



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

04M381

School Name:

GLOBAL NEIGHBORHOOD SECONDARY SCHOOL

Principal:

FLORIN PURICE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Academic Intervention Services (AIS)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Global Neighborhood School Number (DBN): 04M381
Grades Served: 6, 7 & 8
School Address: 240 East 109th Street, New York, NY 10029
Phone Number: (212) 289-4204 Fax: (212) 289-4301
School Contact Person: _____ Email Address: _____
Principal: Luis Genao
UFT Chapter Leader: Dejah Lynch
Parents' Association President: _____
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Mission of Global Neighborhood Secondary School (GNSS) is to prepare students to become highly skilled, self-aware adults, ready to attend four-year colleges. GNSS students will acquire the habits of mind to become global citizens through academic study, community-action projects, and participation in a school environment that values democracy and equity.

Located in one of the few barrier-free buildings in the community, GNSS was purposely designed to serve a high number of students with IEPs. Over the years, GNSS has maintained over 30% of students with Special Needs, over 90% eligible for free and/or reduced lunch, and at times over 30% of students have been over-age. GNSS leadership has recruited and hired staff, nurtured CBO partnerships and essentially developed a collaborative school community and culture that fosters well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement. Our efforts to improve performance, during academic year 2012-2013, resulted in GNSS earning an "A" on the NYCDOE Progress Report and being listed as having an overall score greater than or equal to that of 93 percent of all middle schools in NYC. Furthermore, during the 2013-14 school year, GNSS piloted with CBO partners Global Kids, Inc. and Princeton Blairstown Center, an extended day program that targeted fifty percent of our total population for academic acceleration and greater youth leadership support.

During the 2014-15 school year the GNSS Collaborative was launched as a purposeful cbo-school partnership intent on developing and implementing a community-oriented whole school redesign that would ensure that at least 90% of our students are engaged in at least six additional hours weekly of targeted small group instruction and youth leadership/social emotional learning activities. For this endeavor nearly two million dollars in external grant funds were acquired through collaborative endeavors. Funds allowed for the hiring of an LCSW, a SIFI certified Social Worker, as well as social work interns, to support/coordinate the collaborative and also attain a high ratio of counselor/social workers to student body (approximately 1:20). Funding also pays for the services and support that are provided by Teaching Matters to GNSS staff (including incorporating systems and professional development that support Mastery-based learning in alignment with CCLS) and which will have a direct impact on student performance and overall school culture. Thus we are all collaboration to provide students access to multi-tiered support (whole school/targeted sub-groups/individualized) for their social-emotional and academic development and college/career readiness.

The GNSS Collaborative (GNSS partners listed above) has implemented an action plan to improve our students' attitude and commitment to schooling, and consequently their attendance, by expanding on a three-prong approach for meeting the needs of our whole population and, more specifically, of our targeted and high need students. The Collaborative is intent on accomplishing this goal by 1) expanding and strengthening our school-community collaborations, adopting a case-management approach by our CBO partners for targeted students 2) re-enforcing policies and practices that result in establishing a safe learning environment, and 3) engaging all key stakeholders in a systemic and on-going process of evaluating goals and objectives of our school's policies, procedures and organizational structures and their impact on the students.

04M381 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	144	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				14
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	4	# Drama
				2
# Foreign Language	1	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.2%	% Attendance Rate		91.0%
% Free Lunch	91.5%	% Reduced Lunch		2.6%
% Limited English Proficient	19.0%	% Students with Disabilities		31.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		26.1%
% Hispanic or Latino	59.5%	% Asian or Native Hawaiian/Pacific Islander		5.9%
% White	7.2%	% Multi-Racial		0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		41.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.43
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.6%	Mathematics Performance at levels 3 & 4		17.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		43.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School	X			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> - System exists for using formative and summative assessments for short and long-range curriculum planning that involves student reflection - Robust calendar of interim assessments <p>Needs</p> <ul style="list-style-type: none"> - Develop a more robust system of tracking student reflections and ownership of learning - More adjustments to unit and curriculum maps based on assessment results (formative & summative) - More opportunities for inter-disciplinary connections 		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 65% of teachers will receive an effective or highly effective rating for the Danielson Framework Component 3C (Student Engagement) on their end of year, summative MOTP rating as measured by formal/informal observation scores tracked in the ADVANCE application.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers and Para-professionals will participate in at least four workshop sessions designed to refine/supplement their skills pertaining to creating learning environments that address a variety of learning styles, interests and readiness levels.</p>	<p>All teachers & Para-professionals</p>	<p>September 2015 to February 2016</p>	<p>Principal & Heart of Change Consultants</p>
<p>Via use of protocols, on a bi-weekly basis, teachers and Para-professionals will meet to analyze & rate lesson plans as per Danielson Framework component 1e. Each teacher will be asked to present at least one lesson plan template and to engage in the peer-feedback process.</p>	<p>All teachers & Para-professionals</p>	<p>09/15 to 06/16</p>	<p>Principal Grade Level Team Leads Admin Interns</p>
<p>Via use of protocols, on a monthly basis, teachers and Para-professionals will meet to view (videos), discuss and rate teacher performance as per Danielson Framework component 3C.</p>	<p>All teachers & Para-professionals</p>	<p>09/15 to 06/16</p>	<p>Principal Admin Interns ELA Coach</p>
<p>All teachers will modify at least one unit of study in order to create an inter-disciplinary project/task that will be shared with the school community during Presentations Week.</p>	<p>All teachers & Para-professionals</p>	<p>09/15 to 06/16</p>	<p>Principal Admin Interns ELA Coach</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

ELA Coach - Jelbin de la Cruz, Heart of Change Consultants, Principal, Admin Interns, Grade Level Team Leaders

Instructional Resources

- Materials provided by Heart of Change consultants & ELA coach.
- Copies of Teach Like a Champion for each teacher & access to UnCommon Schools Resources
- Teaching videos from youtube.com, uncommon schools, etc.

Schedule Adjustments

- Based on staff feedback, frequency and length of workshops can be modified
- Default plan: Tuesdays & Wednesdays mornings during period zero (110 Minutes)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmarks

- Completed PDs w/ sign-in sheets, staff feedback pertaining to PD and staff reflections
- Modified curriculum maps/units study that show at least one inter-disciplinary task
- Samples of student work collected after Presentations Week that demonstrate evidence of inter-disciplinary work
- By February 2016, all MOTP eligible teachers will show an increase in the HEDI rating for competency 3c when compared to their first round of observations in September/October 2015.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> - Strong Tier I and Tier II supports - Robust Wellness Team (1 LCSW, 2MSW, 1 School Counselor, 1 SAPIS and 1 Attendance Teacher in collaboration with Mt. Sinai clinic) <p>Needs</p> <ul style="list-style-type: none"> - Supports for TIER III students as identified by our PBIS system - Conduct more FBAs and possibly BIPs 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, GNSS will reduce the number of incidents that lead to principal and superintendent suspensions by implementing a *Cognitive Behavioral Intervention for Trauma in Schools* (CBITS) program in addition to refining its PBIS system as measured by OORS suspension reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Launch CBITS program (designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.)</p>	<p>Students w/ high scores on CBITS baseline assessments.</p>	<p>At least two 10-weeks cycles. Cycle 1 start on 09/21.</p>	<p>LCSW School Counselor Principal</p>
<p>Conduct at least nine workshops designed to develop/enhance staff skills/knowledge on the following topics: Restorative Justice Practices, Response to Crisis, Building Relationships with Parents, Safe Spaces in the Classroom, etc.</p>	<p>All staff and students</p>	<p>09/2015 thru 06/2016</p>	<p>Global Kids (CBO) Staff Admin Interns</p>
<p>Construct a joint PS96/Global PBIS team in order to establish a cohesive vision around safety and healthy socio-emotional behaviors. Redesign school wide <i>Behavior Expectations Matrix</i> to align with the PS 96 community. New team conducts at least two workshops to train all community stakeholders on the joint PBIS system.</p>	<p>All staff and students</p>	<p>08/2015 thru 12/2015</p>	<p>Principal Admin Interns</p>
<p>Plan and implement Advisory Intensive Weeks; a series of workshops centered around student needs as indicated by data generated by our PBIS program, the Learning Environment Survey and <i>SchoolCentric Go Clear Path</i> socio-emotional surveys.</p>	<p>All staff and students</p>	<p>09/2015 thru 06/2016</p>	<p>Global Kids Staff Principal Grade Level Team Leaders Admin Interns</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

Principal, LCSW, Grade Level Team Leader and Admin Interns (x2)

Instructional Resources

- CBITS Curriculum
- PBIS Materials designed and constructed by joint PBIS team

Schedule Adjustments

- Modifications to elective classes during Advisory Intensive Weeks.
- CBITS class built into the Elective blocks

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark

- Month by month comparison (SYR1415 v SYR1516) of OORS incident that lead to Principal’s and Superintendent’s suspensions (Excel Spreadsheet); anticipated decrease in number of suspensions
- Month by month comparison (SYR1415 v SYR1516) of attendance data; anticipated increase in overall attendance rates (Excel Spreadsheet)
- Decrease in CBITS survey scores at the end of Cycle 1

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> - Use of CCLS aligned curricula (Math & ELA) - Planning informed by data collected from: NYS Assessments, Interim Assessments, Classroom Assessments 		
<p>Needs</p> <ul style="list-style-type: none"> - Construct effective instructional groupings - Provide students with effective feedback - Maximize instructional time by moving away from “One Teach/One Assist” ICT model 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all content teachers will show fidelity to their curricula and measure their implementation effectiveness via regular interim assessments and analysis of their results as measured by continuous improvement in student performance on interim assessments, classroom observations, and evidence of data - based instructional groupings.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>ICT teachers will partake in professional development sessions centered on Marilyn Friend’s “Co-teaching: Using the Six Approaches to Enhance Student Outcomes” with emphasis on Station & Parallel teaching.</p>	<p>GenEd and Special Needs Teachers</p>	<p>09/15 - 6/15</p>	<p>Principal Admin Interns</p>
<p>Teachers will utilize various assessment instruments to identify patterns of student learning, use their findings to modify instructional strategies and learning activities, and discuss their work in weekly content-team meetings.</p>	<p>ELL students w/IEPs</p>	<p>09/15 - 06/15</p>	<p>Principal Admin Interns Grade Level Team Leaders</p>
<p>Teachers will design and implement a minimum of four data-driven instructional interventions (DDIT) based on analysis of students work and will write a minimum of two reflections to address the efficacy of their data-driven instructional interventions.</p>	<p>ELL SWD ELL & SWD High Level 2</p>	<p>09/15 - 06/15</p>	<p>Principal Admin Interns</p>
<p>All teachers will prepare students to present at least two content-based projects emphasizing research skills, ability to compare two situations/points of view and ability to state a claim and support it with text-based evidence. Projects will be made public to the PS96 campus during presentation weeks.</p>	<p>All students</p>	<p>Open House Night Fall PT Conferences Spring PT Conferences</p>	<p>Principal Admin Interns CBO Staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

Principal, Admin Interns, Grade-Level Team Leaders, CBO Staff

Instructional Resources

- Copies of Marilyn Friend’s “Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools”
- Presentation boards
- Year-long license for GradeCam - assessment tool
- Year-long licenses for Wizard™ & Kuta Software

Schedule Adjustments

- Schedule adjustments necessary for Presentation Weeks
- No schedule adjustments necessary for station & parallel teaching models

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmarks

- By February 2016, all teachers planned and implemented at least two data-driven instructional interventions as evidenced by completed DDIT form
- By February 2016, all ICT teachers will make use of station and/or parallel teaching models at least once per week in order to maximize instructional time as evidenced by collected lesson plans and teacher observations
- By February 2016, 65% of teachers will demonstrate an increase in their HEDI rating for Danielson Framework component 3B (Assessment)
- By February 2016, GNSS will plan and execute at least two project presentation weeks.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> - School wide collaboration inclusive of community partners on meeting SOP 2.2 - Data based inquiry used by all community stakeholders (school staff and CBOs) <p>Needs</p> <ul style="list-style-type: none"> - Refine professional development options for new teachers, teachers with a TIP and teachers with developing ratings across various Danielson Framework competencies - Greater involvement of parent and families in data based inquiry process 		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all GNSS teachers will participate in various professional development opportunities aligned to Danielson’s 1E, 3B, 3C and 3D in order to improve teacher practice, student engagement and student learning as measured by classroom observations and continuous improvement in student performance on interim assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Weekly professional development sessions during content-meeting time; opportunities for all teachers to develop/refine their skills via lesson plan peer-review using the Danielson Framework, review of data-driven interventions, analysis of student work, ways to increase student engagement, etc.</p>	<p>SWD ELLs ELLs w/ IEPs New Teachers Teachers w/ I or D Ratings</p>	<p>09/15 thru 06/16</p>	<p>Principal Admin Interns Grade-Level Team Leaders</p>
<p>Whole staff participation in at least nine workshops designed to develop/enhance staff skills/knowledge on the following topics: Restorative Justice Practices, Response to Crisis, Building Relationships with Parents, Safe Spaces in the Classroom, etc.</p>	<p>SWDs All staff</p>	<p>09/15 thru 06/16</p>	<p>CBO Staff Admin Interns</p>
<p>Complete 4 to 6 low-inference observations per teacher; connect feedback to research-based instructional strategies.</p>	<p>All staff</p>	<p>09/15 thru 06/16</p>	<p>Principal</p>
<p>Collaborate with PS96 community to plan and execute an effective consolidation of the two communities for the 2016-2017 school year.</p>	<p>M381 & PS 96 Staff, Students & Parents</p>	<p>09/15 thru 06/16</p>	<p>Principals of PS96 and M381</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

Principal, Admin Interns, CBO Staff, Grade-Level Team Leaders

Instructional Resources

- Copies of Danielson Framework for all teachers
- Materials associated with PD sessions

Schedule Adjustments

- None

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmarks

- By February 2016, complete 65% of observations; track observations via Advance portal
- By February 2016, conduct at least 4 whole-staff PD sessions in addition to weekly content team meetings
- By February 2016, conduct at least 3 consolidation sessions (M381 & PS96) with key stakeholders from both communities

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths</p> <ul style="list-style-type: none"> - Core group of eight grade parents involved in data review and decision-making process - Wellness Team identifies and targets students and families for greater support - Increase in the number of parent volunteers for school events <p>Needs</p> <ul style="list-style-type: none"> - Increase parental participation in school events - Greater involvement of parent and families in data based inquiry process - Establish subcommittee for transformational parent engagement and consolidation 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, GNSS will increase family engagement by having at least 60% of its parents actively involved in checking the school’s schedule of events and their child’s academic and behavioral performance at least once per week via the web-based Jupiter portal as measured by website traffic statistics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Construct parent e-mail database in order to:</p> <ul style="list-style-type: none"> - Enroll at least 60% of parents in the new NYC Schools Account - Enroll/re-enroll at least 60% of parents in Jupiter Portal - Distribute 100% of flyers, letters, etc. electronically via Jupiter Portal and by e-mail 	<p>All students</p>	<p>08/24/15 to 09/30/15</p>	<p>Parent Coordinator and Community School Coordinator</p>
<p>Conduct at least six parent workshops designed to enhance the parents’ skills pertaining but not limited to the following topics: Pros & Cons of Social Media, Internet Safety, Community Resources, Academic Support @ Home, School Involvement, Staying Healthy (Physical & Emotional)</p>	<p>All students</p>	<p>09/09/15 to 06/22/15</p>	<p>CBO: Global Kids, Parent Coordinator, LEAP Admin Intern</p>
<p>Conduct at least three workshops designed to support parents/guardians navigate the HS articulation process.</p>	<p>8th Grade</p>	<p>09/21/15 to 01/29/16</p>	<p>School Counselor</p>
<p>Conduct at least three workshops designed to support parents/guardians of ELL students with Individualized Education Plans.</p>	<p>6, 7 & 8th Grade ELL/IEP Students</p>	<p>09/21/15 to 06/17/16</p>	<p>School Counselor Parent Coordinator ESL & SPED Teachers Admin Interns</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human Resources

CBO Staff - at least three individuals (site supervisor or community coordinator + 2 trainers)

GNSS Staff - Parent Coordinator, School Counselor, ESL Teacher, SPED Teacher, Admin Interns (x2), Principal

Instructional Resources

- CBO Staff responsible for generating and printing materials for workshops.

- Parent Coordinator will monitor attendance (sign-in sheets).

- CBO and GNSS staff will make use of Jupiter Grades and NYC DOE email to inform parents (workshops, announcements, surveys, etc.)

- Additional Resources: Parent’s Guide to the Common Core, Parent’s Guide to Middle Schools, HS Articulation Texts, parenting materials co-sponsored by GNSS and CBO.

Schedule Adjustments

- Parent workshops will overlap with PTA meetings to maximize parental involvement.

- If parents indicate a need, some workshops will be structured in the morning during period zero in order to maximize interaction time with GNSS teachers and CBO staff.

- At least one workshop will be held off-campus at a local community center such as the Casa Azul bookstore.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark

February (before or after mid-winter recess)

Admin Intern(s) in collaboration with Parent Coordinator and Community School Coordinator will:

- Track monthly enrollment in Jupiter and NYC School Account (data collected in Excel)
- Conduct two phone surveys (at least 30 parents) to determine the parents' comfort level with both portals and identify strategies for improvement (survey & data collected will be available for review at mid-point review).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
- By September 2016, GNSS will show a #TBD % (#TBD students) increase in the number of students scoring a Level 2 or higher on the Math & ELA Sate assessment as measured by the NYC DOE progress report via their participation in Math & ELA enrichment and remediation coursework.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students identified for Academic Intervention Services (AIS), with the goal of serving at least 50% of those students.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students identified for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of those students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
GNSS ELT offers its students the following variety of courses: Student Leadership, Interactive Independent e-Reading, Robotics, Science Enrichment, Mathematics & ELA Tutoring, Wilson Reading, Just Words, Basketball and Chorus (Glee Club).
GLOBAL KIDS Student Leadership [SOCIO-EMOTIONAL SUPPORT & ENRICHMENT]

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

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

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

Robotics [STEM ENRICHMENT]

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

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

GLEE Club [ARTS ENRICHMENT]

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

Basketball [SOCIO-EMOTIONAL SUPPORT]

- Students gain and/or improve skills associated with: conditioning, footwork, passing and catching, dribbling, ball handling, shooting, rebounding, guarding, team offense and defense, officiating techniques
- Students have access the school's gymnasium and its regulation size basketball court

- 1 teacher runs this section of the ELT program

MATHEMATICS & ELA/ESL TUTORING [ACADEMIC SUPPORT]

- Students receive individualized support with Mathematics & ELA content taught during their regular instruction periods

- Students receive support in small group sessions - up to 6 students

- Students can opt-out of this support intervention once they acquire mastery of the standards they found challenging

- Students can opt-in as needed OR as per teacher/parent recommendation

- Students have access to computer lab w/ Internet access and/or laptop cart, ELMO Digital Projector, SmartBoard, etc.

- 7th grade ELL students receive at least one period of direct instruction during this part of the ELT program; students receive support with reading comprehension, vocabulary acquisition and syntax, use of electronic resources to enhance their English Language acquisition skills, etc.

- 2 teachers, 1 Special Needs and 1 Spanish/ESL teacher run this section of the ELT program

Family Engagement

- Presentation fairs - parents will be invited at least twice (mid & end of year) to view their children's work

- Daily communication - absentee calls, changes to schedule, etc.

- Communications media: RoboCalls, Jupiter Portal Messages, Flyers, Phone Calls

- LOTE options: messages translated to Spanish

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

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

ELT Implementation

- GNSS staff sets-up the schedule, identifies and recruits GNSS staff for the ELT program, identifies & procures resources, distributes and collects applications.

- Global Kids (CBO) recruits and trains non-GNSS staff for their part of the program; supports GNSS with collection of application

- GK programming also embedded into the regular school day

ELT Management

- Day to day operations are maintained by Global Kids staff
- o Distribute snacks & attendance sheets
- o Maintain attendance records
- o Maintain communication with parents
- o Handle minor disciplinary issues
- o Conduct classroom observations & provide GK staff with feedback
- o Handles ELT dismissal
- A GNSS administrator is on duty while the ELT program is in session
- o Provides support with major disciplinary issues
- o Provides support with finding coverage for absent teachers/staff

Conduct classroom observations & provide GNSS & GK staff with feedback

Part 4b. Timeline for implementation and completion, including start and end dates.

ELT Start Date: September 21st, 2015 **ELT End Date:** June 1st, 2016

[Tentative] Additional ELT Sessions (Saturdays): March 5, 12, 19, 26 *** April 2

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Human Resources

- GNSS & **PS96 (tentative)**
- o 10 Teachers & 1 Tech Intern
- Global Kids
- o 3 Facilitators, 1 Social Worker & 1 Supervisor
- PS 96 After-School Providers via SONYC (**tentative**)

Instructional Resources

- **LightSail Reading** - ipads & text licenses, teacher constructed materials
- **Glee Club** - teacher constructed materials, musical instruments (piano, electronic keyboards, drums, etc.), audio-visual equipment
- **Basketball** - teacher constructed materials, sports equipment

- **Mathematics & ELA Tutoring** - teacher constructed materials, web subscriptions to wizardtm.com, teacher license for kuta software, TI - 34 calculators, CodeX textbooks & resources, CMP3 textbooks & resources SmartBoard, ELMO Digital projector, computer lab access, etc.

Schedule Adjustments

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

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century		Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

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

Target Areas

- **Performance Series Math** - at least # TBD students enrolled collectively in the regular math, robotics, science & small-group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline (.45 or better)

- **Performance Series Reading** - at least # TBD students enrolled collectively in LightSail, Just Words & small group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline (.40 or better)

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

Target Areas

- **Performance Series Math** - at least # TBD students enrolled in the regular math, robotics, science & small-group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline (.75 or better)

- **Performance Series Reading** - at least # TBD students enrolled collectively in LightSail, Just Words & small group tutoring ELT courses will show an increase in their grade-level equivalent score when compared to the September baseline (.60 or better)

- **School Centric Go Clear Path Socio-Emotional Survey** - Form B - at least # TBD students enrolled in Global Kids classes will show at least 5% gain in scores pertaining to the following indicators: Education, Confidence, Connections, Stress, Well-Being and Motivation

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 on the 2013 – 2014 NYS ELA Assessment	1. LightSail Independent Reading 2. Wilson Reading 3. Tutoring 4. Just Words 5. CodeX Instructional Routines 6. Writing Matters 7. ReadTheory Independent Reading 8. Performance Series 9. ELA Student Teacher	1. Small group 2. Small group 3. Small group 4. Small group & 1:1 5. Small group & whole class 6. Small group & whole class 7. Individual 8. Individual 9. Small Group, 1:1	1. Regular School Day, AIS, ELT 2. Regular School Day, AIS, ELT 3. Regular School Day, AIS, ELT 4. Regular School Day, AIS, ELT 5. Regular School Day 6. Regular School Day 7. Ind. Read. @ home 8. Odd Marking Periods (1, 3, 5) 9. Regular School Day
Mathematics	Level 1 on the 2013 – 2014 NYS Math Assessment	1. Robotics 2. CCLS Supplemental Resources 3. Tutoring 4. CMP3 Instructional Routines 5. Performance Series Assessment	1. Small group 2. Small group 3. Small group & 1:1 4. Small Group & Whole Class 5. Individual	1. ELT 2. Regular School Day, AIS, ELT 3. Regular School Day, AIS, ELT 4. Regular School Day 5. Odd Marking Periods (1, 3, 5)

Science	Level 1 on the 2013 – 2014 NYS Math Assessment	<ol style="list-style-type: none"> 1. Web & DVD Instructional Videos 2. ELT Science 3. Robotics 	<ol style="list-style-type: none"> 1. Small Group & Individual 2. Small Group 3. Small Group 	<ol style="list-style-type: none"> 1. Regular School Day, ELT 2. ELT 3. ELT
Social Studies	Level 1 on the 2013 – 2014 NYS ELA Assessment	<ol style="list-style-type: none"> 1. Writing Matters 2. CodeX Instructional Routines 	<ol style="list-style-type: none"> 1. Small Group & Whole Class 2. Small Group & Whole Class 	<ol style="list-style-type: none"> 1. Regular School Day 2. Regular School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>IEP Requirements</p> <p>PBIS - Tier III Students</p> <p>Teacher/Parent Recommendations</p>	<ol style="list-style-type: none"> 1. Full Time Counselor 2. Full Time Social Worker - Global Kids 3. Full Time Social Worker - PBC 4. Full Time Social Worker Intern 5. Related Service Provider 6. Global Kids (CBO) - Student Leadership & Conflict Mediation 	<ol style="list-style-type: none"> 1. Small Group, 1:1 2. Small Group, 1:1, Whole Class 3. Small Group, 1:1, Whole Class 4. Small Group, 1:1 5. Individual 6. Small Group, 1:1 	<ol style="list-style-type: none"> 1. Regular School Day, AIS, ELT 2. Regular School Day, AIS, ELT 3. Regular School Day 4. Regular School Day, AIS, ELT 5. Regular School Day 6. Regular School Day, AIS, ELT

Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment</p> <p>Word of mouth, Open-Market, New Teacher Finder, City College, colleague recommendations, and administrator referrals</p> <p>Retention & Support</p> <ul style="list-style-type: none"> - All staff is provided with professional development opportunities; these opportunities are based on school needs and the teachers' self-identified needs - All staff is provided with collaborative planning sessions; staff members are encouraged to collaborate when designing unit and lesson plans, plan various assessments, etc. - All staff is encouraged to take on leadership roles – run content/grade level team meetings, plan and lead PD sessions for their peers, etc. - All staff is provided with opportunities to take on additional responsibilities (before and after school) – bus arrival, morning procedures, after-school programming, Saturday school, etc. - Coaches and school administrators are available to work with staff 1:1 and small group; various topics – classroom management & routines, planning effective lesson plans, assessment and questioning techniques, etc. - All new teachers are assigned a mentor (fellow department member or the UFT chapter leader). <p>Assignments</p> <ul style="list-style-type: none"> - Based on school needs, teachers' license and content expertise - Circular 6 Options

2b. High Quality and Ongoing Professional Development

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

- Weekly Content Team Meetings

o Content teachers meet and discuss strategies designed to increase student engagement in the classroom (methods to differentiate content, process, product and the learning environment) and to review the effectiveness of their implemented strategies

o All math & ELA teachers participate in individual 1:1 sessions with an administrator or a network coach; during these sessions teachers have an opportunity to request individual support with technology needs, content & process differentiation techniques, discussion and assessment techniques, etc. During these sessions, teachers are also provided with an opportunity to examine and assess the effectiveness of their data-driven interventions and/or collectively plan such an intervention (academic, behavior or socio-emotional)

o ELA teachers review, practice and enhance instructional strategies associated with the CodeX and Writing Matters curricula

o Math teachers review, practice and enhance instructional strategies associated with the CMP3 curriculum

- Model Teacher Classroom Visitations

- Peer to Peer Classroom Visits

- Urban Advantage professional development sessions for teachers and school administrators

- Teaching Matters Network professional development sessions for teachers and administrators. Topics include:

o Strategies to improve classroom behavior and performance for students with disabilities

o Positive behavior intervention strategies

o Strategies to improve student performance in the ELA classroom

- Pearson CMP3 coaches - small group & individual sessions

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	132,179.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,123,779.00		

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):** To 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:** To 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 an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

Global Neighborhood Secondary School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on 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;
- Wear my school uniform;
- Complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: Global Neighborhood Secondary	DBN: 04M381
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 27	

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 2

of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Rationale

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

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

Subgroups

A. Grade 7 - Long term ELLs, SIFE

B. Grade 8 - Robotics Program - Long Term ELL ONLY

Schedule & Duration

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

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

Language of Instruction

A. English & Spanish

B. English & Spanish

Number and Types of Certified Teachers

A. ONE Spanish/ESL Teacher, Just Words Trained

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

Type of Materials

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

Part C: Professional Development

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

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

- name of provider

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

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

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

B Glover (Science Teacher, ROBOTICS instructor)

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

Part D: Parental Engagement Activities

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

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

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

- **Adult ESL Classes**
 - Individualized learning program via Rosetta Stone and/or Duo Lingo. All interested parents will have access to our school's computer lab. Global staff and parent volunteers will be on site to support ELL parents with accessing these electronic resources, set up their accounts, etc.

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

Communication w/ families

- Phone Messenger - instant translation to Spanish
- Jupiter Gradebook - SMS & E-Mail to parents; instant Spanish translation available; portal also facilitates transmission of messages in languages other than English and Spanish
- Flyers - translated into languages other than English & Spanish by professional translators
- Word of Mouth - encourage students to bring their parents/guardians to school

Part E: Budget

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

Allocation Amount: \$

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

<ul style="list-style-type: none"> • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 4	Borough Manhattan	School Number 381
School Name Global Neighborhood Secondary School		

B. Language Allocation Policy Team Composition

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

Principal Florin Purice	Assistant Principal
Coach Jelbin De La Cruz	Coach
ENL (English as a New Language)/Bilingual Teacher Berquis Arias	School Counselor Kassandra Reyes-Vizcaino
Teacher/Subject Area Pierre Gendron, Special Ed	Parent Jouita Sanchez
Teacher/Subject Area Dejah Lynch, Special Ed	Parent Coordinator Yajaira De Leon
Related-Service Provider Nicole Capranzano, Speech	Borough Field Support Center Staff Member Yuet Chu
Superintendent Alexandra Estrella	Other (Name and Title) Bryan Glover, Science Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	108	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	13
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	5	1	2	13	0	8	4	0	2		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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							4	5	9					0
Chinese														0
Russian														0
Bengali								1						0
Urdu														0
Arabic							2		1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)							1	2	3					0
Transitioning (High Intermediate)							1		3					0
Expanding (Advanced)							4	4	4					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6				0
7	5	1			0
8	10				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	5		1						0
7	5		1						0
8	7		3						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

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

All students progress, as noted by increases in the NYSESLAT. Most of the students had significant growth, missing proficiency by just one modality. The Lead ESL Teacher also reviews Mid-trimester and Trimester Data and advises administration, School Cabinet and teacher teams accordingly. In this manner the ESL Teacher shares her expertise and ensures an appropriate focus on the ELL population in professional development meetings: specifically by examining/sharing data (NYSESLAT, other diagnostic assessments, and authentic student work products) and discussing and sharing intervention strategies. Thus, goals are set for each ELL student based on this data.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The yearly AMAO targets were made available by the Superintendent's office. This year, AMAO Target 1 requires that 68.5% of ELL students show progress as measured by the NYSESLAT. AMAO Target 2 requires that 15.6% of ELL students score Proficient/Commanding on the NYSESLAT exam. At GNSS, we currently have 12 of 22 students are at the Expanding level (one level below Commanding). At least 4 of the 12 will transition from Expanding to Commanding as per the NYSESLAT. We will have at least 16 students of the 22 show progress as per the NYSESLAT. All ELL students receive additional instruction that caters to strengthening their English language skills as measured by learning objectives assessed by the NYSESLAT. Due to the change in proficiency levels (4 to 5 levels) and the methods of scoring, it has been difficult to determine how many students have made adequate progress on the NYSESLAT exam when comparing the 2014 to the 2015 results. We reviewed NYSESLAT data made available via ATS report RLAT.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. As per the Spring 2015 State Assessments - ELL students underperform when compared to General Education Students and in some case when compared with students with disabilities (SWDs). When comparing scaled score averages, grades 6 & 7 Mathematics outperform students with disabilities, but underperform when compared to General Education students and District 4 students. Grade 8 Mathematics students underperform when compared against SWDs and District 4 students. When comparing scaled score averages for English Language Arts, grades 6 & 7 perform at the same level as SWDs. Grade 8 ELA students, outperform students with disabilities by 15 points and are slightly outperformed by District 4 Students (5 points difference in average). More than 90% of our ELL students cannot read and/or write in their parents' native language. At least 25% of our ELL students identify English as their primary language. Only two students completed assessments in languages other than English - both students underperformed when comparing their results to peers and classroom work scores - done in English.

b. Students sit for ELL periodic assessments at least three times per year (Fall, Winter & Spring). Assessment results are analyzed and shared with the teachers. Based on assessment results, teachers (including ENL teacher) are required to identify appropriate instructional interventions in order to address gaps made evident by assessment results. When necessary, schedule and group adjustments are implemented.

c. ELL students with IEPs and ELL students whose primary language is English continue to underperform when compared to most peers. ELL students who are bi-lingual and are literate in their native language, outperform all student groups. If students can read and write in their native language, students are encouraged to write in their native language and to make use of bi-lingual glossaries and electronic dictionaries while in class. When completing assessments, students are encouraged to write in their native language and to make use of bi-lingual glossaries. Students who cannot read and/or write in their native language are provided with access to electronic dictionaries with dictation capabilities. This intervention is most effective for Spanish speaking students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
n/a

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

The ENL Teacher is a member of the ELA/Humanities Team and is the push-in ESL/ELA teacher for all grades. In this capacity she is required to review State, City and School Data and advise administration, School Cabinet and teacher teams accordingly. The ENL Teacher shares her expertise and ensures an appropriate focus on the ELL population in professional development meetings: specifically by examining/sharing NYSESLAT scores, School Rubrics, Student Work, and other diagnostic assessments as well as in discussing and sharing intervention strategies. Thus, based on this data and our understanding of the child, goals are set and appropriate interventions are designed and/or adapted especially in terms of instruction and flexible groupings that support ELLs. All content area teachers are aware of the diverse levels of English proficiency and they differentiate their lessons and scaffold the learning tasks. For ELA and Math, these types of differentiation are embedded in the ELA curriculum CODEX and the Math curriculum Connected Math. GNSS is utilizing the NYCDOE Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX and Writing Matters curricula for Humanities and Connected Math for Math. In all cases, lessons and units of study are designed to reduce barriers as well as optimize levels of challenge and support to meet the needs of

all learners. In Science, there is an ESL station which provides the necessary tools for helping in understanding learning tasks such as content glossaries and computer stations.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

n/a

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. Students entering and applying to GNSS are provided with a GNSS Brochure providing programmatic options for ELLs. All families receive an individualized student schedule quarterly indicating periods of instruction and intervention including ESL programming. If a student is new to the New York City school system, we will provide the Home Language identification Survey. A licensed pedagogue will interview the parents - in their native language when available. If the home language is other than English, the students will be tested via NYSITELL within ten days of admission to establish entitlement to ELL services. Students will be evaluated in the spring to determine their movement in English by taking the NYSESLAT. NYSITELL and/or Spanish LAB exams are administered only when a student first enrolls in the New York State public school system
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Licensed Pedagogue administers SIFE Questionnaire - available on the DOE site - currently available in 12 languages. Licensed Pedagogue, if deemed necessary (gap of two or more years), administers the Literacy Evaluation for Newcomer SIFE (LENS) assessment. The results will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student’s strengths and weaknesses is essential for teachers to plan instruction.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and the home language is other than English, the LPT meets and reviews evidence of the student's English language development. If LPT does not recommend the NYSITELL, their recommendation is sent to the principal for review. If the principal agrees with LPT's recommendation not to test, the principal's determination is sent to the Superintendent's Office and the parents are notified within three days of this decision. If the Superintendent also agrees with the original recommendation not to test, the parent is notified and the ELL identification process terminates. If the Superintendent disagrees with the original recommendation, the student takes the NYSITELL and the student's ELL status is identified.

If LPT recommends the NYSITELL, the principal reviews the decision. If the principal agrees with the LPT, the student takes the NYSITELL to identify his/her ELL status. LPT members: ENL teacher (bi-lingual - SPA/ENG), Lead Special Education Teacher, the student's parent/guardian and the school principal. M381 does not have an Assistant Principal.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Three sets of either letter is being sent out - one copy by certified mail, one copy via the student and one copy is given to the parent in person (meeting arranged by phone). Drafts of these letters in various languages are available on the DOE's Intranet page. Dated and signed letters are maintained in the student's cumulative folder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Licensed pedagogue responsible for intake of students into our community asks parents/guardians and students if they believe that they may have been misidentified as an ELL or non-ELL. Parents/Guardians are made aware that they have the option to go through the ELL identification process for a second time. If the parent/guardian chooses to redo this process, the licensed pedagogue informs

the parent that they must submit a written request to the school's principal. The re-identification process must then be completed within 10 calendar days of receipt of written notice.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
GNSS offers parent orientation to inform parents of the three New York City program models (Transitional Bilingual, Dual Language and ESL) and show the NYC parent orientation video. They are offered the opportunity to choose the program of preference. Should they choose a program not offered in our school, they are given the transfer option to a school that offers the respective program model.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Licensed Pedagogue responsible for intake process, call parents and sets up an appointment to meet with the parent in person. All forms are completed in school; when necessary, translators are hired to assist parents. Completed forms are placed in the students' cumulative folders. Information is inputted into ATS via ELPC screen. When necessary and agreed upon, M381 staff visit the students' household to assist and collect completed forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Copies of incomplete forms are placed in the students' cumulative folders. Licensed pedagogue, in collaboration with main office staff, attempt to schedule meetings with parents/guardians - on site and off site. Once a meeting is secured, original copies are brought along and the parent/guardian is provided with the support necessary to complete them. Original forms are then placed in the cumulative folders. Parents receive copies of these documents.
Forms not returned - certified mail, schedule in person meeting, send forms with student and home visits - all options are employed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Three sets of either letter is being sent out - one copy by certified mail, one copy via the student and one copy is given to the parent in person (meeting arranged by phone).
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original documents are placed in the students' cumulative folders. Parents are given copies of these documents.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered every Spring to all ELLs. The test coordinator meets with the team and assigns teachers to administer the test. She ensures that these teachers are not the same as their ELA instructors. Letters go out to parents in their respective language alerting them of the test with a suggestions to help them prepare their child for test. All accommodations are taken into consideration giving students ample time and proper setting. All proctors familiarize themselves with test instructions the prior day. All tests are secured in a locked closed and on day of test, proctors sign out amount needed and sign them in upon completion of assessment.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Certified mail, send home with students, phone calls and in person meetings.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In the past three years, only one family requested the Dual-Language program - twin girls - Tagalog speakers. All other parents have requested the Standalone ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
GNSS students are organized in five cohorts; three out of the five cohorts contain ELL students - one per grade. The ENL teacher is assigned to each of these three cohorts - staggered throughout the day. During the school day, all ELL groups are grade-level specific and heterogenous. In addition to these periods, grades 7 and 8 receive two additional ENL periods per week - grade level specific and heterogeneous. Extended day ELL groups are ungraded and heterogeneous.
 - b. TBE program. *If applicable.*
n/a
 - c. DL program. *If applicable.*
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Each student receives the mandated number of ESL instructional minutes as part of their regular weekly schedule. In addition, ELL students receive an additional 5.25 hours of extended instruction per week (200 hours over the academic year).
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
GNSS is utilizing the NYCDOE Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX and Writing Matters curricula for ELA and Connected Mathematics for Math. All students receive 300 minutes of Mathematics and ELA instruction per week. In all cases, lessons and units of study are designed to reduce barriers as well as optimize levels of challenge and support to meet the needs of all learners.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Spanish-speaking ELLs have Spanish class two times a week, which supports native language development for the ELLs who come from Spanish speaking homes. This culminates in an 8th Grade high school credit bearing Spanish class--pending a passing score in the end of year city exam. It should be noted that 100% of students who took the exam last year received High School Credit.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Scholastic CodeX addresses all four modalities and requires their assessment throughout each unit (summative and formative assessments).
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusGNSS does not differentiate in terms of ELL subgroups based on years in the country. We conduct English language and literacy assessments and differentiate instruction accordingly. Specifically, after review of reading diagnostics (Performance Series, State ELA scores, and running records) each student is given a personalized menu of language instruction. This includes free-standing ESL and push-in ESL.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
School administrator in collaboration with the student's teachers review his/her work on a monthly basis. Achievement targets are set and goals are established to meet them.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
GNSS is utilizing the NYCDOE Common Core curricula which have been approved as meeting Universal Design for Learning principles. As such these curricula are appropriate for instruction and support of ELLs and SWDs. Specifically, GNSS is utilizing the Scholastic CodeX and Writing Matters curricula for ELA and Connected Mathematics for Math. Both Math and

Chart ELA meet for 60 minutes daily. In all cases lessons and units of study are designed to reduce barriers as well as optimize levels of challenge and support to meet the needs of all learners.

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

Our school is organized and designed to prepare early adolescents to become highly skilled, self-aware adults, who are ready to attend four-year colleges. Students are prepared to become global citizens through heterogeneous grouping for academic study and participation in a school environment that values democracy and equity. As a school of inclusion, GNSS has 50% grade 6, 31% grade 7, and 32% grade 8 students with IEPs per grade supported through a collaborative team teaching approach as well as within smaller classes for targeted intervention. Students mostly travel together for grade specific core classes (ICT and otherwise), which are 60 minutes long. Students who need greater support are given smaller group or individual instruction in the classroom or by the Special Education teacher.

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL (Minimum)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

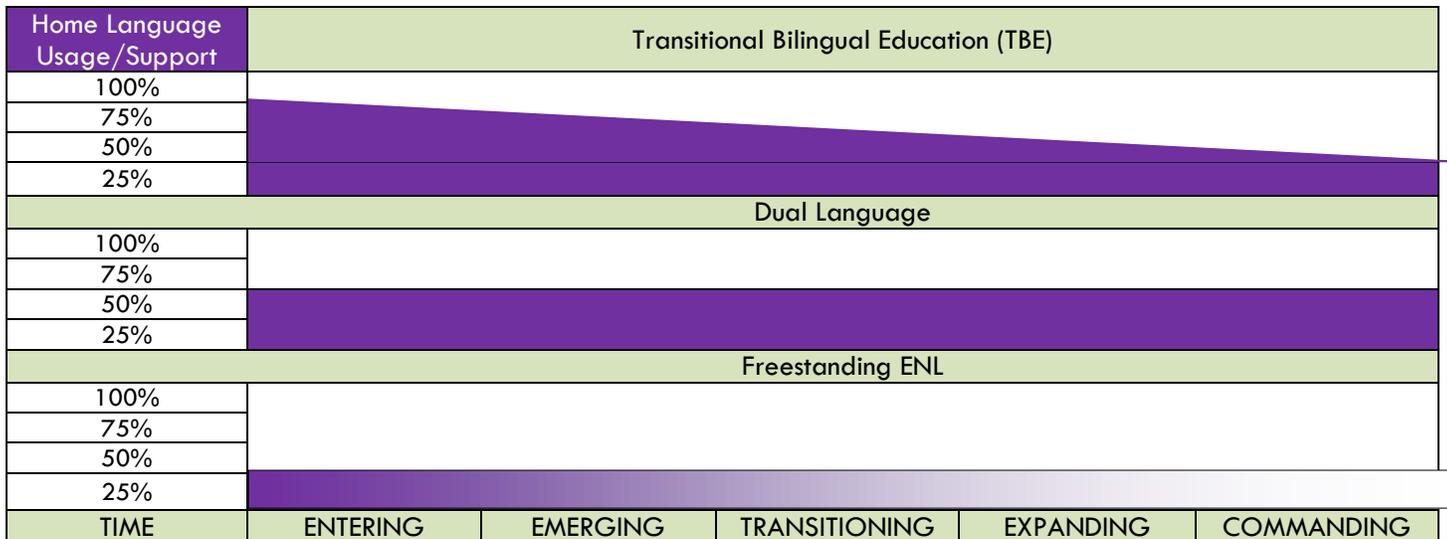


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. As per Spring 2015 NY State & MOSL Assessments, our students (ELL inclusive) require additional support with CCLS Writing Standards WR 6.1 - 3 though WR 8.1 - 3. As a result of these findings, all students are required to complete at least one writing piece per week per subject area. This task, in collaboration with appropriate instruction and feedback, will support students' ability to state a claim/valid inference and to support it with evidence from text/tables/diagrams. etc. Results are tracked via Mastery Connect data tracker and performance trends are scheduled to be identified and analyzed during team meetings. All writing samples are scored using the NYSED 2 Point Response Rubric. In addition to this initiative, ELL students have access to electronic resources such as DuoLingo and Khan Academy. Students can set their own pace to improve their English Language and content specific skills. Grades 7 and 8 Mathematics have an additional math instructor assigned to conduct instruction - this initiative reduced the ratio of students to teacher from 14:1 to 7:1. All teachers have been equipped with iPad pre-loaded with Google Translate and Word Lens applications. Classrooms have been equipped with ELMO Digital Readers, digital projectors, computers and SmartBoards. Target: all ELL groups.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Math and Science teachers are showing a renewed interest in strengthening their students' content skills via a literacy initiative (the 2 point response - state a claim and support it with evidence). As per learning walks, technology usage is available in every classroom - ELMOs and/or Smartboards. Effectiveness of these initiatives will be measured by end of December 2015 via the following assessment instruments:
 - improvement in Lexile score via Performance Series Reading
 - improvement in writing (claim/evidence) via Mastery Connect Tracker
 - improvement in Mathematics - Performance Series Mathematics and classroom interim assessments
 - improvement in Science - mid-year science performance task
 - improvement in Social Studies - mid-year SS performance task
 - improvement in English Language acquisition - ELL performance task via schoolnet
12. What new programs or improvements will be considered for the upcoming school year?
New programs will be identified as data is further reviewed and analyzed.
13. What programs/services for ELLs will be discontinued and why?
MSQI related services (Wilson/Just Words) - we're no longer a MSQI school. As per 2015 State Assessment, students enrolled in these programs did not make adequate progress as measured by NYSED proficiency rating scores.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students have equal access to all our programs and resources. Beginning and Emerging ELL-status students are strongly encouraged to join our after-school program. In addition to remediation and enrichment programs, these students receive an additional three hours of ENL instruction. Bi-Lingual ELT coordinator and ENL Teacher conduct outreach to secure their enrollment in the after-school program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Curricula available: ELA - CodeX, Math - CMP3, Science - Fusion, Social Studies - Discovery Education and Teacher-Designed. All classrooms are equipped with computers, ELMO Digital Readers, Smartboards, and all teachers have access to iPad and translation applications such as Google Translate and Word Lens. All curricula resources have web-based enrichment and remediation supports - for example: Math/Science textbooks are available electronically - student can ask computer to read text on their behalf. Words contain hyperlinks that lead to definitions and/or supporting concepts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
With the exception of Spanish speaking ELL students, the remaining ELL students cannot read and/or write in their native language. Such students are encouraged to strengthen their native language via applications such as Google Translate - application provides audio translations of English concepts/vocabulary. This strategy has the potential to improve the students' native language vocabulary. Spanish speaking students, when appropriate, receive instruction in native language and have access to print and audio materials in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Appropriate programming, classroom observations, learning walks, analysis of results association with interim and classroom assessments.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before Start of School Year: student & family meets with Principal, ENL Teacher and other available staff. During conference, parents and child are introduced to the M381 mission and vision and area asked to identify ways the school community can support them. An orientation session is conducted by the Parent Coordinator and/or School Counselor.

Mid-Year ELLs - same as pre-start of school year ELL students.

19. What language electives are offered to ELLs?

French and Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL personnel participates in weekly professional development sessions centered on topics such as: Writing - the 2 & 4 Point Responses (Claim/Counterclaim and Evidence Support), Response to Intervention, Using Data to Modify Content, Process, Product and the Learning Environment and Teaching/Assessing using technology. In addition to these topics, all teachers are encouraged to attend professional development sessions offered by DOE Central, the CSD4 Superintendent's Office and local universities. In addition to these activities, all teachers engage in collaborative planning sessions on a weekly basis. During these sessions, they discuss effective use of CCLS aligned curricular activities, review student data, assess the quality of student work and engage in lesson planning.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ELL teacher receives support via M381's PD plan, DOE Central PD Sessions and CSD4 Superintendent's Office. In addition to these supports, ENL teacher engages in collaborative planning sessions with ELA and SPED teachers on a weekly basis. During these sessions, they discuss effective use of CCLS aligned curricular activities, review student data and assess the quality of student work.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Professional development sessions based on the results of baseline assessments, results of NYSESLAT exams, information contained in the IEPs and information culled from meetings with families and students. Depending on the identified needs, teachers receive additional support pertaining to the following topics: strengthening executive function skills, communication with parents of ELL students, effective rubric-based feedback and effective use of technology.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Weekly meeting with ELA Coach

Weekly professional development sessions.

Full-day PD Sessions via DOE Central Professional Development Activities - at least once per month.

Copies and agendas of all attended PD sessions are saved by ENL teacher. Available upon request.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ENL Teacher sets up meetings with parents on a regular basis (post assessment cycles). Prior to meetings, parents are called to inquire availability and translation needs. Conversation is rooted on results on assessment results and classroom observations. Goals are revised and, if necessary, new targets are established in collaboration with the parents and the student.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. M381 in collaboration with CBO partner, Global Kids Inc., purchased translation devices for parents. All flyers/documents sent home to parents are translated to at least one other language than English. Parents are informed that schools are safe spaces where they can receive support and/or access to resources. Non-English speaking parents are encouraged to attend by providing them with translation services. Parent workshops are rooted in needs assessment that took into account the parent voice: Navigating the HS Articulation process, Healthy Eating, Effective use of Social Media, Access to community resources, etc. Parents are encouraged to bring their families to school based workshops/events; babysitting and food provided.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes. Global Kids, Inc. as part of the Community Schools Initiative.
5. How do you evaluate the needs of the parents? School based survey - available in Spanish, the results of the Learning Environment Survey, informal meetings with parents during arrival and dismissal, and phone calls.
6. How do your parental involvement activities address the needs of the parents? Workshops ran by M381 staff and/or CBO staff are rooted in needs assessment/surveys. As per last survey/needs assessment, non-English speaking parents of F-ELL students indicated a need for adult ENL classes. We're considering implementing such a program as an incentive to involve more parents and students for whom English is not their native language.

D. Additional Information

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

n/a

Part VI: LAP Assurances

School Name: #INGEST ERROR!		School DBN: 04M381	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Florin Purice	Principal		10/30/15
	Assistant Principal		
Yajaira DeLeon	Parent Coordinator		10/30/15
Berquis Arias	ENL/Bilingual Teacher		10/30/15
Jouita Sanchez	Parent		10/30/15
Bryan Glover/Science	Teacher/Subject Area		10/30/15
Dejah Lynch/SPED	Teacher/Subject Area		10/30/15
Jelbin de la Cruz	Coach		10/30/15
	Coach		
Kassandra Reyes-Vizcaino	School Counselor		10/30/15
Alexandra Estrella	Superintendent		10/30/15
Yuet Chu	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 04M381 School Name: Global Neighborhood
Superintendent: #INGEST ERROR!

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Global Neighborhood Secondary School (GNSS) uses the Home Language Identification Survey (HLIS), as well as conversations with parents to determine the written translation and oral interpretation needs of all parents. The school will determine, at the time of enrollment, the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school shall maintain an appropriate and current record of the primary language of each parent. Such information will be maintained in ATS, on the student emergency card, and in the file of the ESL coordinator teacher. Ms. Rosa Gonzalez, our Substance Abuse Prevention Intervention Specialist (SAPIS) is one of our translators of Spanish who assists parents and students as needed. GNSS also utilizes the translation and interpretation unit division indicated on the DOE. In addition, the Parent Coordinator reaches out to each individual family and makes inquiries pertaining to their preferred communication language and media.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, Bengali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Lunch Form, Blue Card, Walking Permission Slip, Dismissal Preferences, Chancellor's Discipline Guide, Letters, Uniform Policy, Flyers, Standards and Performance, Testing Calendar, Special Education and Related Services, Safety and Health, Entitlement Letters, etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Fall Open School Night - September
Fall Parent Teacher Conferences - November
Spring Parent Teacher Conferences - March
End of Year Parent Night - May
Parent Contact Time - every Thursday (8:04AM - 8:55AM)
High School Articulation Meetings - Fall
IEP Meetings - as needed

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Info sessions during staff meetings at the start of the school year, before Parent-Teacher Conferences and as indicated by need during the school year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Signs and other translation services provided by the Department of Education are to be clearly posted in varying languages at the school's main entrance as per CR A- 663. The parent coordinator will serve as the liaison for parents that do not speak a language that is readily available for translation or interpretation. The parent coordinator will secure services as per CR A-663 to ensure that communication is facilitated between home and school. Parents are made aware of the language translation and interpretation services available to them through PTA meetings. Copies of the Bill of parents Rights and Responsibilities which includes parental rights regarding translation and interpretation services are kept in Room 303. The Parent Coordinator has access to the Bill of Rights and can make them readily available to all parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Principal and the Parent Coordinator will conduct walk-throughs (1 per quarter) to ensure that all requirements associated with Chancellor's Regulation A-663 are implemented and maintained over the course of the school year. We'll continue to survey our parents during Parent-Teacher Conferences and conduct phone surveys in order to ensure that parents receive all appropriate services services. In addition, we'll survey parents upon adjournment of PTA Meetings, Parent-Workshops and any other events that require their involvement.