first 250 most frequently used words from Edward Fry's List of High Frequency Words as well as additional high frequency words
 - o typing and word processing skills
- *L2 & L3 Performance Students*
 - o STEM enrichment activities provided by Science teacher and GK during AIS and ELT
 - o Math & ELA test preparation via Finish Line Reading and Mathematics curricula
 - o Regular assessment of academic growth via Scantron Performance Series and teacher constructed assessment

<ul style="list-style-type: none"> opportunities <ul style="list-style-type: none"> o Chorus w/ music teacher o Portfolio Support for students applying to performing arts high schools - <i>At-risk students (low attendance, poor academic performance and/or large number of discipline referrals)</i> <ul style="list-style-type: none"> o Socio-emotional learning activities via GK o 1:1 and Small Group counseling sessions via PBC o 1:1 and Small Group counseling sessions via school counselor o Video Game Design, Construction and Public Presentation via GK o Chorus w/ music teacher 			
D. Are the additional hours mandatory or voluntary?	X	Mandatory	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.			
<p>AIS/Extended day programming is mandatory for 98% of student body with approximately 100 of 150 students (66%) of students enrolled to attend for the entire combined period of AIS and ELT. ELT is primarily focused on those students not making adequate progress and/or achievement, and especially targeting the incoming sixth grade as a pilot cohort so that we may develop program and enroll a greater percentage of our students in the future. All Programmed students are involved in six additional hours of instruction weekly for 35 weeks.</p>			
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.			
<p>GNSS works in collaboration with its CBO partners and related service providers to ensure that all students receive appropriate socio-emotional support as described in the students' IEPs. CBO representatives meet with the school counselor on a weekly basis to discuss/review attendance, the student counseling schedule, counseling needs, and plan grade-level and school wide events that promote attendance, positive behaviors and healthy socio-emotional behaviors.</p> <p>CBO and GNSS staff are available during the ELT program to provide individual and small group counseling, help with conflict resolution, and engage students in learning activities that promote healthy socio-emotional behaviors.</p>			
G. Are you using an ELT provider procured using the MTAC process?	X	Yes	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.			
<ul style="list-style-type: none"> - Classroom Observations - Interim Assessments - Scantron Performance Series (GLE & Lexile Score changes) - DRP Assessments – provide students with an opportunity to graduate from the Wilson/Just Words Programs - Improved attendance for students identified at-risk due to their low attendance rate - Decrease in the number of disciplinary referrals for those students identified at-risk due to behavioral issues 			

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<ol style="list-style-type: none"> 1. Wilson Reading 2. Just Words 3. Finish Line – Reading for the Common Core 4. Code X Instructional Routines (1-10) 5. Writing Matters 6. Performance Series Assessment 7. Word Generation 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 4. Small Group & Whole Class 5. Small Group & Whole Class 6. Individual 7. Whole Class 	<ol style="list-style-type: none"> 1. Regular School Day, AIS & ELT 2. Regular School Day, AIS & ELT 3. AIS & ELT 4. Regular School Day 5. Regular School Day 6. Once per trimester 7. Regular School Day
Mathematics	<ol style="list-style-type: none"> 1. CCLS Supplemental Resources 2. Finish Line – Mathematics 3. Saturday Support 4. AIS & ELT 5. CMP3 Instructional Routines 6. Performance Series Assessment 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Small Group 4. Small Group 5. Whole Class 6. Individual 	<ol style="list-style-type: none"> 1. Regular School Day, AIS & ELT 2. AIS & ELT 3. Saturday Mornings 4. Monday – Thursday 5. Regular School Day 6. Once per trimester
Science	<ol style="list-style-type: none"> 1. Web & DVD Instructional Videos 2. AMNH Student Teachers 3. ELT Science 	<ol style="list-style-type: none"> 1. Individual & Small Group 2. Individual, Small Group & Whole Class 3. Small Group 	<ol style="list-style-type: none"> 1. Regular School Day & Weekends 2. Monday – Thursday 3. Monday
Social Studies	<ol style="list-style-type: none"> 1. Writing Matters 2. Code X Instructional Routines (1-10) 	<ol style="list-style-type: none"> 1. Small Group & Whole Class 2. Small Group & Whole Class 	<ol style="list-style-type: none"> 1. Regular School Day 2. Regular School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Full Time Counselor 2. Full Time Social Worker 3. Part Time Social Worker Intern 4. Related Service Provider 5. Global Kids (CBO) – Student Leadership & Conflict Mediation 	<ol style="list-style-type: none"> 1. Small Group, 1:1 2. Small Group, 1:1, Whole Class 3. Small Group, 1:1 4. Individual 5. Small Group, 1:1 	<ol style="list-style-type: none"> 1. Regular School Day, AIS, ELT 2. Regular School Day, AIS, ELT 3. Regular School Day, AIS, ELT 4. Regular School Day 5. Regular School Day, AIS, ELT

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment:

- Word of mouth, Open-Market, New Teacher Finder, AMNH, City College, colleague recommendations, and administrator referrals

Retention:

- all staff is provided with professional development opportunities; these opportunities are based on school needs and the teachers' self-identified needs
- all staff is provided with collaborative planning sessions; staff members are encouraged to collaborate when designing unit and lesson plans, plan various assessments, etc.
- all staff is encouraged to take on leadership roles – run content/grade level team meetings, plan and lead PD sessions for their peers, etc.
- all staff are provided with opportunities to take on additional responsibilities (before and after school) – bus arrival, morning procedures, after-school programming, Saturday schools, etc.
- coaches and school administrators are available to work with staff 1:1 and small group; various topics – classroom management & routines, planning effective lesson plans, assessment and questioning techniques, etc.

Assignments

- based on school needs, teachers' license and content expertise
- Circular 6 Options

Support

- all staff is provided with professional development opportunities; these opportunities are based on school needs and the teachers' self-identified needs
- all staff is provided with collaborative planning sessions; staff members are encouraged to collaborate when designing unit and lesson plans, plan various assessments, etc.
- all staff is encouraged to take on leadership roles – run content/grade level team meetings, plan and lead PD sessions for their peers, etc.
- all staff are provided with opportunities to take on additional responsibilities (before and after school) – bus arrival, morning procedures, after-school programming, Saturday schools, etc.
- coaches and school administrators are available to work with staff 1:1 and small group; various topics – classroom management & routines, planning effective lesson plans, assessment and questioning techniques, etc.
- all new teachers are assigned a mentor (fellow department member or the UFT chapter leader).

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Strategies:

- Citywide Professional Development at Scholastic Code X and CMP3 Pearson training sites; both curricula are rooted in the Common Core State Standards
- MSQI sponsored training: Wilson, Just Words, Use of DRP assessment, etc.
- Urban Advantage sponsored training for science teachers
- American Museum of National History (AMNH) sponsored training for science teachers

- Support for paraprofessionals is provided by the School Cabinet Team, network and district staff
- Administrators (Principal & AP) receive support via the network (FHI360), Executive Leadership Institute (CSA – ELI), Urban Advantage, NYC DOE webinars, NYSED presentations and webinars, school visitations, consultants and coaches
- Teachers receive support from the network, administrators, coaches and consultants; 1:1, small group and whole staff sessions

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title 1 SWP school all funds are allocated and aligned to support the SCEP Goals, all students are monitored and supported to achieve success in attainment of these goals.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

School decisions are made via the School Cabinet Team (comprised of administrators, teachers, para-professionals, parent coordinator and school counselor). The SCT reviews assessment options and makes recommendations to the content teams. Content team members review Cabinet recommendations and make the final selections. Teachers receive support during content team meetings; support is provided by the school’s AP, data specialist and consultants. When necessary, teachers observe webinars and/or attend off-site training sessions.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 04	Borough Manhattan	School Number 381
School Name Global Neighborhood Secondary School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Luis M. Genao	Assistant Principal Florin Purice
Coach	Coach Michelle Robles
ESL Teacher Berquis Arias	Guidance Counselor Kassandra Reyes
Teacher/Subject Area Pierre Gendron, ELA Special Ed	Parent Ivory Golden
Teacher/Subject Area Dejah Lynch, Math/Spec Ed	Parent Coordinator Yajaira De Leon
Related Service Provider M. Goldstein/Speech	Other Bryan Glover, teacher Science
Network Leader(Only if working with the LAP team)	Other Lillian Perez-Rivera, Secty

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	152	Total number of ELLs	29	ELLs as share of total student population (%)	19.08%
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Part II: 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														
Push-In								2						2
Discrete ESL class							1	1	1					3
Total	0	0	0	0	0	0	1	3	1	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	5
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	3	13	8		8	5		5	29
Total	16	3	13	8	0	8	5	0	5	29

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	4	4					17
Chinese								1						1
Russian														0
Bengali								1						1
Urdu								1						1
Arabic							1	2	2					5
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	10	13	6	0	0	0	0	29

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							4	6	1					11

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	3						4
Advanced (A)							5	4	4					13
Total	0	0	0	0	0	0	10	13	5	0	0	0	0	28

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8				8
7	5	3			8
8	3	1			4
NYSAA Bilingual (SWD)					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	6		1		1				8
7	4		2		3		1		10
8	3		1		1				5
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All students at GNSS, including ELLs, have their reading comprehension level mapped via a universal screen-- Degrees of Reading Power (DRP) -- allowing teachers to identify those in need of specific and intensive reading supports. 100% of students who fall into the above category (scoring below a forty-five point threshold on the reading comprehension screen) also participate in a secondary reading diagnostic – a strategic running record conducted by a trained staff member (using Wilson's Word Identification and Spelling Test [WIST] and/or Wilson Test of Silent Word Reading Fluency [TOSWRF]) – to determine the specific cause(s) of the academic deficiency. All students who do not meet the assessment threshold point will receive appropriate academic intervention services; overall progress is monitored via the DRP three times a year. Through this process it was confirmed that Wilson was an appropriate and effective intervention for Arabic speaking newly arrived ELLs (especially for our Arabic students), while Wilson Just Words was an appropriate and effective strategy for our intermediate to advanced ELLs and even for our FELLs. It should be noted that 100% of ELL and FELLs that were involved in Wilson/Just Words intervention made notable progress based on DRP data (23 points of growth) as well as documented growth on authentic work based on portfolios reviewed during the 2012-13 School Quality Review.

In addition all ELL students participate in baseline assessments in ELA, Math, Social Studies and Science along with the rest of the school. All teachers are provided with professional development that will enable them to expand and deepen the use of explicit programs and/or reading strategies for complex non-fiction text with a focus on SWD and ELLs (i.e. UDL; Word Generation program; Scholastic CodeX; Connected Math; Texts and Lessons; Daniels & Steineke, 2011): effectiveness and fidelity to the implementation of strategies is reviewed and supported through frequent informal and formal observations, PLC dialogue, and Learning Walks. 100% of teachers participate in weekly Grade Level and Department Team meetings to examine student work in order to align curriculum and instruction to common core learning standards and support increased literacy instruction across the all content areas. 100% of students complete academic SMART plans (based upon Common Core alignment) that are updated each marking period - resulting in a completed June document that tracks progress over the course of the school year. The 100% goal is inclusive of ELL's.

Data is used to drive instruction in all classrooms and for all students. The first interim assessments and running records are conducted prior to early October. This is followed by on-going assessments; most notably collaborative review of common core task and assignments in all core areas. Content and Grade Level Teams review individual student progress supported by School Cabinet, including the Lead ESL Teacher. Through her work with the Cabinet, the administration and teacher teams, the ESL Teacher shares her expertise and ensures an appropriate focus on the ELL population in professional development and organizational meetings: specifically through a data-based inquiry process (examining/sharing NYSESLAT scores, School Rubrics , Student Work, and other diagnostic assessments) the school has developed flexible, intensive and well defined small group interventions strategies for ELLs and all students. Thus, goals are set for each and every student, including ELLs based on data collected and collaboratively reviewed..

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All students progress, as noted by increases in the DRP and in the NYSESLAT; most of the students had significant growth, missing proficiency by just one modality. The Lead ESL Teacher also reviews Mid-trimester and Trimester Data and advises administration, School Cabinet and teacher teams accordingly. In this manner the ESL Teacher shares her expertise and ensures an appropriate focus on the ELL population in professional development meetings: specifically by examining/sharing data (NYSESLAT, DRP, other diagnostic assessments , and authentic student work products) and discussing and sharing intervention strategies. Thus, goals are set for each ELL student based on this data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NYSESLAT, NYSED and DRP data revealed that the school has 35% of students reading below the 3rd grade level and in need of intensive reading and literacy support. Individual student needs are complex and often multifold; including eclectic mixes of phonemic awareness, academic vocabulary, reading fluencing, and reading comprehension. Phonemic awareness is a particular need

of our Arabic-speaking ELLs who do not have a great deal of experience with or understanding of the English Language or Latin Alphabet. Given this data, GNSS implemented Wilson and Wilson Just Words . Wilson addresses all five fundamental areas of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) , with an emphasis on systematic phonics and study of word structure. It also incorporates spelling and handwriting in an integrated approach. Fundamentally, the Wilson program directly addresses the needs of our Arabic-speaking ELLs from vowel sounds and alphabet to reading comprehension. Wilson Just Words is a supplemental word study program with an emphasis on phonemic awareness, word study, phonics and spelling and we have found it particularly helpful in addressing the needs of our non-beginning ELLs and FELLs.

4. For each program, answer the following:
 - a. 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?

Two of the school's long term goals are to increase teacher's instructional capacity to elevate rigor in instruction and to focus on literacy development for all students. The school is in its third year of the Middle School Quality Initiative (MSQI). Data from the first year's assessments, raised faculty awareness that 37% of their students were reading independently at a first or second grade level. This led to fully opting in to "Wilson" and "Just Words" and recognizing the need for a comprehensive approach to improve reading comprehension. The running records and other assessments used in year one, also surfaced areas of need for English Language Learners (ELLs): specifically in phonemic awareness (especially in vowels for our Arabic speaking students) and vocabulary, areas which were well targeted by these programs. In addition, the school partners with "Writing Matters" for support in aligning curricula to the Common Core Learning Standards, coaching teachers to improve instruction, and engaging students in the writing process through technology. Based on Degrees of Reading Power (DRP) results from October 2012 to May 2013, the majority of students enrolled in either of the two programs, have moved up at least one quartile and increases in students reaching quartile 4. It should be noted that every GNSS ELL student and many of our FELLs were enrolled in these two programs, and ELLs as a group increased their reading and writing scores 23 points on average, thus, resulting in improved student work products.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

The Lead ESL Teacher is a member of the School Cabinet and the ELA/Humanities Team and is the push-in ESL/ELA teacher for 7th grade--the grade which contains the highest percentage of ELLs. In this capacity she is required to review State, City and School Data and advise administration, School Cabinet and teacher teams accordingly. The ESL Teacher shares her expertise and ensures 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, based on this data and our understanding of the child, goals are set and appropriate interventions are designed and/or adapted--especially in terms of instruction and flexible groupings that support ELLs. All content area teachers are aware of the diverse levels of English proficiency and therefore, they differentiate their lessons and scaffold the learning tasks. For ELA and Math, these types of differentiation are embedded in their curricula which have a heavy focus in literacy as per CCLS, and have been constructed in alignment with Universal Design for Learning guidelines (Connected Mathematics Program 3 and Scholastic CodeX). In Science, there is an ESL station which provides the necessary tools for helping in understanding learning tasks such as content glossaries and computer stations.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Success of the program is defined by increases in student outcomes in English Language Arts and Mathematics as measured by AMAO, NYCDOE Progress Report, NY ELA Standardized test and GNSS Periodic Assessments (most notably the DRP).

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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. 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.

GNSS 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

On the day of registration, the ESL teacher sets up an orientation meeting and makes sure that all forms are filled out. Upon administering the LAB-R and scoring it and if a student is entitled for services, the ESL teacher sends home an entitlement letter in the parent's preferred language alerting them of the score and the need of services for their child. A copy is placed in the student's cumulative file, another one in the ESL teacher's binder, and a copy in the Main Office's binder.
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.

The ELL identification, parent orientation and program placement will take place within ten days of enrollment. During this time, a licensed pedagogue will interview student and LAB-R if necessary. After teacher hands-scores and verifies that the student is classified as an ELL, a placement letter is sent home in his/her native language. At the beginning of the school year, the ESL teacher reviews the scores of the NYSESLAT and if necessary, sends home a continuing letter printed in the school's letterhead and in the parent' identified native language. Likewise, if the student scored a proficient, then a non-continuing letter is sent home in the same manner. All forms are kept as follow: a copy is placed in the student's cumulative file, another in the office's file, and a third is kept in the ESL's teacher's binder. 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 parents select a Bilingual program, we will proceed as requested per CR part 154 and open a TBE program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered every Spring to all ELLs. The test coordinator meets with the team and assigns teachers to administer the test. She ensures that these teachers are not the same as their ELA instructors. Letters go out to parents in their respective language alerting them of the test with a suggestions to help them prepare their child for test. All accommodations are taken into considerations giving students ample time and proper setting according to grade band. All proctors familiarize themselves with test instructions the prior day. All tests are secured in a locked closed and on day of test, proctors sign out amount needed and sign them in upon completion of assessment.
6. 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.) 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. 

Ninety-four ninety 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Global Neighborhood School is a middle school with 152 students from 6 through grade 8. The student population is 27% African-American, 58% Latino/a, 8% Caucasian, 5% Asian/Asian-American students, and 2% Other. The student body includes 18% English language learners and 29% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2012 - 2013 was 91.3 %. Our school is organized and 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 smaller classes for targeted reading intervention (ESL, Wilson, Just Words). Students mostly travel together for grade specific core classes (ICT and otherwise), which are 52 minutes long. GNSS students have ungraded electives, usually 1-2 electives per day which include Art, Chorus, Music, and Physical Education.
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)?

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 receives the mandated number of ESL instructional minutes as part of their regular weekly schedule. In addition ELL students receive 150 minutes a week in either Wilson or Wilson Just Words instruction, as well as an additional 6 hours of extended day instruction per week (200 hours over the academic year).

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 foster language development and meet the demands of the Common Core Learning Standards.

GNSS is utilizing the NYCDOE vetted Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX, Writing Matters, and Word Generation curricula for Humanities and Connected Mathematics3 for Math. Both Math and Humanities meet for 104 minutes daily. In all cases lessons and units of study (goals, methods, materials, and assessments) are designed to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. In addition GNSS supports this instruction by having all ELL students in Wilson or Just Words as well as a stand-alone and/or push-in ESL class. Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish-speaking ELLs have Spanish class three times a week, which supports native language development for the ELLs who come from Spanish speaking homes. This culminates in an 8th Grade high school credit bearing Spanish class--pending a passing score in the end of year city exam. It should be noted that 100% of students who took the exam last year received High School Credit. ELL and F-ELL non-Spanish speakers (Arabic, Pakisatani, Bengali) are encouraged to enter or continue with Saturday programs in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Scholastic CodeX addresses all four modalities and requires their assessment throughout each unit (summative and formative assessments).

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

GNSS does not differentiate in terms of ELL subgroups based on years in the country. We conduct English language and literacy assessments and differentiate instruction accordingly: Specifically, after review of reading diagnostics (DRP, Wilson, PerformanceSeries, State ELA scores and running records) each student is given a personalized menu of language instruction. This can include free-standing ESL, push-in ESL, Wilson, and WilsonJust Words. In this manner it may very well be that a SIFE student will receive Wilson instruction at the same time as a long-term ELL or newcomer.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

GNSS is utilizing the NYCDOE vetted Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX, Writing Matters, and Word Generation curricula for Humanities and Connected Mathematics3 for Math. Both Math and Humanities meet for 104 minutes daily. In all cases lessons and units of study (goals, methods, materials, and assessments) are designed to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. In addition GNSS supports this instruction by having all ELL students in Wilson or Just Words as well as a stand-alone and/or push-in ESL class.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school is organized and 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 smaller classes for targeted reading intervention (ESL, Wilson, Just Words). Students mostly travel together for grade specific core classes (ICT and otherwise), which are 52 minutes long. Students who need greater support are given smaller group or individual instruction the classroom or by the Lead Special Education teacher.

Furthermore all students at GNSS, including SWDs, have their reading comprehension level mapped via a universal screen-- Degrees of Reading Power (DRP) -- allowing teachers to identify those in need of specific and intensive reading supports. 100% of students who fall into the above category (scoring below a forty-five point threshold on the reading comprehension screen) also participate in a secondary reading diagnostic – a strategic running record conducted by a trained staff member (using WIST and/or TOSWRF) – to determine the specific cause(s) of the academic deficiency. All students who do not meet the assessment threshold point will receive appropriate academic intervention services; overall progress is monitored via the DRP three times a year. In addition all students participate in baseline assessments in ELA, Math, Social Studies and Science. All teachers are provided with professional development that will enable them to expand and deepen the use of explicit programs and/or reading strategies for complex non-fiction text with a focus on SWD and ELLs (i.e. UDL; Word Generation program; Scholastic CodeX; Connected Math; Texts and Lessons; Daniels & Steineke, 2011): effectiveness and fidelity to the implementation of strategies is reviewed and supported through frequent informal and formal observations, PLC dialogue, and Learning Walks. 100% of teachers participate in weekly Grade Level and Department Team meetings to examine student work in order to align curriculum and instruction to common core learning standards and support increased literacy instruction across the all content areas. 100% of students complete academic SMART plans (based upon Common Core alignment) that are updated each marking period - resulting in a completed June document that tracks progress over the course of the school year.

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
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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	45 minutes per day	45 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.



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

9. 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.
- 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 an eclectic periodic assessment platform that supports data driven instruction 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 appropriate intervention classes and are offered extended instructional time 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Instruction at GNSS is organized into twelve week trimesters. A mid-trimester progress and a final trimester progress report is generated. This means that approximately every six 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 afterschool program. Periodic Assessments and DRPs are also conducted and reviewed every trimester, and instructional adjustments are done accordingly. Mock Standardized Tests are also conducted in order to assess language fluency, reading comprehension, academic growth and resilience. Classroom work and behavior of targeted sub-groups is discussed weekly and instruction is modified accordingly. During content team meetings, we regularly discuss the appropriate actions needed for student success, set goals, and share methods that work to address the students needs. Furthermore, all teachers continuously incorporate differentiation in each unit of study.
11. What new programs or improvements will be considered for the upcoming school year?
- GNSS is utilizing the NYCDOE vetted Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX, Writing Matters, and Word Generation curricula for Humanities and Connected Mathematics3 for Math. Both Math and Humanities meet for 104 minutes daily. In all cases lessons and units of study (goals, methods, materials, and assessments) are designed to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. In addition GNSS supports this instruction by having all ELL students in Wilson or Just Words as well as a stand-alone and/or push-in ESL class.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued Social Studies (except in the 6th Grade) for a Humanities approach; thus utilizing our ELA and ESL teachers to support a Common Core Literacy-Across-the Curriculum approach. Literacy-Across-the-Curriculum strategies 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 has adopted and blended the following NYCDOE vetted curricula: Scholastic CodeX, Writing Matters, Voices & Choices. The blending of these reading, writing and Social Studies curricula ensure a complimentary and coherent (6-8) Common Core aligned fiction and non-fiction reading/writing 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
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Programs are designed and offered to students based on strengths and needs. Students ELL students receive 150 minutes a week in either Wilson or Wilson Just Words instruction, as well as an additional 6 hours of extended day instruction per week (200 hours over the academic year).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In the classrooms, Elmos and Smartboards are used to display instruction and laptops are used to access google translator.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students have Spanish class three 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

see Question 8 on page 10

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

During the orientation process, the ESL teacher provides a tour of the school and introduction of key staff as well as core teachers. In addition, she partners them up with a student mentor; usually from the same background or language. This mentor acts as a guide and helps them transition from class to class. Furthermore, support and the sharing of best practices are ensured at the day-to-day level through the daily Professional Study Inquiry Group (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

18. What language electives are offered to ELLs?

Students have Spanish class three 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.

19. For schools with dual language programs:

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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- and Network-facilitated)

Thursday: Content Team Coaching and Content Team Meetings

- Math: facilitated by Assistant Principal
- Humanities: facilitated by Center for Educational Options and Teaching Matters
- 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, FHI-360, Teaching Matters, Connected Math, Scholastic CodeX, etc.). In total, teachers participate in a minimum of 4 hours a week of professional development activities or 160 hours a year. Furthermore, the ESL teacher has attended the following professional development: CodeX, Quality Teaching for English Learners (QTEL), NYSISTELL and ELL compliance general sessions, Spanish NLA Professional Development Institute. In addition, she attends the weekly ELA/Humanities content team meetings.

The guidance counselor is bilingual. She shares information and promotes with our ELLs and their families the process and benefits of international schools. Her focus is on 8th grade families. She also works with preparing the 6th and 7th grade families on the processes involved with articulation. She promotes this information by advocating through after school sessions as well as throughout the school day. She assures that there is translation services at each session. Recently, she had a 7th grade parent translate to an 8th grade mother to understand the services offered at an International High School versus a local High School.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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/November). 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 twelve week trimesters. Parent Leadership Meetings are held monthly and Family Conference are held twice a year to discuss student progress.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Global Neighborhood Secondary

School DBN: 381

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luis M. Genao	Principal		1/9/14
Florin Purice	Assistant Principal		1/9/14
Yajaira De Leon	Parent Coordinator		1/9/14
Berquis Arias	ESL Teacher		1/9/14
Ivory Golden	Parent		1/9/14
Pierre Gendron, ELA SpecEd	Teacher/Subject Area		1/9/14
Dejah Lynch, Math SpecEd	Teacher/Subject Area		1/9/14
Melissa Goldstein	Coach		1/9/14
Michelle Robles	Coach		1/9/14
Kassandra Reyes	Guidance Counselor		1/9/14
	Network Leader		1/9/14
Bryan Glover	Other <u>Teacher/Science</u>		1/9/14
Lillian Perez-Rivera	Other <u>Secretary</u>		1/9/14
Gary Katz	Other <u>ELA SpecEd</u>		1/9/14
Beatriz Martinez	Other <u>Math SpecEd</u>		1/9/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 4M381 School Name: Global Neighborhood Secondary School

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 has a roster of Arabic and Chinese language translators (including family members) that are used as needed for testing and parent meetings. Also, Ms. Rosa Gonzalez, our Substance Abuse Prevention Intervention Specialist (SAPIS) is one of our translators of Spanish who assists parents and students as needed. GNSS also utilizes 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 a few 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. GNSS also has a cadre of consultants used for supporting our Arabic students for testing and other school and family matters.

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. GNSS also has a cadre of consultants used for supporting our Arabic students for testing and other school and family matters.

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. For Arabic speaking families GNSS will reach out to parent volunteers and outside aids to assist in translations during meetings, events and other activities. GNSS also has a cadre of consultants used for supporting our Arabic students for testing and other school and family matters. GNSS also utilizes the available NYCDOE translation for non-english speaking parents and will also be submitting to the translation units the forms and letters that are created by GNSS and used annually.