

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

03M403

School Name:

GLOBAL LEARNING COLLABORATIVE

Principal:

KARLA L. CHILUIZA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High school School Number (DBN): 03M403
School Type: High School, grades 9-12 Grades Served: 9-12
School Address: 145 West 84th Street
Phone Number: 212.877.1103 Fax: 212.811.1193
School Contact Person: Karla L. Chiluita Email Address: kchiluita@schools.nyc.gov
Principal: Karla L. Chiluita
UFT Chapter Leader: Jeffrey Picca
Parents' Association President: Amarilis Velasquez
SLT Chairperson: Christina Canty
Student Representative(s): Jade Oghoanina, Soyma Ahmed

District Information

District: 03 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: fwalsh@schools.nyc.gov
Phone Number: 212-356-3739 Fax: 212-356-7514

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 403 Network Leader: Nate Dudley

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 Comprehensive Educational Plan (CEP) 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:

- 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*.
- 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.**
- 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)
Karla L. Chiluzia	*Principal or Designee	
Jeffrey Picca	*UFT Chapter Leader or Designee	
Amarilis Velasquez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jade Oghoanina Soyma Ahmed	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Canty	Member/ Teacher	
Phillip Chernick	Member/ Teacher	
Donna Lee	Member/ Parent	
AnjezaNdreu	Member/ Parent	
Stephanie Grice	Member/ Parent	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: 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. 	
<ul style="list-style-type: none"> Effective School Leadership: 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. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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:

- B. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- C. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- D. 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 CEP Development

School Leadership Teams should engage in the following steps:

- **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:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

At the Global Learning Collaborative, our goal is to place students on a path to college readiness and global competency. Infused with global themes, our curriculum prepares students to complete globally focused assignments. Our curriculum is enhanced by a breadth of academic and extra-curricular experiences exposing students to the rigor of college level work and a globally responsive education. At the Global Learning Collaborative we strive to develop our students into global citizens.

Located in a safe neighborhood on the Upper West Side, our school serves 494 students. The school population comprises 15% English Language Learners and 21% students with IEPs.

Special Initiatives

International Study:

In addition to our strong university-bound curriculum, our school offers students the chance to travel internationally. During the 2014-2015 school year we have two groups of students and teachers travelling to Italy and China, and in past school years students have traveled to Antarctica, Peru, Ecuador, London, Cuba, and South Africa.

World language offerings:

We provide our students the opportunity to learn up to four different languages. We currently offer Spanish, French, Italian, and Mandarin. All students are expected to complete 6 credits of a world language.

Programming students in a looping structure:

The Global Learning Collaborative has introduced a horizontal and vertical looping system for students with disabilities and ELLs. Special education and ESL teachers follow the same set of students in classes in order to target specific skills which will help them be successful. This allows students with IEPs or ELLs to be academically and personally known and supported.

Collaboration and Partnerships:

We currently have the following partnerships:

- Hunter College- College Now Program
- Fordham University- STEP Program
- DOME College Access

Strengths:

- The school has developed a safe, inclusive and nurturing environment, characterized by a variety of support systems that contribute positively to the academic and social emotional development of students. Teachers receive high quality professional development and are encouraged to participate in external professional development.

Accomplishments:

- Attendance is 90% which represents significant improvement.
- We graduated 75% of students from the class of 2014 which was an improvement from the 2013 graduation rate of 52%.

Key Areas of Focus

- Our 2014-2015 instructional focus is implementing literacy strategies across all content areas to strengthen

vocabulary acquisition, reading comprehension and writing skills.

- Increasing the Global History Regents pass rates: We have identified the Hochman Writing Program to support students with a common approach to essay writing. Our PD committee comprised of teachers design and facilitate teacher PD aligned to the Hochman Writing Program and other literacy strategies we are implementing this school year.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A major finding in the QR report from last school year 2013-2014 was the need to consistently emphasize rigorous habits and higher order skills so that all students are consistently challenged and engaged in higher-order thinking learning activities.

Strengths:

- Teachers use an online curriculum protocol that captures the development of curricula aligned to CCLS. School leaders provide teachers with feedback on their curriculum maps. (QR 2013-2014)
- Student work samples show an emphasis on reading informational text, citing evidence from text and use of academic vocabulary. (QR 2013-2014)
- Teachers in ELA have completed the vertical alignment of CCLS standards and expectations in grades 9 – 12. (QR 2013-2014)

Priority Needs:

- Sharpen pedagogical practices to design and implement increased levels of task rigor. (QR 2013-2014)
- Enhance assessment practices to inform timely instructional adjustments through checks for understanding. (QR 2013-2014)
- Establish a normed understanding and common language among teachers of best practices to support students with essay writing. Scores on the essays of the Global and USH Regents trended as areas of improvement (Humanities CPT meetings 2013-2014 and Global and USH Regents item analysis 2013-2014)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, GLC will have successfully incorporated effective school-wide literacy strategies aimed at supporting students’ vocabulary acquisition, reading comprehension and writing skills resulting in an increased pass-rate of 5% on the 2015 Global Studies and USH Regents exam.

Our school-wide instructional focus will address this priority in the following manner:

Writing tasks will require students to demonstrate higher-order thinking.

- Writing tasks will serve as checks for understanding throughout the lesson, providing timely and relevant data for instructional adjustments.
- Writing strategies will be anchored in the Hochman Writing Program, thus we will establish a common approach to the teaching of writing across grades and subjects.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to 			

<p>impact change</p> <ul style="list-style-type: none"> • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<p>1. Design and facilitate teacher PD aligned to best practices for vocabulary acquisition, reading comprehension and writing skills. This school year will be the pilot year for incorporating the Hochman Writing Program.</p>	All teachers	September to June	PD Committee
<p>2. A. Create a “recitation” ELA class for students who are struggling readers and writers in grades 9 – 11. B. Spring 2015: creation of Literacy Coach position to support literacy-aligned classroom practices and to teach struggling readers and writers C. Program ESL and SPED teachers in a horizontal and vertical loop so they can provide continuous literacy support to high need student groups. D. Weekly common planning time between ESL, SPED and general education teachers allows for communication and analysis of student progress.</p>	All teachers ELLs and students with IEPs	September to June	ELA, ESL and SPED teachers Literacy Coach Data Specialist
<p>3. A. PupilPath, our online gradebook, grants parents the ability to view grades, attendance and assignments. Parents can email teachers and receive emails from teachers. PupilPath parent workshops are coordinated each semester by our parent coordinator. E. Monthly parent newsletter and calendar increase parent awareness of key academic dates and events. F. Six parent workshops will be offered throughout the school year with topics related to parenting adolescents. G. Establish grade level teams that engage in kid talk and coordinate the weekly parental outreach plan. Teachers call parents or meet with parents to discuss students’ progress.</p>	Parents	September to June	Parents Teachers Parent Coordinator Grade level leaders
<p>4. A. Support implementation of literacy instructional focus through teacher inter-visitations cycles with literacy-aligned feedback. This develops trust and cultivates a culture of teacher support. B. Program ESL and SPED teachers in a horizontal and vertical loop thus allowing for increased support and trust between students and teachers.</p>	All teachers	September to June	Department Chairs ESL and SPED teachers Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Creation of Literacy Coach, new ELA teacher, creation of data specialist

Instructional Resources:

- Hochman Institute Writing PD
- TESOL Conference for supporting ELLs with reading and writing

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Midpoint benchmark: In January 2015 students will receive a second 90 minute writing task. Results of this midpoint benchmark will be item analyzed against the MOSL- aligned writing rubric and compared to the diagnostic benchmark administered at the beginning of the school year. Results will be used to inform curricula adjustment toward meeting the school goal of increased vocabulary acquisition, and stronger reading comprehension and writing skills.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A major finding in the QR report from last school year 2013-2014 was that “the school has developed a safe, inclusive and nurturing environment characterized by a variety of support systems that contribute positively to the academic and social emotional development of all students.” (QR 2013-2014)

Strengths:

- Social contracts in each classroom include student voice and sustain a positive, safe and supportive classroom environment. (QR 2013-2014)
- Attendance has steadily improved to 90% from 84% (2011-2012). A system of group and individual rewards and consequences reinforce school-wide expectations of strong attendance. (QR 2013-2014, School Quality Guide 2013-2014)
- There are established systems of communication and collaboration between guidance counselors and advisors. For instance, the guidance counselors participate in grade level teams, schedule advisor conferences and push into classes to deliver guidance lessons to students. (QR 2013-2014)

Priority Needs:

- Establish a normed understanding, common language, and knowledge of best practices among school advisors through use of a horizontally and vertically aligned advisory curricula to support the students with whom they work (LES Instructional Core –only 61% of teachers agreed or strongly agreed: *My school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level.*

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, GLC will have successfully implemented College Board’s Advisory Curriculum in grades 9 – 12 to address the social and emotional skills students need to succeed in college and careers. Attainment of this goal will be reflected in an increase in the number of favorable student responses to the question: *Most adults at my school help keep me on track to be promoted to the next grade and to graduate* and the teacher response to: *My school does a good job teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level.*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and engagement

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Design Tuesday Extended Time so as to create advisory common planning time for grade level teams. Grade level teams use College Board’s Advisory Curriculum in grades 9 – 12 to design advisory lessons for the grade. Grade level leaders participate in monthly PD sessions aimed at strengthening strategies for advisory planning and parental outreach. 	All advisors Grade level leaders	September to June	School leaders Grade level leaders Advisors
<ul style="list-style-type: none"> Program students with IEPs or ELLs with an advisor who is a certified SPED and ESL teacher. Program ESL and SPED teachers in a horizontal and vertical loop so as to provide a culture where students feel academically and personally known and supported. 	ELLs and students with IEPs	September to June	ESL and SPED certified teachers Data Specialist
<ul style="list-style-type: none"> Establish grade level teams comprised of same grade advisors who engage in kid talk and coordinate the weekly parental outreach plan. Teachers call parents or meet with parents to discuss students’ progress. PupilPath, our online gradebook, grants parents the ability to view grades, attendance and behavioral logs. Parents can email teachers and receive emails from teachers. PupilPath parent workshops are coordinated each semester by our parent coordinator. Six parent workshops will be offered throughout the school year with topics related to supporting parent with adolescent topics. For example, we have offered parent workshops on Supporting Your Child with Test Anxiety. 	Parents	September to June	Parents Teachers Parent Coordinator Grade level leaders
<ul style="list-style-type: none"> Establish grade level teams that utilize Tuesday Extended Time to plan advisory lesson plans using College Board’s Advisory Curriculum. This allows teachers to build support and trust among each other with designing and implementing common advisory lessons. Advisor structure allows for students to develop trust in their advisor. Parent Engagement Time allows for communication and trust to develop between the advisor and parents. 	All students within advisory	September to June	Grade level leaders Advisors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Creation of grade level leaders (\$5400: 3 hours of per-session for 4 grade level leader)

Instructional Resources:

- College Board’s Advisory Curriculum for grades 9 – 12

Schedule Adjustment:

- Advisory meets for 10 minutes Monday to Thursday. On Fridays, advisory meets for 38 minutes, allowing for the implementation of an advisory lesson.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Midpoint Benchmark: At the end of the fall 2014 semester during advisory, students will be given a survey eliciting responses to questions centered on social and emotional skills. Results of the survey will be used to shape the Spring 2015 advisory curriculum.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A major finding from the School's Quality Guide for 2013-2014 was that only 64% of 9th graders earned the required 10+ credits. When compared to our peer group, we fell in the lowest quartile on this metric. Furthermore, only 46% of our 9th graders in the lowest third earned 10+ credits which also placed us in the lowest quartile when compared to the peer range.

Strengths:

- There are established systems for teachers to collaborate. For instance, general education, SPED and ESL co-teachers share common planning time. Department teams meet once a week for looking at student work, vertical planning and discussing inter-visitations feedback. Grade level teachers team meet once a week to co-plan advisory lessons, engage in kid talk and plan parent outreach.
- There are established systems for professional development. For instance, teachers in the PD committee design and facilitate weekly teacher PD. In addition, school leaders design and facilitate monthly PD for grade level leaders and department chairs. Based on observation trends, Lunch and Learn PD series are offered to teachers throughout the school year. Teachers who are up for tenure are invited to attend Tenure Lunch and Learn PDs.
- Teachers are encouraged to attend external PD offered by national and regional teacher organizations. This year, PD conferences are planned for ESL teachers (TESOL), math teachers (NCTM), ELA teacher (NCTE) and science teachers (NSTA).

Priority Needs:

- Establish a culture where grade level teams collaborate with each other, our guidance counselor, our parent coordinator, our students and our parents to ensure the academic and socio-emotional success of 9th grade students with particular support for our 9th grade students in the lowest third.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be an increase of 10 percent in:

- the percent of students earning 10+ credits in 9th grade (from 65% to 80%) as measured by the 2015 NYCDOE School Quality Guide.
- the percent of 9th graders in the lowest third who earn 10+ credits (from 46% to 65%) as measured by the NYCDOE 2015 School Quality Guide

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Program 9th graders with low 8th grade ELA scores for literacy recitation class with 9th grade ELA teacher. Design and facilitate teacher PD utilizing marking period teacher and grade level scholarship reports, time for grade level teacher team reflection and the creation of an intervention plan for struggling students. Establish grade level teams that engage in kid talk and coordinate the weekly parental outreach plan. Teachers call parents or meet with parents to discuss students' progress. Guidance counselor to target struggling 9th grade students through student conferences, teacher conferences and parent outreach. Weekly attendance team to focus on 9th grade students with declining attendance patterns. A specific member of the team will monitor 9th grade attendance daily. At the end of every marking period, a report indicating which students with IEPs or ELLs failed a course is presented to SPED department and ESL department. Teachers within the department conduct outreach to parents and schedule PT conferences to discuss how to support students. 	9 th grade students	September to June	Grade level leaders Advisors Teachers Guidance counselor
<ul style="list-style-type: none"> Program ESL and SPED teachers in a horizontal and vertical loop so as to provide a culture where students feel academically and personally known and supported. Weekly common planning time between ESL, SPED and general education teachers allows for communication and analysis of student progress. 	ELLs and students with IEP	September to June	ESL and SPED teachers Data Specialist
<ul style="list-style-type: none"> PupilPath, our online gradebook, grants parents the ability to view grades, attendance and behavioral logs. Parents can email teachers and receive emails from teachers. PupilPath parent workshops are coordinated each semester by our parent coordinator. Monthly parent newsletter and calendar increase parent awareness of key academic dates and events. Six parent workshops will be offered throughout the school year with topics related to parenting adolescents. For example, we have offered parent workshops on Supporting Your Child with Test Anxiety. 	Parents	September to June	Grade level leaders Advisors Teachers Guidance counselor
<ul style="list-style-type: none"> Establish grade level teams that utilize Tuesday Extended Time to engage in kid talk and the parent outreach plan. This allows teachers to build support and 	All teachers All students	September to June	Grade level leaders Advisors

trust among each other when supporting 9 th graders while building communication and trust between advisors and parents.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:
Advisors, grade level leaders, data specialist.

Schedule adjustments:

- Master schedule incorporates literacy recitation classes which serve as AIS for students with low ELA 8th grade scores.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Midpoint benchmark: At the end of each marking period, report cards of 9th grade students will be analyzed to determine the percentage of students who passed all their classes with honors, passed all their classes, failed 1-3 credits and failed more than 4 classes. The action plan will be adjusted based on the data per marking period. The end of January 2015 marks the end of the fall semester and this time will serve as the midpoint benchmark toward meeting this goal.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A major finding from the School's Quality Guide for 2013-2014 was that the Global Regents pass rate was 30% which places us in the lowest quartile when compared to the peer range.

Strength:

- Our Global curriculum has been mapped in alignment to CCLS and content standards. School leaders provide feedback to our Global teachers on the curriculum mapping portal.
- Our Global 10 teacher and History Department Chair has received professional development on the Hochman Writing Program and additional Spring 2015 PD is planned for the remaining teachers of the history department.
- Recitation, PM Academy and Saturday Academy offer Global Regents courses for students who previously failed the Global Regents exam.

Priority Needs:

- To nurture growth in both level of content knowledge and pedagogical skills of the history team and literacy coach by developing and delivering the instructional and social-emotional support necessary to improve the Global Regents pass rate.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase on the Global Regents pass rate from 30% (June 2014) to 50% as measured by the NYCDOE School Quality Guide.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • After identifying the essays as an area of need on 	History teachers	September to June	School principal History

<p>Regents item analysis, the history team articulated instructional goals. These goals were shared with the ELA team so that these areas were addressed in both content areas. The school principal communicated and supported the curriculum expectation that ELA/History teachers design and implement one interdisciplinary unit with a culminating DBQ essay.</p> <ul style="list-style-type: none"> • The results of the Regents item analysis revealed the need to norm on a common approach to essay writing. Thus, the school principal actively sought a research based instructional program for the improvement of writing. Hochman Writing Program was chosen. The school principal, Global 10 teacher/History department chair and the literacy coach participated in Hochman Writing PD in October 2014. The remaining of the history team will participate in Hochman PD in the Spring semester. • The school's instructional focus and PD Plan for Monday Extended Time are aligned to strengthening teacher capacity with literacy strategies aligned to the Hochman Writing Program. • Spring 2015: Literacy Coach position was created to support teachers with literacy strategies and the Hochman Writing Program. • Adjustment of 9th grade schedule for allow for two periods of Global so as to take the Regents exam after one year of Global History. 	<p>All teachers History department chair</p>		<p>department chair Literacy Coach</p>
<ul style="list-style-type: none"> • Program ESL and SPED teachers in a horizontal and vertical loop so as to provide a culture where students feel academically and personally known and supported. • Weekly common planning time between ESL, SPED and general education teachers allows for communication and analysis of student progress. 	<p>ESL and students with IEPs</p>	<p>September to June</p>	<p>SPED and ESL teachers</p>
<ul style="list-style-type: none"> • Establish grade level teams comprised of same grade advisors who engage in kid talk and coordinate the weekly parental outreach plan. Teachers call parents or meet with parents to discuss students' progress. • PupilPath, our online gradebook, grants parents the ability to view grades, attendance and behavioral logs. Parents can email teachers and receive emails from teachers. PupilPath parent workshops are coordinated each semester by our parent coordinator. • Six parent workshops will be offered throughout the school year with topics related to supporting parent with adolescent topics. For example, we have offered parent workshops on Supporting Your Child with Test Anxiety. 	<p>Parents</p>	<p>September to June</p>	<p>Grade level team leaders Parent coordinator</p>
<ul style="list-style-type: none"> • Inter-visitations will allow Global teachers to support each other with the Global Regents improvement goal, 	<p>History teachers</p>	<p>September to June</p>	<p>History department chair Literacy coach</p>

<p>thus, building peer to peer support and trust.</p> <ul style="list-style-type: none"> School principal participation in Hochman Writing PD with literacy coach and History department chair builds trust and common understanding of the instructional plan to improve essay writing. 			School principal
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- 5th History teacher to create block Global classes.
- Literacy Coach
- Data Specialist

Schedule adjustments:

- Adjust 9th grade schedule to allow for two periods of Global. This allows 9th graders to take the Global Regents in June after one year.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Midpoint benchmark: Towards the end of January 2015, we will administer mock Global Regents exams which will be analyzed. At the end of each marking period, report cards of 9th grade students will be used to monitor progress with the Global course pass rate. Results will be used to adjust the action plan.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A major finding from the Learning Environment Survey (LES) 2013-2014 is that 95% of participating parents were satisfied with the school’s instructional core and with the school’s systems for improvement, 94% of participating parents were satisfied with the school’s culture and 96% of parents who took the LES reported positively to: *My child’s school makes me feel welcome.*

Strengths:

- There are established systems for communicating with parents: PupilPath, attendance team outreach, monthly parent newsletters, advisor structure, Tuesday’s parental outreach, and the school’s website.
- Based on parental input, our parent coordinator has planned 3 parent workshops per semester.
- We have partnered with Hunter College to offer College Now courses, Fordham University to offer STEP enrichment courses and the DOME Project to offer students assistance with the college application process.
- We have partnered with Neighborhood Arts to provide a global music extra-curricular program for interested students.

Priority Needs:

- To increase attendance at teacher parent conferences, parent workshops, PTA and SLT meetings.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase of parents’ attendance rate from 36% (2013-2014 PT Conferences) to 40% (2014-2015 PT Conference).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> Utilize call and text messaging program to communicate with parents on parent teacher conference dates. Utilize Tuesday Extended Time for advisors to outreach to parents and schedule appointments for PT conference. Reward the advisory with the highest turn-out of parents per grade. 	Parents	September to June	Parent Coordinator Advisors
<ul style="list-style-type: none"> At the end of every marking period, a report indicating which students with IEPs or ELLs failed a course is presented to SPED department and ESL department. Teachers within the department conduct outreach to parents and schedule PT conferences to discuss how to support students. 	Parents	September to June	Data Specialist SPED and ESL department chair SPED and ESL teachers
<ul style="list-style-type: none"> PupilPath, our online gradebook, grants parents the ability to view grades, attendance and behavioral logs. Parents can email teachers and receive emails from teachers. PupilPath parent workshops are coordinated each semester by our parent coordinator. Monthly parent newsletter and calendar increase parent awareness of key academic dates and events. Six parent workshops will be offered throughout the school year with topics related to parenting adolescents. Establish grade level teams that engage in kid talk and coordinate the weekly parental outreach plan. Teachers call parents or meet with parents to discuss students' progress. 	Parents	September to June	Parent coordinator Advisors Grade level leaders
<ul style="list-style-type: none"> Utilize parent leaders to outreach to other parents for PT conferences. This creates support and trust among parents. 	Parents	September to June	Parent coordinator Parent leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources:

- Parent coordinator, grade level leaders, advisors, data specialist

Instructional Resources:

- Global Connect to send text messages to parents.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

Midpoint Benchmark: At the end of the November 2014 PT conferences, the attendance rate will be determined and the action plan will be adjusted to plan for the spring 2015 PT conferences.

Part 6b. Complete in February 2015.

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|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: 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.)
English Language Arts (ELA)	Students with low 8 th grade ELA scores. Students who have failed the ELA Regents.	Period has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in ELA.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called recitation.
Mathematics	Students who have failed the math Regents.	Period has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in math.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called recitation.
Science	Students who have failed the science Regents.	Period has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in science.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called recitation.
Social Studies	Students who have failed the social studies Regents.	Period has been created to ensure small group instruction for students who have failed the Regents exam or who are in the lowest third in social studies.	Small group period of instruction imbedded in the regular school schedule.	During the day, in a period called recitation.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who are failing 3 or more classes on their report cards will be placed on a counseling schedule.	Guidance counselor provides at risk counseling to students who are identified as not meeting attendance goal and not passing 3 or more classes.	Individual student and parent counseling	During a non-core academic period

Section 7: 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
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

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.
<p>Recruitment:</p> <ul style="list-style-type: none"> • Teachers are recruited at hiring fairs at NYU and Columbia University and NYC Teaching Fellows. <p>Retention:</p> <ul style="list-style-type: none"> • We provide high quality PD through weekly PD sessions aligned to the school's instructional focus. • We provide Lunch and Learn PD aligned to the Danielson Framework. • First year teachers are paired with a mentor teacher. <p>Assignments:</p> <ul style="list-style-type: none"> • All general, SPED and ESL teachers participate in weekly common planning time through which they engage in curriculum mapping and lesson planning. • All department teachers meet once a week to look at student work, vertically plan curriculum and debriefs inter-visitations. • All grade level teachers meet once a week to plan advisory lessons, engage in kid talk and coordinate the parent outreach plan.

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).
<p>Teacher PD includes:</p> <ol style="list-style-type: none"> 1. PD committee comprised of teachers meet to design PD aligned to the school's instructional focus of strengthening literacy strategies aimed at improving vocabulary acquisition, reading comprehension and writing skills. Additionally, every Monday, teachers are provided with time to update their curriculum maps on our curriculum mapping portal. 2. Teacher Common Planning Time is used by teacher teams to develop curriculum aligned to CCLS. The goal is to achieve vertical alignment across all grades. 3. Lunch time PD: Twice a month we offer PD for teachers and para-professionals to provide support with the Danielson Framework and instructional strategies. 4. Assistant principal and principal participate in PD through school inter-visitations, ASCD, network, etc.

5. Department chairs participate in PD offered through the network.
6. Department chairs and grade level team leaders receive monthly PD with school leaders.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

MOSL committee of teacher members was created. We came together to discuss options and implications. Decisions were made as a committee. Once the school year began, we engaged teachers newly hired in New Teacher Orientation week of PD in which we explained and gave context to MOSL and MOTP. The entire staff received PD on MOSL. As a staff we discussed the incorporation of interim assessments into our school calendar to systematically gather and analyze evidence of student learning. During department CPT, teachers designed common assessments which were administered as midterm exams. During weekly PD sessions, as a staff we have looked at goals per department and item analysis of MOSL assessment, interim assessments and Regents exams to improve instruction and establish an action plan.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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	301,766	x	10
Title I School Improvement 1003(a)	Federal	\$0	x	
Title I Priority and Focus School Improvement Funds	Federal	\$0	x	
Title II, Part A	Federal	\$0	x	
Title III, Part A	Federal	\$11,200	x	10
Title III, Immigrant	Federal	\$0	x	
Tax Levy (FSF)	Local	\$3,110,029	x	

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 8: 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 CEP 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. The Global Learning Collaborative, 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. The Global Learning Collaborative 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

The Global Learning Collaborative-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 03	Borough Manhattan	School Number 403
School Name Global Learning Collaborative		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	484	Total number of ELLs	80	ELLs as share of total student population (%)	16.53%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										6	6	6	6	24
Push-In										14	14	14	14	56
Total	0	0	0	0	0	0	0	0	0	20	20	20	20	80

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	37	11	11	20	7	1	23	6	12	80

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	Total
Total	37	11	11	20	7	1	23	6	12	80
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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
TOTAL	0																			

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	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										38	17	13	6	74
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other										1		0		1
TOTAL	0	42	18	14	6	80								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	16	2	2	2	22
Intermediate(I)	0	0	0	0	0	0	0	0	0	7	4	3	2	16
Advanced (A)	0	0	0	0	0	0	0	0	0	19	14	8	1	42
Total	0	42	20	13	5	80								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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	35		3	
Integrated Algebra	35	7	14	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	48	7	4	
Physics				
Global History and Geography	29	7	5	
US History and Government	34	8	2	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
N/A

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
N/A
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child’s second language development is considered in instructional decisions?
N/A
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
N/A

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 At the time of enrollment, all students entering the New York City public school system for the first time are administered a Home Language Identification Survey (HLIS) by a trained enrollment counselor – translated in nine languages—to parents to determine what language their child speaks at home. This process also includes an interview in the parents’ home language. At the school level (where the student has been placed by enrollment), school officials receive a notice from ATS that a particular student is a potential ELL candidate. Based on a review of the HLIS and other enrollment papers, the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that established English proficiency level. This is administered by the ESL Department Chair who has a TESOL, K-12 teaching license and other ESL teachers, all of whom have a TESOL, K-12 teaching license. The results of the LAB-R exam will determine whether the student is identified as an English Language Learner and placed in the appropriate program, of which at this school, the Global Learning Collaborative is a Free Standing ESL Program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 For new ELL students, families will be informed of program choices using translated Departmental materials (brochures, DVDs) and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Ongoing outreach to parents will be achieved through one-on-one meetings, phone conversations and through informational packets which highlight the program choices available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
In the Spring, each ELL student will be administered the NYSESLAT to determine English proficiency and determines whether or not a student continues to be eligible for ELL services. Parents will be called and/or met with one-on-one for consultation.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program is for the Free Standing English as a Second Language Program which is aligned to the choice of our parents. Of the eighty (80) ELL students, an overwhelming majority selected the Free Standing ESL Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Global Learning Collaborative incorporates both the push-in (co-teaching) and self-contained models. In self-contained classes, students travel as a homogeneous group while in other specific content classes, students travel with their grade level heterogeneous group. Specifically and in accordance with The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: None Common Features of Successful Programs for ELLs, GLC has school teams that meet regularly to examine data (ARIS, NYSESLAT, lesson video tapes, students' self assessments, diagnostics), use data for individual student profiles and to monitor curriculum alignment, regularly group and regroup ELLs and English-proficient students to maximize instruction and learning opportunities, adapt structure and systems to the specific needs of changing ELL populations, and use rubrics that integrate ELA and ESL performance standards for writing as well as other program models as applicable.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Beginning students are programmed to receive 3 units or 540 minutes of ESL per week, intermediate levels receive 2 units or 360 minutes per week and advanced levels receive 1 unit or 180 minutes of ESL and 1 unit of ELA per week (consistent with CR Part 154). To the extent possible, students are grouped heterogeneously in content classes and homogeneously in self-contained classes with some additional instructional time provided for those students who require additional services.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Once an ELL is programmed based on either the LAB-R or NYSESLAT results, we continue to administer reading level assessment (Performance Series), on-going classroom assessments (differentiated where necessary and applicable) and through periodic Interim Assessment (where data is used to reteach, retool and refocus instructional content and pedagogy).
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

For SIFE students and newcomer students, we provide native language literacy classes for Spanish speakers, Social Studies instruction in Spanish and a double block of instruction in ESL instruction. For ELL receiving services 4 to 6 years and 6 plus, in addition to the mandated minutes, we provide recitation and Regents support. For former ELLs, for assessment, we provide extra time and glossaries while ESL teachers keep open communication with content teachers for additional support as needed.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Lessons created for ICT classes for ELL-SWDs are planned and created by content teacher, special education teacher and ESL teacher. During learning activities (tasks) students are, to the extent possible, grouped homogeneously based on learning level and ability as well as on English language proficiency.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

.The uniqueness of the Global Learning Collaborative is that we have ICT content classes for SWDs. To help ELL-SWDs to achieve

their IEP goals and attain English proficiency within the least restrictive environment, our ESL teachers push-in a co-taught model to assist both the content and special education teacher. There are three teachers in the ELL-SWDs classroom. In another period; ESL teachers conduct ELA based lessons using traditional ESL methodologies and strategies to help students with literature, writing and language.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

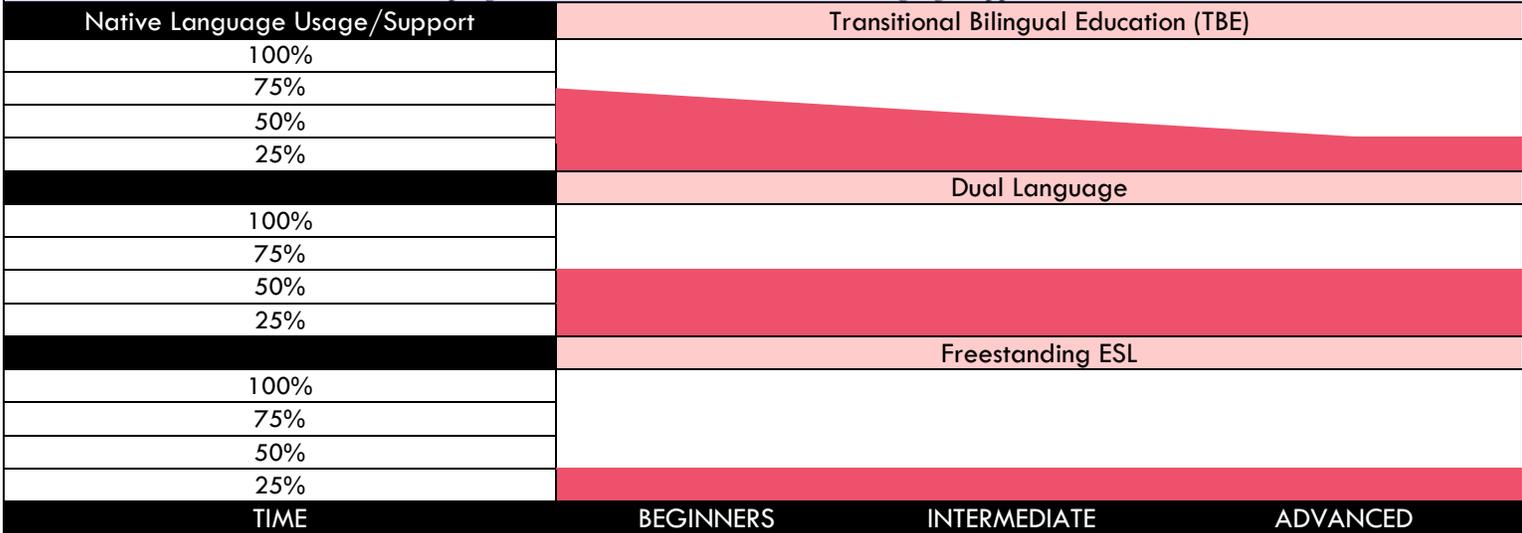
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our ESL program is structured to meet the demands of preparing students to achieve academic success in standardized testing through discovery and mastering of subjects during regular coursework. Additionally, for Math, Social Studies, Science and ELA at all levels, ELL classes are programmed with a push-in ESL teacher who assists the content teacher by providing strategies and methodologies that facilitate the acquisition of learning by ELL students. ESL teachers push into all levels of ELA, Science, Social Studies and Math. For all ELLs, ELA is also provided in a self-contained classroom setting.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs have been effective in strengthening the literacy and writing skills of our ELLs which are transferable across all content areas. Additionally, our current programs are successful in helping our ELLs to become better critical readers and writers. Our ELLs have been able to develop schema around specific topics, review mathematical concepts from a hands-on approach as well as closing the achievement gap between them and non-ELL students. Each lesson across the curriculum is geared to include a language learning objective in addition to content objective for all students.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue to provide a subset of our ESL program-the bi-lingual academy (not a TBE) where instruction for subjects such as US History, Algebra and Global History are provided in the native language of those students who have recently entered the country and have not been accepted at a dual language school or a school with a TBE program.
12. What programs/services for ELLs will be discontinued and why?
- N/A:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are given access to all school programs and are encouraged by all to participate. In particular, our ELLs participate in the school campus PSAL sports, in school specific extra-curricular activities -- cooking club, musical concerts, international travel, community service, college now programs as well as our after school and week-end credit recovery and Regents prep programs, where applicable and necessary.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All subjects are taught visually using SMART BOARDS, dedicated computer laboratory, use of Google translate, native language libraries and supplementary website and both audible and visual materials where applicable and necessary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and resources are provided to ELL students based on English Language proficiency based on the NYSESLAT results. Additionally, students are programmed based on their Regents needs. For example, there are Regents prep classes with a mix of grades 9 through 12.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled ELLs are programmed according to the LAB-R results. However, in each content area, teachers as well as ESL teacher provide summary packets which highlight course requirements, missed content and class and project summaries.
18. What language electives are offered to ELLs?
- We offer Mandarin, Arabic, Spanish and Italian to all students including ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

TBD

Part VI: LAP Assurances

School Name: Global Learning Collaborative

School DBN: 03M403

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M403 School Name: Global Learning Collaborative

Cluster: 03 Network: 403

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 70
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
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

Begin description here:

Rationale: Global Learning Global Collaborative is a school with a projected graduation rate of 76% (2014-2015). To address the low credit accumulation status and low Regents pass rates, we will continue PM and Saturday Academy programs. These programs offer credit bearing classes to students who are missing credit in Physical Education, Global History and US History. We anticipate expanding to include Living Environment and Algebra. Students who have not passed the required Regents examinations are also registered for PM Academy and/or Saturday Academy.

Population: The school has a total population of 497 students. Students in grades 9, 10, 11, and 12th grades may participate in these programs. Title III funds will support the program classes specifically for ELLs with fully certified ESL teachers along with fully certified subject specific teachers and co-teachers.

Schedule and duration: PM Academy runs Wednesday through Friday from 3: 00pm to 5: 15 pm. This program started September 4th and will run until June 14.

Saturday Academy runs from October to June 14.

Language of Instruction: The language of instruction is English.

Number and types of certified teachers for both PM and Saturday Academy: We have three (3) certified teachers in both programs in the following areas*:

Global = 1 teacher

USH = 1 teacher

ESL = 1 teachers

*Other subject teachers and additional ESL teachers will be added as needed.

Part B: Direct Instruction Supplemental Program Information

Types of materials: All students have textbooks and work books for their use.

Part C: Professional Development

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

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

Begin description here: Rationale: This year our professional development plan has a particular focus on the development of a quality and coherent curriculum that is aligned to the Common Core Learning Standards. Therefore, our school's PD plan includes (but not limited to) eighteen (18) sessions on topics that include the following: Overview of Literacy as our Instructional focus, vocabulary acquisition (research connection, introducing vocabulary words, visualizing, continuity, and assessment), presenting Hochman Writing project (paragraphs-quick outlines, revise and edit, transition outline, multiple paragraph outline and essays), reading comprehension (strategies, Hochman revise and edit, student lexile scores) and interim assessment (reteach and re-tool).

Professional development for Title III program teachers as well as other teachers and staff members responsible for instructing ELLs attend the Quality Teaching for English Language Learners (QTEL) training sessions. QTEL is aligned to the school's PD plan and will support teachers in meeting the needs of our ELL population. There are four (ESL) teachers and content specific teachers in varying numbers who will be given opportunity to attend QTEL training sessions. Topics to be covered include learning activities and tasks to sustain academic rigor, lesson planning to sustain a language focus and quality curriculum planning with strategies and methodologies specific to ELL students.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: Global Learning Collaborative has a student body that includes 14% English Language Learners. Our purpose is to engage the parents of these ELL student in ESL classes which we can provide after work hours. Our expectation is that by engaging parents in ESL classes provided after work will help to create a significant and positive impact on the academic achievement of our ELLs. Additionally,

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____