



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: GLOBAL LEARNING COLLABORATIVE

DBN (i.e. 01M001): 03M403

Principal: KARLA L. CHILUIZA

Principal Email: KCHILUIZA@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: NATE DUDLEY

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
Karla L. Chiluiza	*Principal or Designee	
Jeffrey Picca	*UFT Chapter Leader or Designee	
Roman Canger	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Isabel Vera Jonathan Fiote Jordan Clinkscales	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mabel Gailor	Member/ UFT	
Phillip Chernick	Member/ UFT	
Christina Canty	Member/ UFT	
Donna Lee	Member/ Parent	
Opal Rojas	Member/ Parent	
Stephanie Grice	Member/ Parent	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2014, we will improve our graduation rate from 52% (2012-2013) to 60% as measured by the NYC DOE Progress Report Card.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

2012 -2013 Progress Report Card indicates that in the area of Student Performance which captures the graduation rate, the school 's graduation rate is 52%. In this area, the school received a score of F.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Teacher professional development on curriculum mapping and lesson planning to improve alignment to state standards.
2. Creation of period 2B and 9th period to allow for Regents Exam preparation seminars.
3. Partner with transfer schools for students who are better served in a trimester system of credit accumulation

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

1. Utilizing a curriculum mapping web-based portal, Assistant principal and principal will provide feedback on curriculum map to ensure alignment to state standards. School leaders will conduct observations to monitor curricular implementation and provide lesson feedback through teacher conferences. Guidance Counselor to place students based on Regents exam deficiency and oversee attendance in period 2B and period 9
2. Guidance counselor to coordinate with students, parents and transfer school through school visits and conferences.

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

1. Impact of teacher PD will be captured through the expected teacher deliverable: By January 31, 2014, all teachers will upload their unit maps aligned to state standards on curriculum portal. The entire CCLS Algebra and ELA maps will be uploaded by January 31st.
2. Effectiveness of periods 2B and 9 will be captured through Regents pass rates: By January 31, 2014, 50% of students programmed for 2B and period 9 will pass their targeted Regents exam.
3. Effectiveness of transfer school partnerships will be captured through number of students transferred: By February 15, 2014, 10 students identified from senior cohort will be transferred. These students cannot make-up course deficiencies in their final two semesters and would benefit from three semesters

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

1. Start date of September 3rd for starting the curriculum mapping initiative. Completion of curriculum is set for June 16th.
2. Start date of September 9th for fall semester period 2B and 9th courses. Guidance Counselor will monitor course grade every 6 weeks. End date is set for January 24th. Start date for spring semester is set for February 2nd, end date is set for June 16th.
3. Start date of September 9th for transfer school placement conferences with students and families. The end date for transfer school placement is February 15th for spring semester transfers.

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

1. Resources include purchasing curriculum mapping portal. Programmatic implication: The school schedule will be created to incorporate common planning time. Teacher teams will use common planning time to develop their curriculum across grade levels.
2. Programmatic implication: Period 2 advisory will be shortened to 11 minutes to accommodate the incorporation of period 2B. Multi-session schedule will be created to accommodate some teachers teaching period 9.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent coordinator will work with guidance counselor to call, text and email parents to communicate attendance, grades and individual studentschedules during Regents exams.

Parent coordinator will coordinate a parent workshop on accessing online gradebook so families can monitor attendance and course grades.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title I A		Title II A	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, we will improve our attendance rate of 86% (2012-2013) to 88% as measured by ATS YTD attendance report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
2012 - 2013 Progress Report Card indicates that the school's attendance rate is 86%. This represents 57.5 percent of the peer range.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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
<ol style="list-style-type: none">1. At the end of each day, assistant principal reviews late book and period attendance to correct daily attendance.2. Provide individual and group incentives to students who maintain a 90% monthly attendance rate and perfect attendance. Incentives include movie tickets, pizza parties, certificates.3. Strengthen daily communication with parents by providing attendance calls and text messages to targeted group students who are absent.4. Run a cutting report to identify students who are cutting afternoon classes. Identified students will be issued detention.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">1. Assistant principal and parent coordinator will review student late book and period attendance sheets and make corrections.2. Guidance counselor will be responsible for running attendance reports against established criteria for incentives.3. Parent coordinator will coordinate phone and text blasts system as well as hand calls and text messages to parents of absent students.4. Guidance counselor will run cutting report using ATS. Student list will be supplied to assistant principal who will issue and monitor detention.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none">1. Effectiveness: The effectiveness of reviewing late book and period attendance sheets is captured in the number of daily corrections that are made to daily attendance. This process resulted in the identification of cutting class as a behavior to monitor and address.2. Impact of individual and group incentives is monitored during attendance team meeting on a weekly basis. Our target goal is to achieve 90% attendance on a weekly basis3. Parent coordinator has a caseload of students and families that she targets for attendance improvement. The goal is to achieve a 90% attendance on a weekly basis for target group.4. Impact of detention to deter cutting will be captured on period attendance sheets and reports from CAASS. The goal is to decrease the number of students who cut week after week.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none">1. Start date is September 9th to June 16th2. Group and individual incentives are provided at the end of the month. Perfect attendance movie tickets are provided every two months.3. Start date is September 9th to June 16th4. Start date is December 9th to June 16th
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none">1. Assistant principal will allocate his time so as to review late book and period attendance to correct daily attendance.2. Budget will be allocated to include incentives: movie tickets and certificates

3. Renewal of Global Connect as our phone messaging system for parents. Parent coordinator to allocate her time so as to conduct attendance outreach for her targeted group of students.
4. School aide to collect and scan period attendance sheets. Guidance counselor to allocate her time so as to run cutting report. Dean to supervise detention.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent coordinator, guidance counselor and school leaders to conduct daily outreach to parents whose children are found to be late, absent and/or cutting. Parents whose children are not meeting the 90% monthly attendance goal are issued a letter and scheduled for a conference. Parent coordinator will host workshop on accessing online gradebook so families can monitor daily and period attendance.

Budget and Resource Alignment

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

x	Tax Levy	x	Title I A	Title II A	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2014, we will increase our Regents pass rates in Integrated Algebra, Living Environment, United States History, Global History and ELA by at least 10 percentage points from that of August 2013 as measured by the 2013-2014 NYC Progress Report Card.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

2012-2013 Progress Report Card indicates that weighted Regents pass rates are below the median on all 5 Regents exams. Out of 20 possible points, the school received 6.12 points. In this area of the progress report card, the school received a C.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Interim assessment schedule will be introduced that includes interim assessments and reteach/retool week of instruction.
2. Teacher PD will be designed and implemented to introduce Professional Learning Communities and the interim assessment cycle of inquiry aligned to Danielson's Domain 4.
3. Incorporation of teacher common planning time in schedule. Teachers will use common planning time to design interim assessments and analyze results from assessments.
4. Teacher conferences with school leaders to discuss interim assessment results, analysis and interventions.

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

1. Principal will design interim assessment schedule. Guidance counselor and principal will program students for interim assessments and create proctoring schedule.
2. PD committee consists of principal, assistant principal and two teachers design and facilitate PD sessions.
3. Instructional leads will design and facilitate common planning time. Assistant principal, principal and network instructional liaison will design and facilitate PD for instructional leads.
4. School leaders to facilitate teacher conferences.

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

1. Impact of interim assessments will be captured on Regents pass rates from January and June 2014. For ELA: the goal is 65% pass rate. For Global Regents, the goal is a 54% pass rate. For the USH Regents, the goal is a 65% pass rate. For the Algebra Regents, the goal is a 70% pass rate. For the LE Regents, the goal is 70% pass rate.
2. Impact of teacher PD will be captured through teacher work products within the Professional Learning Community.

3. Common Planning Time deliverables include: agendas of meetings, interim assessments aligned to standards, data analysis protocols and forms on curriculum implications and course level teacher interventions.
 4. Effectiveness of teacher conferences to discuss interventions will be captured during classroom observations and Regents pass rates. Please see 1 above for targets per Regents exam.
- D. Timeline for implementation and completion including start and end dates**
1. Fall interim assessment #1: November 25, 26. Reteach/Retool Week of December 9th.
 2. Fall interim assessment #2: January 13th - January 24th
 3. Spring interim assessment #3: April 9, 10. Reteach/Retool Week of April 21
 4. Spring interim assessment #4: June 2nd - June 16th
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. School will purchase and use Data Driven Classroom to serve as data analysis tool for running reports on interim assessment data. Data Driven Classroom will provide teacher training, One teacher has volunteered to become the resident support person for other teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent coordinator, advisors and guidance counselor will conduct outreach informing parents of interim assessment dates and times. Results of interim assessment will be mailed home. Parent coordinator will host a workshop on reducing test anxiety leading to Regents exams on January 9th

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Tax Levy	Title I A	Title II A	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

Tax Levy	Title I A	Title II A	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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	Period 2B has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in ELA.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called 2B. Advisory is period 2A
Mathematics	Period 2B has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in math	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called 2B. Advisory is period 2A
Science	Period 2B has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in ELA.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called 2B. Advisory is period 2A
Social Studies	Period 2B has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in ELA.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called 2B. Advisory is period 2A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor provides at risk counseling to students who are identified as not meeting attendance goal and not passing classes.	Individual counseling	During a non-core academic period

**Title I Information Page (TIP)
For Schools 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: (a) Teachers are recruited at hiring fairs at NYU and Columbia University and NYC Teaching Fellows.
Retention: (b) We provide high quality PD through weekly PD sessions aligned to the Danielson Framework. (c) Newly hired teachers are paired with a mentor teacher. (d) Lunchtime PD offerings twice a month ensures teachers receive additional support in a more relaxed environment.
Assignment: (e) All teachers participate in common planning time through which they engage in curriculum mapping against CCLS. Common Planning Time become a support structure for teachers to support each other

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).
Teacher PD includes: 1. Weekly PD sessions aligned to Danielson Framework, UDL and curriculum mapping against CCLS. 2. Teacher Common Planning Time is used by teacher teams to develop curriculum aligned to CCLS. The goal is to achieve vertical alignment across all grades. 3. Extended Monday: Every other Monday, teachers work with each other to upload curriculum maps to online curriculum portal. 4. Lunch time PD: Twice a month we offer PD for teachers and para-professionals to provide support with the Danielson Framework and instructional strategies. 4. Assistant principal and principal participate in curriculum PD offered through Office of ELLs for CCLS Algebra. 5. Para professionals participate in PD offered through the network.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds for students in temp. housing is allocated to the purchase/reimbursement of coats, school supplies and bookbag. Funds for violence prevention is used for the training of key staff personnel in conflict resolution and restorative circles.

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.

MOSL committee of teacher members was created. Members participated in summer meeting. We came together to discuss options and implications. Decisions were made as a committee. Once the school year began, we engaged teachers newly hired in New Teacher Orientation week of PD in which we explained and gave context to MOSL and MOTP. The entire staff received PD on MOSL. As a staff we discussed the incorporation of interim assessments into our school calendar to systematically gather and analyze evidence of student learning. During weekly PD sessions, as a staff we have looked at goals per department to improve instruction given the results of interim assessments.

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Parent Appreciation Night and Mother's Day Celebration;
- 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;

GLOBAL LEARNING COLLABORATIVE
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 03	Borough Manhattan	School Number 403
School Name Global Learning Collaborative		

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 Karla Chiluiza	Assistant Principal Herma Hall
Coach type here	Coach type here
ESL Teacher Elaheh Azghandi	Guidance Counselor Ana Vargas
Teacher/Subject Area Margaux Lubin	Parent Opal Rojas
Teacher/Subject Area Mabel Gailor	Parent Coordinator Amy Casillas
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	4	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	3	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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	484	Total number of ELLs	80	ELLs as share of total student population (%)	16.53%
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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														
Discrete ESL class										6	6	6	6	24
Push-In										14	14	14	14	56
Total	0	0	0	0	0	0	0	0	0	20	20	20	20	80

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	80	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	14
SIFE	24	ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	23

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	37	11	11	20	7	1	23	6	12	80
Total	37	11	11	20	7	1	23	6	12	80

Number of ELLs who have an alternate placement paraprofessional:

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										38	17	13	6	74
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1		0		1
TOTAL	0	0	0	0	0	0	0	0	0	42	18	14	6	80

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)	0	0	0	0	0	0	0	0	0	16	2	2	2	22

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)	0	0	0	0	0	0	0	0	0	7	4	3	2	16
Advanced (A)	0	0	0	0	0	0	0	0	0	19	14	8	1	42
Total	0	0	0	0	0	0	0	0	0	42	20	13	5	80

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					0
7					0
8					0
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									0
7									0
8									0
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	35		3	
Integrated Algebra	35	7	14	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	48	7	4	
Physics				
Global History and Geography	29	7	5	
US History and Government	34	8	2	
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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
N/A
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](#))
N/A
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?
N/A
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
N/A
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
N/A

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)
At the time of enrollment, all students entering the New York City public school system for the first time are administered a Home Language Identification Survey (HLIS) by a trained enrollment counselor – translated in nine languages—to parents to determine what language their child speaks at home. This process also includes an interview in the parents' home language. At the school level (where the student has been placed by enrollment), school officials receive a notice from ATS that a particular student is a potential ELL candidate. Based on a review of the HLIS and other enrollment papers, the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that established English proficiency level. This is administered by the ESL Department Chair who has a TESOL, K-12 teaching license and other ESL teachers, all of whom have a TESOL, K-12 teaching license. The results of the LAB-R exam will determine whether the student is identified as an English Language Learner

and placed in the appropriate program, of which at this school, the Global Learning Collaborative is a Free Standing ESL Program.

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.

For new ELL students, families will be informed of program choices using translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Ongoing outreach to parents will be achieved through one-on-one meetings, phone conversations and through informational packets which highlight the program choices available.

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 [\[see tool kit\]](#).)

The ESL Department Chair and Assistant Principal of Instruction along with the Parent Coordinator will be responsible for sending entitlement letters and program selection forms to parents, as necessary. They will also be responsible for requesting the return of these materials either at parent meetings or via correspondence addressed to the Assistant Principal of Instruction. If letters are not returned, follow up will be made continuously by the Parent Coordinator, ESL Department Chair and Assistant Principal. All entitlement letters and forms of any nature pertaining to our ELL students will be secured/stored in a dedicated locked file cabinet.

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.

In the Spring, each ELL student will be administered the NYSESLAT to determine English proficiency and determines whether or not a student continues to be eligible for ELL services. Parents will be called and/or met with one-on-one for consultation.

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.

Each year, the ESL Department Chair and Assistant Principal of Instruction will review any current memorandum from the Office of State Assessment of the New York State Education Department that details dates and administration information pertinent to the NYSESLAT exam. Based on this information, an online request for NYSESLAT testing materials will be made prior to the established deadline. Attention will be given to the dates for administration of the NYSESLAT exam. To facilitate the administration of the NYSESLAT exam, the ESL Department Chair, the Assistant Principal of Instruction and all other ESL teachers will meet to review ELL programs to schedule dates, locations and personnel to administer all components of the NYSESLAT exam during the time frames indicated for each. Oversight of the administration will be the responsibility of the Assistant Principal of Instruction along with the ESL Department Chair.

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program is for the Free Standing English as a Second Language Program which is aligned to the choice of our parents. Of the eighty (80) ELL students, an overwhelming majority selected the Free Standing ESL Program.

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 Learning Collaborative incorporates both the push-in (co-teaching) and self-contained models. In self-contained classes, students travel as a homogeneous group while in other specific content classes, students travel with their grade level heterogeneous group. Specifically and in accordance with The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: None Common Features of Successful Programs for ELLs, GLC has school teams that meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students' self assessments, diagnostics), use data for individual student profiles and to monitor curriculum alignment, regularly group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities, adapt structure and systems to the specific needs of changing ELL populations, and use rubrics that integrate ELA and ESL performance standards for writing as well as other program models as applicable.
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)?

Beginning students are programmed to receive 3 units or 540 minutes of ESL per week, intermediate levels receive 2 units or 360 minutes per week and advanced levels receive 1 unit or 180 minutes of ESL and 1 unit of ELA per week (consistent with CR Part 154). To the extent possible, students are grouped heterogeneously in content classes and homogeneously in self-contained classes with some additional instructional time provided for those students who require additional services.
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.

The curriculum development at the Global Learning Collaborative reflects a three-stage design process called Understanding By Design (Stage 1-Desired Results, Stage 2-Assessments and Stage 3- Learning Activities). Completed unit curriculum maps that are CCLS aligned are uploaded onto Rubicon Atlas using this framework. Using the Workshop Model, teachers teach skills and introduce concepts in directed mini-lessons, design meaningful tasks, and serve as facilitators for students as they actively produce high quality content rated products. Through this workshop model, teachers actively work with students individually or in small groups, assessing student understanding and providing individualized meaningful support.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Once an ELL is programmed based on either the LAB-R or NYSESLAT results, we continue to administer reading level assessment (Performance Series), on-going classroom assessments (differentiated where necessary and applicable) and through periodic Interim Assessment (where data is used to reteach, retool and refocus instructional content and pedagogy).
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).

For SIFE students and newcomer students, we provide native language literacy classes for Spanish speakers, Social Studies instruction in Spanish and a double block of instruction in ESL instruction. For ELL receiving services 4 to 6 years and 6 plus, in addition to the mandated minutes, we provide recitation and Regents support. For former ELLs, for assessment, we provide extra time and glossaries while ESL teachers keep open communication with content teachers for additional support as needed.

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?

Lessons created for ICT classes for ELL-SWDs are planned and created by content teacher, special education teacher and ESL teacher. During learning activities (tasks) students are, to the extent possible, grouped homogeneously based on learning level and ability as well as on English language proficiency.

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?

The uniqueness of the Global Learning Collaborative is that we have ICT content classes for SWDs. To help ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, our ESL teachers push-in a co-taught model to assist both the content and special education teacher. There are three teachers in the ELL-SWDs classroom. In another period; ESL teachers conduct ELA based lessons using traditional ESL methodologies and strategies to help students with literature, writing and language.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

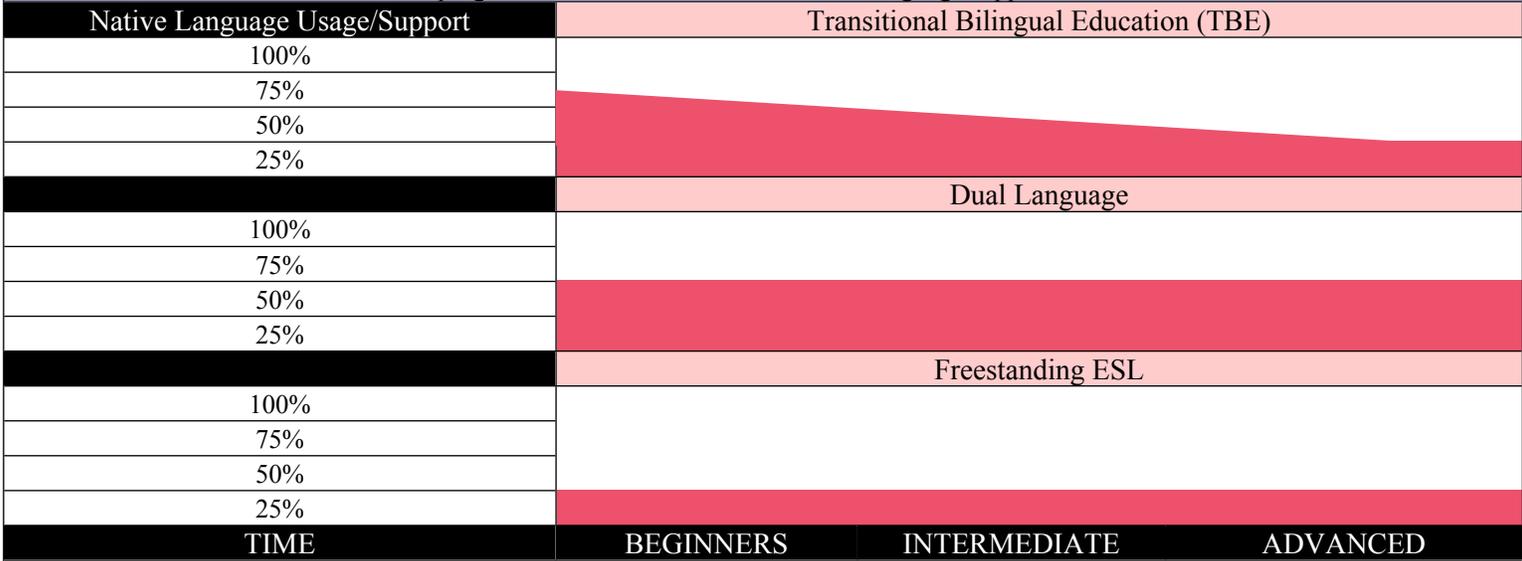
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

Our ESL program is structured to meet the demands of preparing students to achieve academic success in standardized testing through discovery and mastering of subjects during regular coursework. Additionally, for Math, Social Studies, Science and ELA at all levels, ELL classes are programmed with a push-in ESL teacher who assists the content teacher by providing strategies and methodologies that facilitate the acquisition of learning by ELL students. ESL teachers push into all levels of ELA, Science, Social Studies and Math. For all ELLs, ELA is also provided in a self-contained classroom setting.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current programs have been effective in strengthening the literacy and writing skills of our ELLs which are transferable across all content areas. Additionally, our current programs are successful in helping our ELLs to become better critical readers and writers. Our ELLs have been able to develop schema around specific topics, review mathematical concepts from a hands-on approach as well as closing the achievement gap between them and non-ELL students. Each lesson across the curriculum is geared to include a language learning objective in addition to content objective for all students.

11. What new programs or improvements will be considered for the upcoming school year?

We will continue to provide a subset of our ESL program-the bi-lingual academy (not a TBE) where instruction for subjects such as US History, Algebra and Global History are provided in the native language of those students who have recently entered the country and have not been accepted at a dual language school or a school with a TBE program.

12. What programs/services for ELLs will be discontinued and why?

N/A:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are given access to all school programs and are encouraged by all to participate. In particular, our ELLs participate in the school campus PSAL sports, in school specific extra-curricular activities -- cooking club, musical concerts, international travel, community service, college now programs as well as our after school and week-end credit recovery and Regents prep programs, where applicable and necessary.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All subjects are taught visually using SMART BOARDS, dedicated computer laboratory, use of Google translate, native language libraries and supplementary website and both audible and visual materials where applicable and necessary.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

N/A

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services and resources are provided to ELL students based on English Language proficiency based on the NYSESLAT results. Additionally, students are programmed based on their Regents needs. For example, there are Regents prep classes with a mix of grades 9 through 12.

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.

Newly enrolled ELLs are programmed according to the LAB-R results. However, in each content area, teachers as well as ESL teacher provide summary packets which highlight course requirements, missed content and class and project summaries.

18. What language electives are offered to ELLs?

We offer Mandarin, Arabic, Spanish and Italian to all students including ELLs.

19. For schools with dual language programs:

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

N/A

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.

Every Friday, our students are dismissed at 1:52pm. From 2:00pm until 3:30pm, professional development on Common Core Learning Standards, Danielson's Framework for Teaching, Universal Learning Design, Understanding By Design, Working and reviewing data as a Professional Learning Community, Data Driven Instruction, among other topics are provided for all staff including our ESL teachers. This professional development focuses on helping our students, in particular, our ELLs to meet the common cores standards and literacy across curricula, and includes topics such as Demystifying ELL data, Redefining Instructional Models to promote English Language Learner's and Reading Skills , and Providing ELLs Access to Challenging Content: Distributed Responsibility for Developing Academic Language, etc. Additionally, all new teachers including ESL teachers are coached by a mentor teacher to assist them in planning, delivery and assessment. All teachers including ELL teachers participate in outside vendor and DOE professional development, e.g. all of our ESL teachers attended QTEL in San Francisco during summer of 2013. Additionally, ESL teachers are participating in on-site intervisitation at other schools with large ELL populations to explore and see first hand, best ESL practices in other schools.

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 encouraged to attend PTA meetings, Parent-Teacher conferences and to visit the school to sit in their children's classes at any time. Our Principal, our parent coordinator and at least one other administrator are available to answer questions and give information in the native language of the parents. We provide parental incentives such Parent Appreciation night where movie tickets, etc. are provided. Workshops are provided based on parental choice. One workshop we conduct is the College for Immigrants workshop to make parents aware of scholarship programs and social aspects of college residential living on campus. We also provided a workshop entitled, "College Dream Act" for undocumented students. Both workshops serve to help inform parents of ELL students about the various pathways to college for their children while addressing academic responsibility and legal challenges, where applicable.

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.

TBD

Part VI: LAP Assurances

School Name: Global Learning Collaborative

School DBN: 03M403

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karla Chiluzia	Principal		11/14/13
Herma Hall	Assistant Principal		11/14/13
Amy Casillas	Parent Coordinator		11/14/13
Elaheh Azghandi	ESL Teacher		11/14/13
Opal Rojas	Parent		11/14/13
Margaux Lubin	Teacher/Subject Area		11/14/13
Mabel Gailor	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Jeremiah Mimms	Guidance Counselor		11/14/13
Nathan Dudley	Network Leader		11/14/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M403 School Name: Global Learning Collaborative

Cluster: 03 Network: 403

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

Part A: Needs Assessment Findings

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

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

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

We have found that more than 30% of the families of GLC require information be provided both in writing and when spoken in Spanish. For languages other than Spanish, parents have asked that their children serve as interpreters for them whenever possible. Translation needs are reported to the community through staff meetings, through the School Leadership Team and through the PTA's Executive Board.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Global Learning Collaborative	DBN: 03M403
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 60	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 10	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 6	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: Global Learning Collaborative is a school with a projected graduation rate of 26%. To address the low credit accumulation status and low Regents pass rates this school year we launched PM Academy. This after school program offers credit bearing classes to students who are missing credit in Art, English, Global History, US History, Living Environment and Algebra. Students who have not passed the required Regents examinations are also registered for PM Academy.

Population: The school has a total population of 440 students. There are 220 students registered in PM Academy of which 60 students are English Language Learners and 40 students have Individualized Education Plan. Students in grades 10, 11, and 12th grades participate PM Academy. Title III funds will support the PM program classes specifically for ELLs whose teachers are fully certified ESL teachers.

Schedule and duration: PM Academy runs Monday through Thursday from 3: 35 to 5: 50 pm. The program started October 9th and will run until June 14th.

Language of Instruction: The language of instruction is English.

Number and types of certified teachers: We have 10 total certified teachers in PM Academy in the following areas:

Art = 1 teacher

ELA = 2 teachers

Global = 1 teacher

USH = 1 teacher

Science = 1 teacher

ESL = 2 teachers

Special Education = 2 teachers

Types of materials:

All students have textbooks and work books for their use.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

Rationale: This year our professional development plan has a particular focus on the development of a quality and coherent curriculum that is aligned to the Common Core Learning Standards. Therefore, our school's PD plan includes a series of 8 sessions on topics that include: Understanding by Design curriculum mapping, Depth of Knowledge: formative and summative assessments, and designing performance tasks aligned to Common Core Learning Standards. Professional development for Title III program teachers as well as other staff members responsible for ELLs will also include attendance to Quality Teaching for English Learners (QTEL) training sessions. QTEL is aligned to the school's PD plan and will support teachers to meet the needs of our ELL population.

Teachers to receive the training: Four ESL teachers will receive training.

Schedule: QTEL training sessions are scheduled for the spring semester and run for three days.

Topics to be covered: Learning activities and tasks to sustain academic rigor, lesson planning to sustain a language focus and developing a quality curriculum. The the licensed ESL teachers and the selected content area teachers will be attending this professional development to support the ELLs in the Title III program.

Name of provider: Quality Teaching for English Learners

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: Global Learning Collaborative has a student body that includes 20% English Language Learners. We wish to engage the parents of ELL students in ESL classes which we can provide after work hours. Our expectation is that by engaging in parents in ESL classes we can create a significant and positive impact on the academic achievement for our ELLs.

Schedule and duration: ESL classes for parents would begin in the spring semester and would run after work hours.

Topics to be covered: ESL for Adult Learners

Name of provider: Hostos Community College Adult Learning Center

Notification: Letters and postcards to ELL families, phone blasts, parent newsletter, and posting on school website.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		