



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**  
**TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS**

**DBN: (i.e. 01M001):**

**04M381**

**School Name:**

**GLOBAL NEIGHBORHOOD SECONDARY SCHOOL**

**Principal:**

**LUIS M. GENAO**

**Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)**

**Section 4: Academic Intervention Services (AIS)**

**Section 5: Expanded Learning Time (ELT)**

**Section 6: Title I Program Information**

**Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: **Global Neighborhood Secondary School** School Number (DBN): 04M381  
School Level: Middle School Grades Served: 6,7,8  
School Address: 240 East 109<sup>th</sup> Street, NY, NY 10029  
Phone Number: 212-289-4204 Fax: 212-289-4301  
School Contact Person: Luis M. Genao Email Address: Lgenao3@schools.nyc.gov  
Principal: Luis M. Genao  
UFT Chapter Leader: Dejah Lynch  
Parents' Association President: Staphanie Fields/Helena Clay  
SLT Chairperson: Helena Clay  
Student Representative(s): n/a

**District Information**

District: 4 Superintendent: Ms. Alexandra Estrella  
Superintendent's Office Address: 160 East 120 Street New York, NY 10035  
Superintendent's Email Address: AEstrel3@schools.nyc.gov  
Phone Number: (212) 348-2873 Fax: 212-348-4107

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Ms. Debra Maldonado  
Network Number: CFN 571 Network Leader: Ms. Lynette Guastaferrro

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

- I. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- II. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- III. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Luis M. Genao	*Principal or Designee	
Dejah Lynch	*UFT Chapter Leader or Designee	
Helena Clay	*PA/PTA President or Designated Co-President	
Rafael Perez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jessica Ramos Cuttone	CBO Representative, if applicable	
Helena Clay	Member/Parent Co-President	
Victorina Zamora	Member/Parent	
Charmayne Martin	Member/ Parent	
Providencia Padilla	Member/Parent	
Berquis Arias	Member/Teacher	
Deborah Petrus Torrence	Member/Teacher	
	Member/	

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

## Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

### Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

#### **The Six Elements of the Capacity Framework**

- |    |   |
|----|---|
| 1. | <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3. | <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                  |
| 4. | <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                                 |
| 5. | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6. | <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.         |

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	Level 1 on the 2013 – 2014 NYS ELA Assessment	<ol style="list-style-type: none"> <li>1. LightSail Independent Reading</li> <li>2. Wilson Reading</li> <li>3. Tutoring</li> <li>4. Just Words</li> <li>5. CodeX Instructional Routines</li> <li>6. Writing Matters</li> <li>7. ReadTheory Independent Reading</li> <li>8. Performance Series</li> <li>9. ELA Student Teacher</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Small group</li> <li>3. Small group</li> <li>4. Small group &amp; 1:1</li> <li>5. Small group &amp; whole class</li> <li>6. Small group &amp; whole class</li> <li>7. Individual</li> <li>8. Individual</li> <li>9. Small Group, 1:1</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular School Day, AIS, ELT</li> <li>2. Regular School Day, AIS, ELT</li> <li>3. Regular School Day, AIS, ELT</li> <li>4. Regular School Day, AIS, ELT</li> <li>5. Regular School Day</li> <li>6. Regular School Day</li> <li>7. Ind. Read. @ home</li> <li>8. Odd Marking Periods (1, 3, 5)</li> <li>9. Regular School Day</li> </ol>
<b>Mathematics</b>	Level 1 on the 2013 – 2014 NYS Math Assessment	<ol style="list-style-type: none"> <li>1. Robotics</li> <li>2. CCLS Supplemental Resources</li> <li>3. Tutoring</li> <li>4. CMP3 Instructional Routines</li> <li>5. Performance Series Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Small group</li> <li>3. Small group &amp; 1:1</li> <li>4. Small Group &amp; Whole Class</li> <li>5. Individual</li> </ol>	<ol style="list-style-type: none"> <li>1. ELT</li> <li>2. Regular School Day, AIS, ELT</li> <li>3. Regular School Day, AIS, ELT</li> <li>4. Regular School Day</li> <li>5. Odd Marking Periods (1, 3, 5)</li> </ol>
<b>Science</b>	Level 1 on the 2013 – 2014 NYS Math Assessment	<ol style="list-style-type: none"> <li>1. Web &amp; DVD Instructional Videos</li> <li>2. ELT Science</li> <li>3. Robotics</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group &amp; Individual</li> <li>2. Small Group</li> <li>3. Small Group</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular School Day, ELT</li> <li>2. ELT</li> <li>3. ELT</li> </ol>
<b>Social Studies</b>	Level 1 on the 2013 – 2014 NYS ELA Assessment	<ol style="list-style-type: none"> <li>1. Writing Matters</li> <li>2. CodeX Instructional Routines</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group &amp; Whole Class</li> <li>2. Small Group &amp; Whole Class</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular School Day</li> <li>2. Regular School Day</li> </ol>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p style="text-align: center;">IEP Requirements</p> <p style="text-align: center;">PBIS - Tier III Students</p> <p style="text-align: center;">Teacher/Parent Recommendations</p>	<ol style="list-style-type: none"> <li>1. Full Time Counselor</li> <li>2. Full Time Social Worker - Global Kids</li> <li>3. Full Time Social Worker - PBC</li> <li>4. Full Time Social Worker Intern</li> <li>5. Related Service Provider</li> <li>6. Global Kids (CBO) - Student Leadership &amp; Conflict Mediation</li> </ol>	<ol style="list-style-type: none"> <li>1. Small Group, 1:1</li> <li>2. Small Group, 1:1, Whole Class</li> <li>3. Small Group, 1:1, Whole Class</li> <li>4. Small Group, 1:1</li> <li>5. Individual</li> <li>6. Small Group, 1:1</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular School Day, AIS, ELT</li> <li>2. Regular School Day, AIS, ELT</li> <li>3. Regular School Day</li> <li>4. Regular School Day, AIS, ELT</li> <li>5. Regular School Day</li> <li>6. Regular School Day, AIS, ELT</li> </ol>



## Section 5: Expanded Learning Time (ELT) Program Description

### *(Required for All Priority Schools)*

**Directions:** Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

1. Section A. School Overview
2. Section F. Partnerships
3. Section H. Educational Plan, under Section III. Use of Time
4. Section K. Project Plan and timeline in the section which discusses “leading indicators”
5. Approved Budget Narrative

#### **Part 1 – ELT Program Goal(s)**

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

- By September 2015, GNSS will show a 10% increase in the number of students scoring a Level 3 or higher on the Math State assessment as measured by the NYC DOE progress report via their participation in Math pre-Regents and STEM-aligned coursework.
- By September 2015, GNSS will show a 10% increase in the number of students scoring a Level 2 or higher on the ELA State assessment as measured by the NYC DOE progress report via their participation in Wilson/Just Words reading programs and LightSail interactive reading program.

#### **Part 2 – ELT Program Description**

**Part 2a.** Identify the target population(s) to be served by the ELT program.

- Performance Level 1 – Level 4 on the NYS ELA/Mathematics assessment
- Students with a DRP score of 45 or less and/or a Level 1 on the NYS ELA assessment
- Students that are English language learners and students with disabilities
- Students with a Level 2+ performance on the NYS Math Assessment
- Students in grade levels 6 - 8

**Part 2b.** Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

GNSS ELT offers its students the following variety of courses: Student Leadership, Interactive Independent e-Reading, Robotics, Science Enrichment, pre-Regents & Regents level Mathematics, Mathematics & ELA Tutoring, Wilson Reading, Just Words, Basketball and Chorus (Glee Club).

**GLOBAL KIDS Student Leadership [SOCIO-EMOTIONAL SUPPORT & ENRICHMENT]**

- students acquire leadership, socio-emotional and group-work skills via highly engaging activities designed by Global Kids (GK)
- students are exposed to the NYC cultural capital via field trips to local institutions/events (museums, theatre, community events, etc.)
- classwork and homework support as requested by individual students
- counseling support (individual & small group) – mandatory and requested by individual students/families – provided by MSW
- conflict mediation skills
- students have access to computer lab w/ internet access and/or laptop cart, ELMO Digital Projector, SmartBoard, etc.
- 2 GK trainers run this section of the ELT program

#### **Interactive Independent e-Reading - LightSail [TIER I & II READING INTERVENTION]**

- program provides students with an opportunity to:
  - o select books based on their own interests and ability
  - o assess their own reading comprehension skills
  - o chat (electronically) with their teacher while reading
  - o define unknown words as they read
  - o receive timely feedback from their teacher upon completion of short-response assessments
  - o increase their Lexile score
  - o improve their ability to access text above their reading level; *readers seamlessly move up the staircase of text complexity, keeping within their zones of proximal development.*
  - o see their own progress updated with each reading session
- each student is provided with an iPad; app is free to download; students can continue their reading at home on their own device
- 1 ELA and 2 Special Needs Teachers run this section of the ELT program

#### **Wilson Reading / Just Words [TIER II & III READING INTERVENTION]**

- Just Words curriculum provides students with the opportunity to study word structure through the six syllables types in English and the most common Latin Roots. This is a Tier II intervention program.
- Just Words phonics & spelling instruction includes:
  - o Phoneme segmentation skills for up to six sounds in a syllable with application for decoding and spelling
  - o Automatic reading and spelling of the first 250 most frequently used words from Edward Fry's List of High Frequency Words as well as additional high frequency words
  - o Directed, accelerated pacing of Wilson phonics and spelling instruction
  - o Decoding application with phrasing for meaning
- Wilson Reading curriculum
  - o Follows a ten-part lesson plan that addresses decoding, encoding, oral reading fluency, and comprehension in a sensible and logical fashion; this is a tier III intervention program.
  - o Provides students with the foundational and language standards that are necessary to be able access grade level text
  - o Helps students read with sufficient accuracy and fluency to support comprehension
  - o Helps students demonstrate command of the conventions of standard English spelling for common spelling patterns, spelling for words that are irregular, and capitalization and punctuation
  - o Helps students know and apply phonics and word analysis skills in decoding words
- 1 Special Needs Teacher & 1 Speech Pathologist run this section of the ELT program; both received training with these reading intervention programs.

#### **Robotics [STEM ENRICHMENT]**

- Students experience the process of engineering and design by constructing robots intended to be a solution to a real-world problem impacting the East Harlem community.
- In addition to designing and constructing robots, the students will design and build a website in order to showcase their work and to receive feedback from online communities sharing similar interests

- Students have an opportunity to improve their communication, decision-making and goal-setting skills
- Students learn how to use spreadsheets and database software to collect, process, display, and analyze information.
- Students learn how to use a range of equipment and software to integrate several forms of information in order to create good-quality audio, video, graphic, and text-based presentations.
- students have access to computer lab w/ internet access and/or laptop cart, ELMO Digital Projector, SmartBoard, etc.
- Students acquire engineering design skills such as:
  - o Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution.
  - o Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
  - o Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
  - o Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- 1 Science Teacher, 1 ESL Teacher and 1 IT Coordinator run this section of the ELT program. The science teacher is also a model-teacher within the NYC Department of Education.
- 8<sup>th</sup> grade ELL students receive push-in ESL services during the Robotics program; vocabulary acquisition, native language enhancement, use of electronic tools to expand vocabulary and syntax (google translate, duolingo, etc.), support with website translations, etc.

#### **GLEE Club [ARTS ENRICHMENT]**

- entry-level experience for both male and female students interested in vocal music performance and as an outlet for the student who enjoys singing for his/her own pleasure
- students receive support with the following skills: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, coordinated dance moves, etc.
- participants showcase their work during school-wide assemblies, special events, etc.
- students have access to computer lab w/ internet access and/or laptop cart, ELMO Digital Projector, speakers, microphones and the school's auditorium
- 1 Music teacher runs this section of the ELT program

#### **Pre-Regents & Integrated Regents [ACADEMIC ENRICHMENT]**

- students (grades 6 & 7) receive additional mathematics instruction supportive of the standards assessed on the Integrated Algebra (IA) Regents examination
- students (grade 8) receive additional training and support with content taught in their regular IA Regents class
- instruction supported by Pearson's *2015 Mathematics Algebra 1 Common Core Edition*, web-based, and teacher constructed materials
- students have access to computer lab w/ internet access and/or laptop cart, ELMO Digital Projector, SmartBoard, etc.
- 3 Mathematics teachers (2 GNSS & 1 TAG) run this section of the ELT program.

#### **Basketball [SOCIO-EMOTIONAL SUPPORT]**

- students gain and/or improve skills associated with: conditioning, footwork, passing and catching, dribbling, ball handling, shooting, rebounding, guarding, team offense and defense, officiating techniques
- students have access the school's gymnasium and its regulation size basketball court
- 1 teacher runs this section of the ELT program

#### **MATHEMATICS & ELA/ESL TUTORING [ACADEMIC SUPPORT]**

- students receive individualized support with Mathematics & ELA content taught during their regular instruction periods
- students receive support in small group sessions - up to 6 students

- students can opt-out of this support intervention once they acquire mastery of the standards they found challenging
- students can opt-in as needed OR as per teacher/parent recommendation
- students have access to computer lab w/ internet access and/or laptop cart, ELMO Digital Projector, SmartBoard, etc.
- 7<sup>th</sup> grade ELL students receive at least one period of direct instruction during this part of the ELT program; students receive support with reading comprehension, vocabulary acquisition and syntax, use of electronic resources to enhance their English Language acquisition skills, etc.
- 2 teachers, 1 Special Needs and 1 Spanish/ESL teacher run this section of the ELT program

<b>Part 2c.</b> Is the ELT program voluntary or compulsory?	<b>X</b>	Voluntary		Compulsory
---	----------	-----------	--	------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

- Student recruitment begins with family outreach prior to first day of school.
- Families are strongly encouraged to sign-up for ELT when registering their sons/daughters.
- Through robust outreach and program alignment GNSS ELT enrollment is maintained at above sixty-percent.
- GNSS staff sets-up the schedule, identifies and recruits GNSS staff for the ELT program, identifies & procures resources, distributes and collects applications.
- Global Kids (CBO) recruits and trains non-GNSS staff for their part of the program; supports GNSS with collection of application
- GK programming also embedded into the regular school day, further ensuring program integration

### **Part 3 – ELT Program Implementation and Oversight**

**Part 3a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

#### **ELT Implementation**

- GNSS staff sets-up the schedule, identifies and recruits GNSS staff for the ELT program, identifies & procures resources, distributes and collects applications.
- Global Kids (CBO) recruits and trains non-GNSS staff for their part of the program; supports GNSS with collection of application
- GK programming also embedded into the regular school day

#### **ELT Management**

- day to day operations are maintained by Global Kids staff
  - o distribute snacks & attendance sheets
  - o maintain attendance records
  - o maintain communication with parents
  - o handle minor disciplinary issues
  - o conduct classroom observations & provide GK staff with feedback
  - o handles ELT dismissal
- a GNSS administrator is on duty while the ELT program is in session
  - o provides support with major disciplinary issues
  - o provides support with finding coverage for absent teachers/staff
  - o conduct classroom observations & provide GNSS & GK staff with feedback

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

#### **Human Resources**

- GNSS
  - o 10 Teachers & 1 Tech Intern

- Global Kids
  - o 3 Facilitators, 1 Social Worker & 1 Supervisor

**Instructional Resources**

- **Wilson Reading & Just Words** - Teacher & Student Kits
- **LightSail Reading** - ipads & text licenses, teacher constructed materials
- **IA Regents** - *2015 Mathematics Algebra 1 Common Core Edition* textbook, web subscriptions to wizardtm.com, teacher license for kuta software, teacher constructed materials, TI-84 calculators, SmartBoard, ELMO Digital projector, etc.
- **Math Enrichment** - teacher constructed materials, web subscriptions to wizardtm.com, teacher license for kuta software, TI-84 & TI - 34 calculators, *2015 Mathematics Algebra 1 Common Core Edition* - eResources, SmartBoard, ELMO Digital projector, etc.
- **Glee Club** - teacher constructed materials, musical instruments (piano, electronic keyboards, drums, etc.), audio-visual equipment
- **Basketball** - teacher constructed materials, sports equipment
- **Mathematics & ELA Tutoring** - teacher constructed materials, web subscriptions to wizardtm.com, teacher license for kuta software, TI - 34 calculators, *CodeX* textbooks & resources, *CMP3* textbooks & resources SmartBoard, ELMO Digital projector, computer lab access, etc.

**Schedule Adjustments**

- as per SBO vote, the ELT program begins at the end of the instructional day and ends at 5PM. All staff meetings and parent contact outreach sessions moved to period zero (8:03AM - 8:55AM)

**Part 3c.** Timeline for implementation and completion, including start and end dates.

**ELT Start Date:** September 15<sup>th</sup>, 2014

**ELT End Date:** June 3<sup>rd</sup>, 2015

**Additional ELT Sessions (Saturdays):** January 17, 24, 31 \*\*\* February 7, 14, 28 \*\*\* March 7, 14, 21, 28

**Part 4 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 <sup>st</sup> Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded		Grants	X	School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

N/A

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

**START OF ELT [September Baselines]** - Student performance on state assessments (ELA & Math), Go Clear Path socio-emotional survey Form A, DRP assessment, Scantron Performance Series (ELA & Math)

**ELT MID-POINT [January]** - Student performance on interim assessments (ELA & Math), Scantron Performance Series (ELA & Math) - *all assessments to be administered during the last two weeks in January*

**Target Areas**

- **Performance Series IA Regents** - at least 9/13 students enrolled in IA Regents support will show an increase in

their grade-level equivalent when compared to the September baseline

- **Performance Series Math** - at least 12/19 students enrolled in the accelerated math ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline
- **Performance Series Math** - at least 20/36 students enrolled collectively in the regular math, robotics, science & small-group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline
- **Performance Series Reading** - at least 20/40 students enrolled collectively in LightSail, Just Words & small group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline

**END OF ELT** - Student performance on state assessments (ELA & Math), Go Clear Path socio-emotional survey Form B, Scantron Performance Series (ELA & Math) - *all assessments to be administered during the last two weeks in May*

**Target Areas**

- **Performance Series IA Regents** - at least 12/13 students enrolled in IA Regents support will show an increase in their grade-level equivalent when compared to the September baseline
- **Performance Series Math** - at least 15/19 students enrolled in the accelerated math ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline
- **Performance Series Math** - at least 26/36 students enrolled in the regular math, robotics, science & small-group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline
- **Performance Series Reading** - at least 25/40 students enrolled collectively in LightSail, Just Words & small group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline

**Part 5b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

1.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
----	--

## Section 6: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
  - Section E. Instructional Staff under Sections II. & IV.
  - Section G. Organizational Plan under Section I. Training Support and Professional Development
  - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
----------	---------------------------------	--	---	--	--------------------

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

##### Recruitment

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

##### Retention & Support

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

##### Assignments

- Based on school needs, teachers' license and content expertise

#### 2b. 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).

- Weekly Content Team Meetings
  - Content teachers meet and discuss strategies designed to increase student engagement in the classroom (methods to differentiate content, process, product and the learning environment) and to review the effectiveness of their implemented strategies
  - All math & ELA teachers participate in individual 1:1 sessions with an administrator or a network coach; during these sessions teachers have an opportunity to request individual support with technology

needs, content & process differentiation techniques, discussion and assessment techniques, etc. During these sessions, teachers are also provided with an opportunity to examine and assess the effectiveness of their data-driven interventions and/or collectively plan such an intervention (academic, behavior or socio-emotional)

- ELA teachers review, practice and enhance instructional strategies associated with the CodeX and Writing Matters curricula
- Math teachers review, practice and enhance instructional strategies associated with the CMP3 curriculum
- Model Teacher Classroom Visitations
- Peer to Peer Classroom Visits
- Urban Advantage professional development sessions for teachers and school administrators
- Teaching Matters Network professional development sessions for teachers and administrators. Topics include:
  - strategies to improve classroom behavior and performance for students with disabilities
  - positive behavior intervention strategies
  - strategies to improve student performance in the ELA classroom
- Pearson CMP3 coaches - small group & individual sessions

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. 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).

N/A

**Part 4: SWP Schools Only**

**4a. 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.).

N/A

**4b. 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.

Schoolwide assessments are built into the Common Core curricula for the major content areas. These assessments include pre/post unit tests and quick checks for understanding. Content teams under the supervision of a school administrator construct the assessment schedule for the year and decide which curricula assessments to administer based on student progress and teacher/admin observations. In addition to curricula assessments, all students participate in the NYC DOE MOSL assessments for Mathematics, ELA, Social Studies and Science.

Assessment results are tabulated and analyzed and their results are used to improve instruction and student outcomes. The following professional development sessions are offered to teachers in need of support with data-driven instruction:

- **Data Analysis** - how to read, interpret, sort & manipulate assessment results in order to identify trends/patterns in student performance
- **Data-Driven Instruction** - how to use Global’s DDI Tool - identify a hypothesis, possible reasons for poor or exceptional performance, identify strategies to improve/replicate performance, identify ways to incorporate strategies into the curricula & daily lessons, and ways to assess the efficacy of these strategies
- **Formative Assessment Strategies** - identify and use various assessment methods to be used on a daily basis in order to determine the students’ mastery of daily instructional aims
- **Assessment Construction** - how to develop effective summative & formative assessments

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 102,047	X	
Title I School Improvement 1003(a)	Federal	n/a	n/a	n/a
Title I Priority and Focus School Improvement Funds	Federal	\$ 38,358	X	
Title II, Part A	Federal	n/a	n/a	n/a
Title III, Part A	Federal	\$ 11,200	X	
Title III, Immigrant	Federal	n/a	n/a	n/a
Tax Levy (FSF)	Local	\$ 1,164,369	X	

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



## Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Global Neighborhood Secondary 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 the school and the families. The 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 the school community. **Global Neighborhood Secondary School** will support parents and families of Title I students by:

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

### School-Parent Compact (SPC) Template

**Global Neighborhood Secondary 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.

#### **IV. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

#### **V. 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;

**VI. 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.



## **Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

**Part A: School Information**

Name of School: <u>Global Neighborhood Secondary</u>	DBN: <u>04M381</u>
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):  
 Before school       After school       Saturday academy

Total # of ELLs to be served: 27  
Grades to be served by this program (check all that apply):  
 K     1     2     3     4     5  
 6     7     8     9     10     11     12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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

**Rationale**

This direct instruction supplemental program relies on teacher-constructed instructional materials supportive of the language associated with learning, thinking and writing. ELL students enrolled in the after-school program will partake in additional language support in the following areas:

- **Language for learning** - students receive support with language used in their main content areas (math, science, ELA, and SS) such as actions, description/classification of objects, informational and background knowledge, instructional words and problem-solving concepts, problem-solving strategies and applications, support with logical reasoning
- **Language for thinking** - students receive support with constructing & interpreting graphic displays, comprehension concepts, drawing inferences, word relationships (synonyms, homonyms, antonyms, etc.), if/then reasoning, analogies, summarizing and paraphrasing, etc.
- **Language for writing** - students receive support with writing sentences and paragraphs, using correct grammar and punctuation, apply higher-order thinking skills and interpretation of written text.

**Subgroups**

- A. Grade 7 - Long term ELLs, SIFE
- B. Grade 8 - Robotics Program - Long Term ELL ONLY

**Schedule & Duration**

- A. Four 50-minutes sessions per week; October to June
- B. Three 50-minutes sessions per week; October to June

**Language of Instruction**

- A. English & Spanish
- B. English & Spanish

**Number and Types of Certified Teachers**

A. ONE Spanish/ESL Teacher, Just Words Trained

B. ONE Spanish/ESL Teacher, ONE Science Teacher & ONE IT Coordinator

**Type of Materials**

A. Teacher constructed materials, EngageNY materials, NYSESLAT training materials, materials adapted from McGraw Hill/SRA's Direct Instruction Language Programs, and web-based resources

**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

Begin description here: To ensure an effective language acquisition process for our ELLs, all teachers working with these students will receive support as per their request and as per our needs identified in classroom observations and interim assessments.

**B Arias (Content Support for ELL Students & ESL Services)**

- Teaching Matters ELA & ELL Support
  - 1:1 Code X curriculum support sessions with network provided coach; 1 per week
  - ELL monthly training sessions - all day events (up to 7 hours per session)
    - Using SIOP with newly arrived students
    - Developing academic language using SIOP
    - NYSESLAT Writing descriptive paragraph
    - NYSESLAT Writing fact-based essay
    - ELL Forum - Speaking and Listening/Oral Language
    - ELL Forum - End of Year Reflection
- Administrative Support - as per teacher request and/or as a result of classroom visits
  - Support with web-based applications (DuoLingo, Google Translate, etc.), construction of instructional materials, construction of units of study pertaining to the language associated with learning, thinking and writing, direct instruction strategies, SIOP, etc.
- MSQI - as per teacher request
  - Just Words refresher courses (up to 7 hours per session)
- OELL Professional Development - as per teacher request/need - half & full day sessions

**B Glover (Science Teacher, ROBOTICS instructor)**

- Teaching Matters
  - ELL monthly sessions as per teacher request (up to 7 hours per session)
- Administrative support
  - Support with identification of key vocabulary and concepts that pertain to the language associated with learning, thinking and writing; this process will be done in collaboration with the ESL teacher
- OELL Professional Development - as per teacher request

## 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: As a community school, we strive to ensure that all of our stakeholders understand our values and are able to voice their support and concerns. In addition to supporting our ELL students, we also seek to support their parents and families by providing them with the following services:

- **Adult ESL Classes**
  - Individualized learning program via Rosetta Stone and/or Duo Lingo. All interested parents will have access to our school's computer lab. Global staff and parent volunteers will be on site to support ELL parents with accessing these electronic resources, set up their accounts, etc.
  - Parents will be able to access the computer lab after 3:15PM (Mon, Tue & Wed). Global staff will be on site until 6PM. Pending interest, we'll also support our parents to access these resources on their own personal electronic devices (Android & Apple-smartphones & tablets).
  - Topics to be covered:
    - Rosetta Stone's interactive immersion program exposes parents to the following sequence of units of study: sights & sounds, words, sentences and conversations. DuoLingo follows a similar unit sequence. Both programs support learners with writing, reading, listening & speaking.
- **Access to community programs & events;** this information will be provided by our CBO partners, Global Kids & PBC, and by Global parents involved in the local East Harlem community.
  - Topics to be covered: eating healthy, access to eye doctors, access to dentists, physical exercise, city/state programs, access to universal pre-K program, etc.
- **Homework/Study Skills Workshops** - Spanish Only - our Spanish/ESL teacher in collaboration with her peers, will introduce parents to school and electronic resources that parents can employ to help their child with academic coursework.
  - Topics to be covered: homework support, use of bi-lingual glossaries, use of calculators, construction of home libraries, use of Google translate, etc.
  - Workshops offered on a monthly basis until June 2015; frequency can be increased as per parent's request

Communication w/ families

- Phone Messenger - instant translation to Spanish
- Jupiter Gradebook - SMS & E-Mail to parents; instant Spanish translation available; portal also facilitates transmission of messages in languages other than English and Spanish
- Flyers - translated into languages other than English & Spanish by professional translators

- Word of Mouth - encourage students to bring their parents/guardians to school

<b>Part E: Budget</b>		
<b>FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> 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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>381</b>
School Name <b>Global Neighborhood Secondary School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>152</b>	Total number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>19.08%</b>
--	------------	----------------------	-----------	---	---------------

# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In								2						2
Discrete ESL class							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	1	3	1	0	0	0	0	5

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16	3	13	8		8	5		5	29

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>16</b>	<b>3</b>	<b>13</b>	<b>8</b>	<b>0</b>	<b>8</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>29</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	6	1					11
Intermediate(I)							1	3						4
Advanced (A)							5	4	4					13
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8				8
7	5	3			8
8	3	1			4
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		1		1				8
7	4		2		3		1		10
8	3		1		1				5
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
All students at GNSS, including ELLs, have their reading comprehension level mapped via a universal screen-- Degrees of Reading Power (DRP) -- allowing teachers to identify those in need of specific and intensive reading supports. 100% of students who fall into the above category (scoring below a forty-five point threshold on the reading comprehension screen) also participate in a secondary

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
All students progress, as noted by increases in the DRP and in the NYSESLAT; most of the students had significant growth, missing proficiency by just one modality. The Lead ESL Teacher also reviews Mid-trimester and Trimester Data and advises administration, School Cabinet and teacher teams accordingly. In this manner the ESL Teacher shares her expertise and ensures an appropriate focus on the ELL population in professional development meetings: specifically by examining/sharing data (NYSESLAT, DRP, other diagnostic assessments , and authentic student work products) and discussing and sharing intervention strategies. Thus, goals are set for each ELL student based on this data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
NYSELAT, NYSED and DRP data revealed that the school has 35% of students reading below the 3rd grade level and in need of intensive reading and literacy support. Individual student needs are complex and often multifold; including eclectic mixes of phonemic awareness, academic vocabulray, reading fluencing, and reading compehension. Phonemic awareness is a particular need of our Arabic-speaking ELLs who do not have a great deal of experience with or understanding of the English Language or Latin Alphabet. Given this data, GNSS implemented Wilson and Wilson Just Words . Wilson addresses all five fundamental areas of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) , with an emphasis on systematic phonics and study of word structure. It also incorporates spelling and handwriting in an integrated approach. Fundamenatlly, the Wilson program directly addresses the needs of our Arabic-speaking ELLs from vowel sounds and alphabet to reading comprehension. Wilson Just Words is a supplemental word study program with an emphasis on phonemic awareness, word study, phonics and spelling and we have found it particularly helpful in addressing the needs of our non-beginning ELLs and FELLs.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Two of the school's long term goals are to increase teacher's instructional capacity to elevate rigor in instruction and to focus on literacy development for all students. The school is in its third year of the Middle School Quality Initiative (MSQI). Data from the first year's

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

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

Paste response to question here:

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

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

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

## 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](#).)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
GNSS offer parent orientations to inform parent of the three New York City program models (Transitional Bilingual, Dual Language and ESL) and show the NYC parent orientation video. They are offered the opportunity to choose the program of preference. Should they choose a program not offered in our school, they are given the transfer option to a school that offers the respective program model.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
On the day of registration, the ESL teacher sets up an orientation meeting and makes sure that all forms are filled out. Upon administering the LAB-R and scoring it and if a student is entitled for services, the ESL teacher sends home an entitlement letter in the parent's preferred language alerting them of the score and the need of services for their child. A copy is placed in the student's cumulative file, another one in the ESL teacher's binder, and a copy in the Main Office's binder.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The ELL identification, parent orientation and program placement will take place within ten days of enrollment. During this time, a licensed pedagogue will interview student and LAB-R if necessary. After teacher hands-scores and verifies that the student is classified as an ELL, a placement letter is sent home in his/her native language. At the beginning of the school year, the ESL teacher reviews the scores of the NYSESLAT and if necessary, sends home a continuing letter printed in the school's letterhead and in the parent' identified native language. Likewise, if the student scored a proficient, then a non-continuing letter is sent home in the same manner. All forms are kept as follow: a copy is placed in the student's cumulative file, another in the office's file, and a third is kept in the ESL's teacher's binder. Our LAP team will review periodically the parent choice letters, to ensure that the program offered in our school is aligned with the parent options. Should our ELL population increase, and should more parents select a Bilingual program, we will proceed as requested per CR part 154 and open a TBE program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered every Spring to all ELLs. The test coordinator meets with the team and assigns teachers to adminisiter the test. She ensures that these teachers are not the same as their ELA instructors. Letters go out to parents in their respective language alerting them of the test with a suggestions to help them prepare their child for test. All accomodations are taken into considerations giving students ample time and proper setting according to grade band. All proctors familiarize themselves with test instructions the prior day. All tests are secured in a locked closed and on day of test, proctors sign out amount needed and sign them in upon completion of assessment.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Ninety-four niety percent (94%) of parents who responded to Survey are satisfied with their choice of GNSS. We continue to strive to support parental request and the particular needs of Heritage Language students and our ELLs, who predominantly have Spanish as a native language, by providing a rich culturally infused curriculum (specifically in Humanities and the Arts) and by providing an accelerated Spanish language program that provides high school credits for eligible candidates and accelerates native/heritage language learning. Finally, we have a growing Arabic speaking population which we are in the process of providing greater services beyond ESL. Specifically, we strive to incorporate an Arabic speaking adult into our community to assist newly arrived students with transitional period.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Global Neighborhood School is a middle school with 152 students from 6 through grade 8. The student population is 27% African-American, 58% Latino/a, 8% Caucasian, 5% Asian/Asian-American students, and 2% Other. The student body includes 18% English language learners and 29% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2012 - 2013 was 91.3 %. Our school is organized and designed to prepare early adolescents to become highly skilled, self-aware adults, who are ready to attend four-year colleges. Students are prepared to become global citizens through heterogeneous grouping for academic study and participation in a school environment that values democracy and equity. As a school of inclusion, GNSS has approximately 35% students with IEPs per grade supported through a collaborative team teaching approach as well as within smaller classes for targeted reading intervention (ESL, Wilson, Just Words). Students mostly travel together for grade specific core classes (ICT and otherwise), which are 52 minutes long. GNSS students have ungraded electives, usually 1-2 electives per day which include Art, Chorus, Music, and Physical Education.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

GNSS has one ESL teacher and one Lead English Teacher who has certification from California for the teach of ELLs--specifically, the Crosscultural, Language, and Academic Development (CLAD™). Each student receives the mandated number of ESL instructional minutes as part of their regular weekly schedule. In addition ELL students receive 150 minutes a week in either Wilson or Wilson Just Words instruction, as well as an additional 6 hours of extended day instruction per week (200 hours over the academic year).

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Spanish-speaking ELLs have Spanish class three times a week, which supports native language development for the ELLs who come from Spanish speaking homes. This culminates in an 8th Grade high school credit bearing Spanish class--pending a passing score in the end of year city exam. It should be noted that 100% of students who took the exam last year received High School Credit.

ELL and F-ELL non-Spanish speakers (Arabic, Pakisatani, Bengali) are encouraged to enter or continue with Saturday programs in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Scholastic CodeX addresses all four modalities and requires their assessment throughout each unit (summative and formative assessments).
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

Our school is organized and designed to prepare early adolescents to become highly skilled, self-aware adults, who are ready to attend four-year colleges. Students are prepared to become global citizens through heterogeneous grouping for academic study and participation in a school environment that values democracy and equity. As a school of inclusion, GNSS has approximately 35% students with IEPs per grade supported through a colaborative team teaching approach as well as within smaller classes for targeted reading intervention (ESL, Wilson, Just Words). Students mostly travel together for grade specific core classes (ICT and otherwise), which are 52 minutes long. Students who need greater support are given smaller group or individual instruction the classroom or by the Lead Special Education teacher.

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

**Courses Taught in Languages Other than English **

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

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

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

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

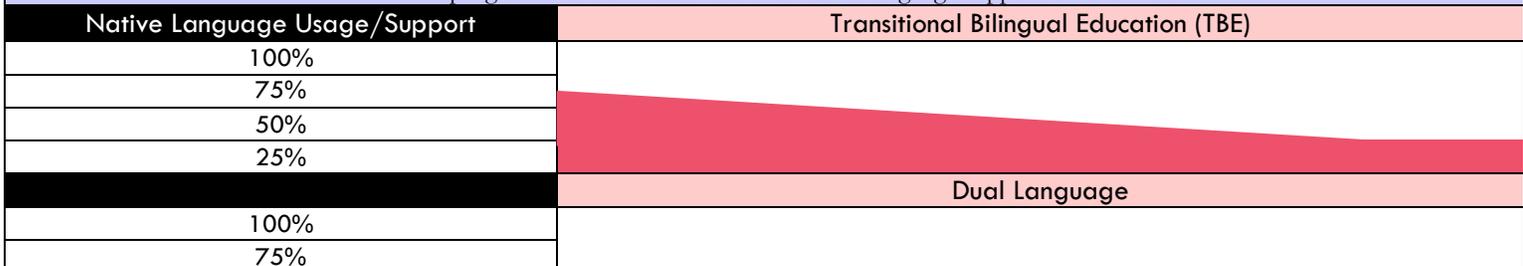
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Content Teams examine and establish coherent curriculum across the classrooms and grades with a specific focus on adapting a no failure grading policy (AED Middle Start's ABCI) and customizing an eclectic periodic assessment platform that supports data driven instruction to establish and maintain a culture of high expectations and academic rigor for all students, including ELLs of all ranges. Students who have been identified as struggling are placed into appropriate intervention classes and are offered extended instructional time relevant to their greatest area of need (ESL, Math, ELA, etc.). This data-driven focus allows us to customize our instruction and our curriculum for students of all language development ranges.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Instruction at GNSS is organized into twelve week trimesters. A mid-trimester progress and a final trimester progress report is generated. This means that approximately every six weeks student progress is being formally assessed and communicated. Student progress is assessed and analyzed by the administration and the Content and Grade level teams. Enrichment and acceleration opportunities are created within the school day and in our afterschool program. Periodic Assessments and DRPs are also conducted and reviewed every trimester, and instructional adjustments are done accordingly. Mock Standardized Tests are also conducted in order to assess language fluency, reading comprehension, academic growth and resilience. Classroom work and behavior of targeted sub-groups is discussed weekly and instruction is modified accordingly. During content team meetings, we regularly discuss the appropriate actions needed for student success, set goals, and share methods that work to address the students needs. Furthermore, all teachers continuously incorporate differentiation in each unit of study.
11. What new programs or improvements will be considered for the upcoming school year?
- GNSS is utilizing the NYCDOE vetted Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX , Writing Matters, and Word Generation curricula for Humanities and Connected Mathematics3 for Math. Both Math and Humanities meet for 104 minutes daily. In all cases lessons and units of study (goals, methods, materials, and assessments) are designed to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start. In addition GNSS supports this instruction by having all ELL students in Wilson or Just Words as well as a stand-alone and/or push-in ESL class.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued Social Studies (except in the 6th Grade) for a Humanities approach; thus utilizing our ELA and ESL teachers to support a Common Core Literacy-Across-the Curriculum approach. Literacy-Across-the-Curriculum strategies cultivate critical and creative thought so that all our students have access to higher education, are prepared to take on the most difficult social and personal problems, and can pursue rich and satisfying lives. With this intent GNSS has adopted and blended the following NYCDOE vetted curricula: Scholastic CodeX, Writing Matters, Voices & Choices. The blending of these reading, writing and Social Studies curricula ensure a complimentary and coherent (6-8) Common Core aligned fiction and non-fiction reading/writing initiative, with a focus on utilizing instructional strategies that support the reading and re-reading of complex text and the development of higher order thinking and problem solving skills
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Programs are designed and offered to students based on strengths and needs. Students ELL students receive 150 minutes a week in either Wilson or Wilson Just Words instruction, as well as an additional 6 hours of extended day instruction per week (200 hours over the academic year).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In the classrooms, Elmos and Smartboards are used to display instruction and laptops are used to access google translator.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students have Spanish class three times a week, which supports native language development for the ELLs who come from Spanish speaking homes. ELL and F-ELL non-Spanish speakers (Arabic, Pakisatani, Bengali) are encouraged to enter or continue with Saturday programs in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- see Question 8 on page 10
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

Tuesday: Special Ed Meetings (self- and Network-facilitated)

Thursday: Content Team Coaching and Content Team Meetings

- Math: facilitated by Assistant Principal
- Humanities: facilitated by Center for Educational Options and Teaching Matters
- Science: self-facilitated

Friday: Grade Level Team Meetings (self-facilitated)

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

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

Teachers are also directed to participate in workshops conducted by experts at the Local and National level (NYCDOE, FHI-360, Teaching Matters, Connected Math, Scholastic CodeX, etc.). In total, teachers participate in a minimum of 4 hours a week of professional development activities or 160 hours a year. Furthermore, the ESL teacher has attended the following professional development: CodeX, Quality Teaching for English Learners (QTEL), NYSISTELL and ELL compliance general sessions, Spanish NLA Professional Development Institute. In addition, she attends the weekly ELA/Humanities content team meetings.

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

#### **D. Parental Involvement**

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

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

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Global Neighborhood Secondary</u>			School DBN: <u>381</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Luis M. Genao	Principal		1/9/14
Florin Purice	Assistant Principal		1/9/14
Yajaira De Leon	Parent Coordinator		1/9/14
Berquis Arias	ESL Teacher		1/9/14
Ivory Golden	Parent		1/9/14
Pierre Gendron, ELA SpecEd	Teacher/Subject Area		1/9/14
Dejah Lynch, Math SpecEd	Teacher/Subject Area		1/9/14
Melissa Goldstein	Coach		1/9/14
Michelle Robles	Coach		1/9/14
Kassandra Reyes	Guidance Counselor		1/9/14
	Network Leader		1/9/14
Bryan Glover	Other <u>Teacher/Science</u>		1/9/14
Lillian Perez-Rivera	Other <u>Secretary</u>		1/9/14
Gary Katz	Other <u>ELA SpecEd</u>		1/9/14
Beatriz Martinez	Other <u>Math SpecEd</u>		1/9/14

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 4M381 School Name: Global Neighborhood Secondary School

Cluster: 511 Network: FHI 360

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

### **Part A: Needs Assessment Findings**

---

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

Global Neighborhood Secondary School (GNSS) uses the Home Language Identification Survey (HLIS), as well as conversations with parents to determine the written translation and oral interpretation needs of all parents. The school will determine, at the time of enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS, on the student emergency card, and in the file of the ESL coordinator teacher. Additionally, GNSS has a roster of Arabic and Chinese language translators (including family members) that are used as needed for testing and parent meetings. Also, Ms. Rosa Gonzalez, our Substance Abuse Prevention Intervention Specialist (SAPIS) is one of our translators of Spanish who assists parents and students as needed. GNSS also utilizes the translation and interpretation unit division indicated in the DOE website for Family Resources as needed.

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

GNSS will use all of the Language Translation and Interpretation funds for per session compensation for teachers who provide Spanish translation and interpretation services. The majority of the staff at GNSS is fluent in both English and Spanish, allowing the school to provide all of the necessary language support for non English speaking parents without relying on outside services. Parental notices will be sent in both Spanish and English informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office. GNSS will use the DOE website Family Resources translation and interpretation unit to assist in any translation as needed for our Arabic population. For Arabic speaking families GNSS will reach out to parent volunteers and outside aids to assist in translations during meetings, events and other activities. GNSS also has a cadre of consultants used for supporting our Arabic students for testing and other school and family matters. GNSS also utilizes the available NYCDOE translation for non-english speaking parents and will also be submitting to the translation units the forms and letters that are created by GNSS and used annually.