

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: GLOBAL TECHNOLOGY PREPARATORY

DBN (i.e. 01M001): 04M406

Principal: DAVID BAIZ

Principal Email: DBAIZ@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: NATHAN DUDLEY

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
David Baiz	*Principal or Designee	
Rebecca Rotelli	*UFT Chapter Leader or Designee	
Douga Ba	*PA/PTA President or Designated Co-President	
Miguel Cisneros	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Rachel Gutner	CBO Representative, if applicable	
Jhonary Bridgemohan	Member/ UFT	
Arnold Kim	Member/ UFT	
Sandra Pugh	Member/ Parent	
Claudia Rossi	Member/ Parent	
Aurelio Lozano	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

In the 2014-2015 school year, 100% of the 6th grade self-contained special education students will successfully integrate into an Integrated Co-Teaching general education setting in the 7th grade to ensure greater access for all students to the general education curriculum.

Comprehensive Needs Assessment

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

This goal was formed to align with Chancellor Farina's Capacity Framework, which ensures that every child is ready for the next grade, level, and set of challenges. The following are a part of the needs assessment that contributed to this goal:

- 1) The existing achievement gap between students with disabilities and their non-disabled peers.
- 2) Low access of students with disabilities to the general education curriculum.
- 3) Historically low NYC graduation rates of students with disabilities who enter high school in a self-contained classroom setting.

The identified need that generated this goal comes from parent testimonials, student surveys, 1-1 conversations with special education students, teacher observations, statistical over representation of black and Latino boys in 12:1:1 classes, and citywide graduation rates indicating that only 4% of self-contained students graduate high school. The School Quality Snapshot of 2014 indicates more movement is needed in the special education population on standardized tests to have more students meet state expectations on Common Core assessments. Additionally, approximately 40% of Global Tech students have IEPs, requiring specific attention and goals to the special education population.

Instructional Strategies/Activities

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

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

1. Seventh grade will include an additional section that will be an ICT class that includes students from the self-contained class and general education students. This class will be co-taught with content-based general education teachers and one special education teacher.
2. Students currently in the 6th grade self-contained special education class will begin to integrate with the general education classes in specific classes (music, dance, physical education, and digital citizenship) and during the extended learning time with Citizen Schools.

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

1. General education teachers and ICT SPED teachers will be scheduled weekly common planning periods to monitor student work and diagnose issues with student transition into their least restrictive environment. Additionally, the ICT SPED teachers will check in periodically with the administration about the level of success in transitioning the students (bi-weekly check-ins).
2. All teachers will plan differentiated lessons using Universal Design for Learning (UDL) to ensure all students have access to the curriculum. UDL templates will be provided to the teachers through Google Docs, and lessons will be planned and shared between the general education and SPED teachers using this Google Docs system.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities outlined above include weekly staff meetings, item analysis reviews of interim assessments in ELA and mathematics, weekly common prep meetings, the use of Study Island, NewsELA and IXL math and analyzing data in subject area meetings, and discussion of behavioral supports needed to ensure the mainstreaming transition is successful
D. Timeline for implementation and completion including start and end dates
1. September – October: Families of students in self-contained setting are notified of the reasons for integration and the supports in place to make integration successful in seventh grade. 7 th graders from self-contained setting in ICT receive 1 to 1 coaching from ICT teacher.
2. November – January: Self-contained students complete self-assessment survey on progress in integrated classes.
3. February – May: Co-planning meetings with self-contained special education teacher and seventh grade ICT teachers to ensure seamless expectations through the integration process
4. June: Students and families from self-contained setting meet with teachers to plan for ICT setting in coming school year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The resources used to implement these strategies include a special education teacher per grade, plus a supplemental special education teacher, training for general education (and special education teachers) in Universal Design for Learning, and NYC Leadership Academy coaching in ICT planning and practice.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
<input type="checkbox"/>	Meeting for 12:1:1 parents
<input type="checkbox"/>	Translation of all parent documents and meetings into Spanish
<input type="checkbox"/>	Celebrations of work with students and parents
<input type="checkbox"/>	Special education presentations for the PTA
<input type="checkbox"/>	Incentives for parent attendance

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Title I funding to reduce classes											
FSF for coaching support for Universal Design for Learning											
Private grants for special education support and technology services											
Teacher Incentive Fund grant for coaching support of special education teachers											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, all students will be given four Common Core Learning Standards-aligned Interim Assessments in mathematics and ELA, and 85% of students will show progress toward mastery when results are compared between the first and last assessment. Additionally, all teachers will use the results from these assessments to adjust instruction and address student confusions revealed in these assessments.

Comprehensive Needs Assessment

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

The identified need that generated this goal was a school-wide analysis of data teachers collected on students. From this analysis, we found a need for stronger systems to monitor student understanding across the school year. Students and teachers needed more supports to track mastery of Common Core Learning Standards in order to identify gaps in learning and create actionable next steps.

Additionally, 7% of student in mathematics and 12% of students in ELA scored a Level 3 or 4 as measured by the New York State 2014 assessments.

Instructional Strategies/Activities

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

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

1. Because this is a school wide goal, all teachers will implement the units throughout the school year. Students will be grouped heterogeneously to support peer to peer tutoring for students that are struggling. Additionally, students will receive targeted instruction in skill based groups when struggling with a task.
2. Teachers will create action plans to address student gaps and confusions.

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

1. All pedagogical staff will be engaged in this activity. Resources to support this activity include mathematics and ELA teacher participation with Teaching Matters coaches to devise the task/rubric/scoring procedure, and support of social studies and science teachers. Instructional implications will be shared with all teachers and literacy strategies will be implemented across the curriculum. Overall, all Professional Development meeting and coaching sessions will be used to look at the student work analysis, develop the Common Core units, implement and evaluate the units of study, and assess the effectiveness of the units.
2. Peer Instructional Coaches will meet with groups of teachers to help design student tasks and assist with data analysis of student results.

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

1. All students will complete a Performance Series baseline in September and results of this assessment will be used to plan units of study. Teachers will meet in weekly content area meetings to discuss student work, share student progress through units, and analyze results of formative and summative assessments used to check for mastery in Common Core standards. Students will take a second Performance Series assessment in the spring and the results will be compared to the fall assessment to measure growth on key Common Core standards.

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

1. September-October: Students complete the baseline assessment and teachers rate the assessments using standards-based rubrics. November-March: Teachers meet in weekly content-specific meetings facilitated by Teaching Matters coaches. Teachers look at student

data and assess student progress in units of study. Using research-based protocols, teachers will provide peer feedback on units of study and teacher-designed assessment in order to align them to the Common Core standards. Teachers implement interim assessments and analyze student data.

April-May: Students complete the Performance Series endline assessment and teachers complete final interim assessment.

2. June: Teachers and administrators meet during staff retreat to reflect on curriculum and implementation of student data systems

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

1. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities outlined above include weekly staff meetings, item analysis reviews, weekly common prep meetings, and analyzing data in subject area meetings.

Strategies to Increase Parental Involvement

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

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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
---	----------	---	----------	-----------	-----------	-----------	---	--------

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

--

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, all students will participate in ELA and Math intervention periods that provide additional support in these subjects, and as a result, 85% of students will show progress on the NYS ELA and Math exams by raising their proficiency ratings on these exams as evidenced in the 2015 School Quality Snapshot.

Comprehensive Needs Assessment

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

- 2013-14 Middle School Quality Guide which revealed declines in Median Adjusted Growth Percentile for the ELA and Math state exams, both school-wide and with the lowest third of students.
- Student Achievement levels on the 2014 NYS math and ELA exams, which were at 7% and 12% respectively.
- Principal observations of students with disabilities and ELLs in classrooms
- Teacher and parent verbal feedback (during conferences and student/teacher meetings)

Instructional Strategies/Activities

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

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

1. Students will have both math and ELA intervention built into their daily schedule, and students who are of the lowest 2/3 of ELA scores will have Guided Reading twice a week to raise their reading comprehension skills.
2. Students will be in school until 6:00 pm in skill-based groups to get intensive adult help in ELA and Math in small groups.
3. ELL students will receive additional 1-1 support and group support (outside of the mandated time).
4. Teachers will design instructional strategies and activities with a Teaching Matters coach, who will ensure that lessons are technologically engaging.
5. Special education students will receive intensive, individualized support in the classroom through teacher conferencing.
6. Test preparation will be offered in school and on Saturdays in targeted, skill-based groups.

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

1. The staff and resources utilized for this include: All ELA and math teachers, three special education teachers, the principal, a coach from Teaching Matters, and the Citizen Schools staff. In addition, students will receive test preparation booklets and six weeks of intensive preparation before the state tests. Lastly, all students will receive a laptop computer to raise the level of motivation and engagement of the students.

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

1. Staff will assess progress based on four interim assessments throughout the year, results on Performance Series (a periodic assessment

offered by the DOE), classroom data from formative and summative assessments, student self-assessment surveys given quarterly, and data from standards-aligned performance tasks in the ELA and math classrooms.

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

1. The timeline for implementation is as follows: Scheduling (block and 6:00 pm) begins at the commencement of the school year. Extra ELL support (in addition to mandated supports) begins in October. Teaching Matters coaching support (focusing on technological integration, engagement for ELL and special education students, assessments, and conferencing in the classroom) commences at the beginning of the school year on every through the end of June 2014. Individualized support in the school year commences in October. Intensive test preparation is offered every Saturday, 10 weeks prior to the first state test and ends after the mathematics test.

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

1. Citizen Schools staff will be utilized to provide academic help and individual tutoring during the Expanded Learning Time from 3:30 until 6pm Monday through Thursday. Teaching Matters consultants will be used to assist teachers in using data to inform instruction and target specific needs of students.

Strategies to Increase Parental Involvement

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

- Parents will be invited to do a read aloud in the ELA classroom, parents of ELL students and students with disabilities will be invited to spend time in ELA classrooms.
- Parents will be updated in writing and verbally about progress in ELA classes. Parents will have access to online grading program Jupiter Grades.
- All notices and newsletters will be translated into Spanish.
- Workshops will be offered for parents on technology, digital portfolio sharing, work celebrations, and other relevant ELA topics.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 100% of teachers will be deemed effective in student engagement in lessons, including multiple entry points for all learners, as evidenced by a "3" rating in component 3c, *Engaging Students in Learning* as measured by *The Danielson Framework for Teaching*.

Comprehensive Needs Assessment

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

In the most recent Quality Review, the Quality Statement 1.2 (classroom pedagogy) was listed as an area for improvement. The Quality Review cites lessons observed were teacher dominated that limited engagement from students by not allowing them to take ownership of their learning.

Instructional Strategies/Activities

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

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

1. Self-assessment of practice which will allow teachers to begin process of reflecting in effort to set goal(s) for year.
2. Individual professional development plans to address the goal(s).
3. Reflection on Individual Professional Development Plan will provide a chance to reflect on experience with their supervisor and/or colleagues

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

1. Principal and Assistant Principal providing supports and feedback for teachers.
2. Network support through achievement coach, professional development opportunities
3. Professional development calendar based on the needs of the school
4. Peer Instructional Coaches (PICs) and Demonstration Teacher (DT) roles funded through the Teacher Incentive Fund grant.
5. Financial resources and strategic coverages to support teacher professional development and inter-visitations.

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

1. Based on initial planning conferences teachers will select their observation option.
2. Based on teacher goals teachers will be evaluated on progress towards those goals. The teacher design three goals: 2 connected to academic and 1 connected to Danielson. Based on the observations teacher will be provided feedback
3. By February 60% of the instructional staff will be effective in Component 3c.
4. By June 2014 all staff will have been observed a minimum of 6 times.
5. Instructional staff would have participated in at least 6 classroom inter-visitations, where they rate their colleagues and incorporate specific strategies into their daily instruction.
6. If the above plan is effective student achievement, classroom engagement, and lesson planning will be better aligned to Common Core standards giving Global Tech Prep students the opportunity to be better prepared for high school.

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

1. Throughout year-admin conducts informal observations of professional practice (Ongoing)
2. Teacher completes self-assessment & rates own performance using Framework (September)
3. Administration and teacher hold conference to set goals for year (September/ October)
4. Instructional leads are selected to participate in Danielson trainings through the Teacher Incentive Fund grant (September - November)
5. Informal and formal observations are conducted with post lesson conversations highlighting areas of strength and growth (September – Ongoing)
6. Teacher meet weekly; hold professional discussions & implement growth plan (November – Ongoing)

7. Teacher and administration hold reflective conference and formulate growth plan for following year. (May/June)

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

1. Purchase and supply available technology for video recording of lessons, debriefing and supporting next steps
2. Use of TIF grant funds to support Peer Instructional Coach roles for teachers to offer peer guidance with the Danielson rubric

Strategies to Increase Parental Involvement

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

- Parents will be invited to provide feedback on their child's teachers
- Parents will be informed of the Danielson rubric and the teacher effectiveness rating system during PTA meetings
- Parents will be invited to observe lessons in the classroom

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

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

--

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Close readings in small groups	Guided reading in small groups. One-on-one tutoring for struggling students	12-1pm Monday through Friday
Mathematics	Math tutoring and fluency work	Small groups	3:15-4pm Monday through Thursday
Science	Close readings	Tutoring	Tutoring and homework help from 4:00-4:30 2 days a week.
Social Studies	Close readings	Tutoring	Tutoring and homework help from 4:00-4:30 2 days a week.
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Screening for all students offered by ABC, Boriken Health Clinic sessions when warranted, or outside referrals. Mandated services provided by guidance counselor.	One-to-one or group (depending on the mental health professional's opinion).	Both during and after the school day (all efforts made to avoid counseling during core class times).

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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).

- Partnership with Teaching Matters provides consultants in ELA and mathematics instruction to meet with staff to ensure lessons and units are designed to align to the Common Core standards and are rigorous in the tasks students are required to complete.
- Yearly staff retreat allows for whole-school curriculum mapping to ensure staff identify strengths in planning and gaps where standards need to be addressed to ensure cohesion from Grades 6 through 8.

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

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

Coordination and integration is based on data of the school and how funds can be best used to meet the needs of the students of the school. Additional input is taken from the principal, assistant principal, guidance counselor, and CBOs to determine how to coordinate and integrate these programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

- Teachers meet in weekly staff-wide meetings to share data from assessments and co-plan

performance tasks.

- Consultants from Teaching Matters provide in-class support of teachers in the use of formative assessments (implementation, data-gathering, and interpretation).
- Teachers are given quarterly surveys to determine areas of need and drive the school-wide professional development plan.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 04M406

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$94,652.91	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,519,416.00	X	See action plan

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.

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$94,652.91	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,519,416.00	X	See action plan

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.

**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 4	Borough Manhattan	School Number 406
School Name Global Technology Preparatory		

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 Mr. David Baiz	Assistant Principal Dr. Jacqueline Pryce Harvey
Coach type here	Coach type here
ESL Teacher Cesarlina Aviles	Guidance Counselor type here
Teacher/Subject Area Rebecca Rotelli/ELA	Parent Douga Ba
Teacher/Subject Area type here	Parent Coordinator type here
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	183	Total number of ELLs	13	ELLs as share of total student population (%)	7.10%
--	------------	----------------------	-----------	---	--------------

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							3	1	3					7
SELECT ONE														0
Total	0	0	0	0	0	0	3	1	3	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	6
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	5	1	0	6	0	6	2	0	0	13

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	5	1	0	6	0	6	2	0	0	13
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)							1	0	2					3
Intermediate(I)							2	1	1					4
Advanced (A)							3	2	1					6
Total	0	0	0	0	0	0	6	3	4	0	0	0	0	13

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	4	1			5
7	2	1			3
8	2	0			2
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	4		1						5
7	1		2						3
8	2		0						2
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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.
The GTP uses Fountas and Pinnell to assess the early literacy of all ELLs. In addition, "just right book" assessment is used during a 1-on-1 conferencing. The ELLs' reading level and their corresponding NYSESLAT-Reading/Writing results are also taken into consideration since these would guide the school's appropriate instructional planning and strategies, reading materials and interventions. The school

also uses Performance Series, a computer-adaptive test, to initially identify the reading proficiency level of ELLs and native English speakers.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
About half of the ELL population are Advanced ELLs. In 6th grade ELLs, 50% are in Advanced level; 7th grade ELLs, 67% are in Advanced level; and 8th grade ELLs, 25% are in Advanced level.
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 [AMAQ tool](#))
Paste response to question here:
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?4a. All ELLs took NYS tests in English. In the recent NYS Common Core tests, 25% of the ELLs achieved Level 2 in ELA and 30% achieved Level 2 in Mathematics.
4c. The result of the ELL Periodic Assessment is being shared among content teachers of ELLs. The data will help the ESL and content teachers in determining appropriate instructional planning and strategies to be used in the class where ELLs are mainstreamed
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?
The student's second language development is always considered in instructional decisions. Different strategies are used during classroom instructions such as scaffolding, modeling, think-pair share to develop speaking and listening skills, and guiding ELLs in choosing appropriate leveled books to read. Students have access to computers for online translations between L1 and L2, glossaries for Math and Science in their L1.
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.).
GTP evaluates the success of the Free Standing ESL program by looking into the ELLs' classroom performance, grades, progress reports, and NYS test results. The NYS ELA and Math tests as well as NYSESLAT test result may show significant progress which indicates that the ESL program offered is successful.

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](#).)
GTP is using the NYS LEP identification process to initially identify a newly admit to New York City Public School system who possibly be an ELL. During student's registration, a Home Language Information Survey (HLIS) is given to the parent/guardian of the student. HLIS has to be completed by the parent/guardian, with a pedagogue - a certified teacher, and with additional support

from a school-based staff who speaks the same language of the parent/guardian or over-the-phone translation to ensure that the HLIS is accurately completed. An informal interview with the student will follow to determine if the student speaks another language other than English. If the student has LEP, the ESL teacher or the test coordinator will administer NYSITELL (old LAB-R) within 10 days of admission for the purpose of identifying the student's level of English proficiency.

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.
Orientation will be given to the parents of newly enrolled ELLs in NYCPS system. This orientation will be given after the NYSITELL (old LAB-R) is administered. The ESL teacher/coordinator and/or Assistant Principal will be around during the meeting. During the orientation, the parents will have a chance to watch the video discussing the different programs for ELLs: Transitional/Bilingual, Dual Language, and ESL. The ESL teacher if necessary will give additional explanations regarding the video. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS.
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 [\[see tool kit\]](#).)
An Entitlement Letter will be sent out to the parent/guardian of the new ELL student. The letter includes the date and time for the ELLs' parent orientation meeting. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS. If the parents need more time to decide which program would be best for their child, they may bring the Program Selection form and must return the form to the school, or the ESL teacher will make a follow-up on this matter.
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.
Global Tech Prep is only offering Free-Standing ESL program. The ESL coordinator/teacher will describe the program during the ELLs parent orientation: the pull-out/push-in method, the ESL teaching strategies, as well as the corresponding number of hours the student will receive under the ESL program depending on the student's English proficiency level as mandated by the NYS. The school's admission coordinator will assist the parents to find another school if they will decide that Free-Standing ESL program is not suitable for their child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ELL coordinator will facilitate the test administration planning and this involves the testing days and classroom assignment. An orientation for NYSESLAT administration will be given by the ELL Testing Coordinator to the teachers responsible for each testing modality: Speaking, Listening, Reading and Writing. All teachers will be informed about the test dates and the corresponding students to be pulled out during the test administration. Each Speaking, Listening, Reading and Writing tests will be given on separate days. Conducive rooms for testing will be set aside for 6th and 7th/8th ELLs. A make-up test will be given if necessary within the testing dates.
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. 
GTP's current ELLs have been in ESL program since they were still in the elementary. For the past three years, only about two new ELLs enrolled and their parents had chosen Free-Standing ESL program. There were no parents who requested for an ELL program other than Free-Standing ESL.

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 Tech Prep offers Free-Standing ESL program. ELL students are placed in ICT or general education setting. The school is adopting push-in/pull-out method. Push-in instructional model is delivered to promote collaboration and decrease instructional time loss. Pull-out model is only used for ELLs who need individualized or small class instruction. The pull-out method focuses on ELLs whose reading below their grade level. It aims to help the ELLs improve their reading level, master comprehension skills, develop vocabulary and improve writing skill. ELLs are heterogeneously placed across grade level.

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)?

All ELLs receive ESL for 6 periods, 2 periods and 6 periods for 6th, 7th, and 8th grade, respectively, per week. The ESL teacher may follow the ELA curriculum during pullouts or work with the ELLs in improving reading and writing skills. ELA and ESL teachers use ESL strategies in teaching vocabulary, reading, and writing and developing speaking skill.
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.

Freestanding ESL is to provide ESL support to ELLs in monolingual classes and gives students instruction in the conventions of written English, vocabulary development and support in the development of their listening, speaking and reading skills through out content areas. The ESL teacher pushes in during Mathematics class and push-in/pull out during ELA classes. The content area and ESL teachers uses Concept Maps, use of non-fiction content area text, Writing process, and Vocabulary building strategies to meet the demands of CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, ELLs will take NYS Mathematics and Science tests written

in student's L1. If a test is not available in the student's L1, the school will hire an interpreter of that language, and orally translate the written test to the students. Throughout the academic year, glossaries, bilingual dictionaries and online language translation will be available for the ELLs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 The school's Literacy program helps students conceptualize, create, write, edit, and illustrate creative pieces. To help ELLs achieve success, content area teachers and the ESL teacher work collaboratively to ensure that a meaningful instructional strategies are used to make content comprehensible. The use of different graphic organizers, activities involving Scaffolding, glossaries and dictionaries, differentiated instructions and the use of Smartboard and online resources are given importance to enrich language development within the lesson. ELLs are appropriately evaluated of four modalities of English acquisition throughout the year through their reading response journal, quick write, exit slips, essays, classroom participation or small group discussion while developing good listening skill is embedded in every classroom activity.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All former-ELLs and current ELLs [SIFE, Newcomers, ELLs receiving 4-6 years, and long-term] receive support services such as academic intervention, homework help or tutoring, reading and writing skills enrichment. Throughout academic classes, differentiating instruction includes the following: instructions are written and verbal; peer explains the directions as well; give language supports such as sentence starters; create small groups for targeted instruction; some acting/role playing; visuals with simple text; sometimes (infrequent) translation; strategic partnerships, one- on-one support and the use of several visual cues and audio/graphic texts to support more language dependent texts; shared text is available in the native language; strategies are modeled for students with visual aids when needed and think-aloud; the student works in a smaller group to insure peer interaction; explicit teaching; a second teacher works with the smaller group to practice the skills taught; graphic organizers and extended time are given to practice strategies taught.

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?
 A variety of instructional materials and technology are utilized to best meet the needs of the ELL-SWD population. Different genre study, guided reading, independent reading, and literature circles are used to strengthen literacy skills. ESL utilizes series of Grammar books, Real life stories books and picture books, as well as Internet resources, which add visual support to better understand the concept. Dual language dictionaries and computers for online translations are available in each classroom to support students' native language. ELL-SWD whose reading equivalent is at least three years below their grade level are assigned to read an online reading program. This online reading program contains fiction and non-fiction texts, which involves listening and reading activities and checks comprehension skills. It has visuals to support the text that would accelerate English language development.
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?
 ESL, Special Education and the other service providers share schedule flexibility in serving ELL-SWD. Every service provider of ELL-SWD uses the information from SESIS and collaborates to provide appropriate instructional activities that would lead to achieve ELL-SWD IEP goals and attain English proficiency at the same time.

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:				

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

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
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.



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

B. Programming and Scheduling Information--Continued

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.
- A targeted-reading intervention program is given to Beginner ELLs/ELL-SWD. The intervention, which uses fiction and non-fiction texts, focuses on developing comprehension skills of the ELLs and the ESL teacher uses appropriate ESL strategies in delivering the intervention. In addition, the school has Achieve3000 to support the needs of ELLs in language development.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Every ELL shows at least a minimum annual academic progress. The annual NYS test results of ELLs in Math, ELA and NYSESLAT shows a minimum to significant increase of scores. This shows that the ESL program offered is effective and is meeting the content and academic language needs of ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- More academic and language support materials and online programs will be implemented that fully support growing the ESL program to meet the needs of ELLs.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students attend 3-hour after-school program. The after-schools programs in sports and more. Academic and non-academic after-school programs help ELLs develop language skills through speaking and listening with other native English speakers. ELLs listening skill is developed by following directions given in every activity. After-school programs help ELLs acquire more language skills.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Classroom teachers use computer, Smart-boards and document projector. Smart board provides visual aids and enhances auditory skills. Each student is issued with a mac laptop. During reading intervention for Beginner ELLs access the web-based reading program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For ESL program, bilingual glossaries for Science and Math vocabulary words and bilingual dictionaries are provided in each class. Online translation of sentences or group of words is used to support ELLs understanding of the concept presented. Teachers also create classroom materials by incorporating visual cues.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Instructional materials and supplementary fiction and non-fiction texts are carefully selected to correspond to ELL's ages and grade levels and English proficiency.
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.
- A "buddy system" helps the new ELL. He will be paired with students who may speak the same language and may share the same interest with the new ELL.
18. What language electives are offered to ELLs?
- Spanish is offered in the school.
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.

The ESL teacher identifies all ELLs (current ELLs and ELL-SWD) prior to the first day of academic year. ELL data will be collected from ATS such as NYSESLAT proficiency and NYS ELA score levels. These data will be shared to all teachers at the beginning of the year as awareness of the ELL population. Each department meets once a week to discuss CCLS, collaborate, share different strategies and may discuss current educational research that students, ELLs or non-ELLs might benefit.

The Guidance counselor and the ESL teacher support the 8th grade ELLs as they transition from middle school to high school by guiding them in identifying appropriate high school. The Guidance Counselor always welcomes the parents of the ELLs to come and talk about high school admission/application.

The ESL teacher had participated QTEL-Basic and Content Areas (Math and Social Studies) trainings. Recently, she successfully completed 10-hours of professional development in Language Diversity and Literacy Development: Supporting ELLs to Access Complex Texts. All teachers are always encouraged to attend professional development for ELLs and ELL-SWD offered through the Office of English Language Learners.

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?

The school has activities that involve parents' participation. These include Meet the Teacher Night, parent teacher conferences, Talent Show, and more. The office staff takes charge of sending home newsletters in English and Spanish. Spanish translators are also available during parent-teacher conference. Parents would like to come to school for middle school tours, high school application process, and after-school programs.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 406 School Name: Global Technology Preparatory MS

Cluster: 04 Network: 4

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.

The school ensures that all parents receive school information in Spanish or English. The school staff maintains a home language identification survey (HLIS) data, which shows parents' language preference in all oral and written communication. This information is continually updated throughout the year. HLIS is used to assess written translation and oral interpretation needs. The school provides all official written/electronic correspondence and telephone messages in English or Spanish. In addition, Spanish speaking staffs are always available to assist parents who come to school for specific purpose.

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

The HLIS (ATS) serves as guide in determining parents' written translation and oral interpretation needs. The office staff is always aware of the language need of the parents of ELLs/non-ELLs.

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.

Global Tech Prep provides English and Spanish translation of all written documents and communication to be sent home to families. The school uses TIU serve to meet the parents' need of language assistance. If the TIU Unit/school staff is unable to provide required translation into one or more covered languages under NYCDOE, a cover letter on the English document will be provided, indicating how a parent can request free translation or interpretation of such document.

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.

The school provides Spanish translator. The school may request from a DOE vendors or outside contractors for more language translators as needed especially during PTC.

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>.

The school and the PTA inform the parents that translation services are available every PTC, IEP or any other meetings. All parents are notified annually of their rights regarding translation and interpretation services.