

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**04M406**

**School Name:**

**GLOBAL TECHNOLOGY PREPARATORY**

**Principal:**

**DAVID BAIZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Global Technology Preparatory School Number (DBN): 04M406  
Grades Served: 6-8  
School Address: 160 East 120<sup>th</sup> Street, New York, NY 10035  
Phone Number: 212-722-1395 Fax: 212-722-5864  
School Contact Person: David Baiz Email Address: [dbaiz@schools.nyc.gov](mailto:dbaiz@schools.nyc.gov)  
Principal: David Baiz  
UFT Chapter Leader: Rebecca Rotelli  
Parents' Association President: Sandra Pugh  
SLT Chairperson: David Baiz  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Claudia Rossi  
Student Representative(s):

**District Information**

District: 04 Superintendent: Alexandra Estrella  
Superintendent's Office Address: 160 East 120<sup>th</sup> Street, New York, NY 10035  
Superintendent's Email Address: [Aestrel3@schools.nyc.gov](mailto:Aestrel3@schools.nyc.gov)  
Phone Number: 212-348-2873 Fax: 212-348-4107

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, New York, NY 10001  
Director's Email Address: [YChu@schools.nyc.gov](mailto:YChu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 212-356-7546

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
David Baiz	*Principal or Designee	
Rebecca Rotelli	*UFT Chapter Leader or Designee	
Sandra Pugh	*PA/PTA President or Designated Co-President	
Miguel Cisneros	DC 37 Representative (staff), if applicable	
Claudia Rossi	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>	
Malcolm Davis	CBO Representative, if applicable	
Arnold Kim	Member/ Teacher	
Jessica Cisneros	Member/Parent	
Theodora Frazer	Member/ Parent	
Elise Powell	Member/ Parent	
Jhonary Bridgemohan	Member/ Teacher	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP 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.

Global Technology Preparatory is a public middle school located in East Harlem, NY. The mission of Global Technology Preparatory Middle School is to give our student scholars the intellectual tools and practical skills needed to succeed in our modern, technological world. From the beginning, Global Tech Prep has focused on developing academics, habits of mind, and technological skills. We understand that quality education cannot occur in isolation, so we actively collaborate with parents, students, and staff to ensure student growth and success. Global Tech cultivates responsible citizens and trailblazers of the 21<sup>st</sup> Century who can use technology as a platform to express their ability to think critically, communicate effectively, and collaborate with others. Our school community believes that children learn best when they are invested in their own education. We stress the total development of each child—moral, social, emotional, and intellectual—tailoring our academic approach to the individual needs of each learner.

Global Tech Prep actively engages with outside organizations to bring high quality educational experiences to our students. Through our partnerships with Citizen Schools, Edible Schoolyard, PENCIL, Digital Ready, and Cornell Tech, we offer a range of meaningful experiences and real-world apprenticeships to all of our students. Global Tech Prep wants to push this generation from tech-users to tech-creators in order to prepare them for 21<sup>st</sup> Century careers and economies. We strive to create life-long learners, and we believe that in order to achieve this, learning must extend beyond the classroom. Students engage in authentic tasks rooted in their interests and then use their final products as a springboard to reflect on their learning process and growth over time.

Global Tech Prep is an unscreened middle school and typically attracts families within the East Harlem community. Last year, we had approximately 35% students with disabilities and 10% English language learners. Because of our high population of SWDs, the majority of teachers are dual certified in Special Education and another content area.

This year, Global Tech has shown the most progress on the Framework element, Collaborative Teachers. Because of additional UFT contract required Professional Development time, teachers have been afforded more time to meet and collaborate. We have stronger vertically- and horizontally-aligned teacher teams that focus on raising student achievement. Through the Teacher Incentive Fund grant, Global Tech has two Peer Instructional Coach teachers who observe classroom instruction, offer feedback, and support teacher growth. A Framework element that will be our key area of focus is Rigorous Instruction. On the 2014-15 Quality Review, Global Tech Prep received a rating of Developing on QR Indicator 1.2, which assess teaching and learning in the classroom. To address this area of focus, Global Tech plans to use collaborative teacher teams to develop a school-wide teacher-driven lesson study protocol aligned to the research-based practice of Japanese Lesson Study.

### 04M406 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	177	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	2	# Music	6	# Drama
# Foreign Language	N/A	# Dance	7	# CTE
School Composition (2013-14)				
% Title I Population	71.9%	% Attendance Rate		92.9%
% Free Lunch	72.5%	% Reduced Lunch		1.7%
% Limited English Proficient	7.3%	% Students with Disabilities		39.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		42.7%
% Hispanic or Latino	52.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%
% White	1.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.14	# 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)		6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		3.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.1%	Mathematics Performance at levels 3 & 4		6.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		46.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		11.8%
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	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				

#### 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.

### Part 1 – Needs Assessment

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

This goal aligns to Framework element Rigorous Instruction since forming intervention to provide additional supports is based on our need to bring more quality instruction to students in order to raise student achievement. We looked at the following data sources to determine this need:

- 1) 2013-14 Middle School Quality Guide which revealed declines in Median Adjusted Growth Percentile for the ELA and Math state exams, both school-wide and with the lowest third of students.
- 2) Student Achievement levels on the 2014 NYS math and ELA exams, which were at 7% and 12% respectively.
- 3) Principal observations of students with disabilities and ELLs in classrooms
- 4) Teacher and parent verbal feedback (during conferences and student/teacher meetings) expressing a desire to increase instructional support in math and ELA

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will participate in ELA and Math intervention periods that provide additional support in these subjects, and as a result, 85% of students will show progress on the NYS ELA and Math exams by raising their proficiency ratings on these exams as evidenced in the 2016 School Quality Snapshot.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will have both math and ELA intervention built into their daily schedule, and students who are of the lowest 2/3 of ELA scores will have Guided Reading twice a week to raise their reading comprehension skills.</p>	<p>Lowest 2/3 students</p>	<p>September – June 2016</p>	<p>Classroom teachers, Citizen Schools support staff</p>
<p>Students will be in school until 6:00 pm in mandated Expanded Learning Time managed by Citizen Schools in skill-based groups to get intensive adult help in ELA and Math in small groups</p>	<p>All students</p>	<p>September – June 2016</p>	<p>Principal, Citizen Schools staff</p>
<p>Staff will assess progress based on four interim assessments throughout the year, results on Performance Series (a periodic assessment offered by the DOE), classroom data from formative and summative assessments, student self-assessment surveys given quarterly, and data from standards-aligned performance tasks in the ELA and math classrooms.</p>	<p>All students, teachers</p>	<p>November, January, March of 2015-16 school year</p>	<p>Principal, assistant principal, Peer Instructional Coaches</p>
<p>Teachers will design instructional strategies and activities with a Teaching Matters coach, who will ensure that lessons are technologically engaging</p>	<p>Teachers</p>	<p>September – December 2015</p>	<p>Teaching Matters coach, Assistant Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The staff and resources utilized for this include: All ELA and math teachers, three special education teachers, the principal, a coach from Teaching Matters, and the Citizen Schools staff. In addition, students will receive test preparation booklets and six weeks of intensive preparation before the state tests.</p> <p>All students will receive a laptop computer to raise the level of motivation and engagement of the students.</p> <p>Students will be scheduled two intervention periods a week for ELA and math instruction. These intervention periods will be in addition to their regularly scheduled classroom instruction. Online resources such as IXL Math and NewsELA will be utilized to personalize the learning and target student needs.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

By June 2016, all students will participate in ELA and Math intervention periods that provide additional support in these subjects, and as a result, 85% of students will show progress on the NYS ELA and Math exams by raising their proficiency ratings on these exams as evidenced in the 2016 School Quality Snapshot.

**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.

### Part 1 – Needs Assessment

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

The identified need that generated this goal was a school-wide analysis of data teachers collected on students. From this analysis, we found a need for stronger systems to monitor student understanding across the school year. Students and teachers needed more supports to track mastery of Common Core Learning Standards in order to identify gaps in learning and create actionable next steps. Additionally, we wanted to support student academic goal-setting with a system that truly informed them of areas of strength and areas where improvement was needed. We found a mastery-based approach aligned to Common Core Learning Standards allowed for students to better identify areas of need.

Additionally, 7% of student in mathematics and 12% of students in ELA scored a Level 3 or 4 as measured by the New York State 2014 assessments. While our students demonstrated high levels of growth as evidenced in the 2014 School Quality Snapshot, student achievement still remained relatively low when compared to citywide averages.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will be given three school-created Common Core Learning Standards-aligned Interim Assessments and baseline and endline assessments using Performance Series in mathematics and ELA, and 85% of students will show progress toward mastery when results are compared between the baseline and endline assessments. Additionally, all teachers will use the results from these assessments to adjust instruction and address student confusions revealed in these assessments.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Students complete the baseline assessment and teachers rate the assessments using standards-based rubrics.	All students and teachers	September-October, 2015	Peer Instructional Coaches, Principal, AP
Teachers meet in weekly content-specific meetings facilitated by Teaching Matters coaches. Teachers look at student data and assess student progress in units of study. Using research-based protocols, teachers will provide peer feedback on units of study and teacher-designed assessments in order to align them to the Common Core standards. Teachers implement interim assessments and analyze student data.	All students and teachers	November 2015-March 2016	Teaching Matters consultants, Peer Instructional Coaches
Students complete the Performance Series endline assessment and teachers complete final interim assessment.	All students	April – May 2016	Teachers
Teachers and administrators meet during staff retreat to reflect on curriculum and implementation of student data systems.	Teachers and Administrators	June 2016	Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
All pedagogical staff will be engaged in this activity. Resources to support this activity include mathematics and ELA teacher participation with Teaching Matters coaches to devise the task/rubric/scoring procedure, and support of social studies and science teachers. Instructional implications will be shared with all teachers and literacy strategies will be implemented across the curriculum. Overall, all Professional Development meeting and coaching sessions will be used to look at the student work analysis, develop the Common Core units, implement and evaluate the units of study, and assess the effectiveness of the units.										
Peer Instructional Coaches will meet with groups of teachers to help design student tasks and assist with data analysis of student results.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

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

**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.

### Part 1 – Needs Assessment

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

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

According to the 2015 Learning Environment Survey, teachers feel supported at the school and able to collaborate with their colleagues. Thus, since this is an area of strength, we can use our collaboration efforts to focus on supporting each other’s instruction and improving pedagogical practices school-wide with the use of Lesson Study.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in Lesson Study protocols that require teachers to co-plan lessons, observe classroom instruction, and generate next steps based on student outcomes. As a result, all teachers will be deemed effective in student engagement in lessons, including multiple entry points for all learners, as evidenced by a “3” rating in component 3c, Engaging Students in Learning as measured by The Danielson Framework for Teaching.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher completes self-assessment & rates own performance using Framework.	Teachers	September 2015	Principal and AP
Teachers form Lesson Study triads and engage in rounds of Lesson Study, based on the Japanese Lesson Study inter-visitation protocol. Teachers will use their UFT contracted 80 minutes of professional development each week to do this work.	Teachers	October-May 2016	Principal, Peer Instructional Coaches, AP, Model Teacher
Learning Partners Plus program will visit the school to observe the work around Lesson Study in order to provide feedback. This feedback will be shared school-wide and will be used to strengthen practices.	Teachers, Principal	January	Administration
Teacher and administration hold reflective conference and formulate growth plan for following year	Teachers	June	Administrators

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
1. Principal and Assistant Principal providing supports and feedback for teachers throughout the Lesson Study process.  2. Professional development calendar based on the needs of the school, including the 80-minute weekly Professional Development time dedicated to Japanese Lesson Study  3. Peer Instructional Coaches and Model Teacher roles funded through the Teacher Incentive Fund grant.  4. Financial resources and strategic coverages to support teacher professional development and inter-visitations										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A		Title III, Immigrant			
X	C4E	21 <sup>st</sup> Century Grant	SIG/SIF	PTA Funded	In Kind	X	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.

In January, we will use the Learning Partners Plus school visit to conduct an observation of the lesson study process. This visit will entail inviting three other school communities to observe our practices and provide feedback on our process. The school leadership team will review the feedback after the visit, share it with the whole staff, and devise a plan of action to revise systems and structures around lesson study as needed.

**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.

**Part 1 – Needs Assessment**

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

**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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

**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.

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

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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.

**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.

### Part 1 – Needs Assessment

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

This goal was formed to align with Chancellor Farina’s Framework for Great Schools-Strong Family and Community Ties, which ensures that every child is ready for the next grade, level, and set of challenges. We would like to focus this goal on specifically the population of students with disabilities, and utilize family and community resources in order to provide these students with all the opportunities afforded to them. The following are a part of the needs assessment that contributed to this goal:

- 1) The existing achievement gap between students with disabilities and their non-disabled peers, as evidenced in the 2014 School Quality Snapshot.
- 2) Low access of students with disabilities to the general education curriculum.
- 3) Families not fully understanding their child’s IEP and how it is designed to support student learning.
- 4) Historically low NYC graduation rates of students with disabilities who enter high school in a self-contained classroom setting.

The identified need that generated this goal comes from parent testimonials, student surveys, 1-1 conversations with special education students, teacher observations, statistical over representation of black and Latino boys in 12:1:1 classes, and citywide graduation rates indicating that only 4% of self-contained students graduate high school. The School Quality Snapshot of 2014 indicates more movement is needed in the special education population on standardized tests to have more students meet state expectations on Common Core assessments. Additionally, approximately 35% of Global Tech students have IEPs, requiring specific attention and goals to the special education population.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2015-2016 school year, more than 50% of the 6th grade self-contained special education students will successfully integrate into an Integrated Co-Teaching general education setting in the 7th grade to ensure greater access for all students to the general education curriculum. The IEP team will consult with students, teachers and families to make decisions on a student-by-student basis.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Seventh grade will include an additional ICT class that includes students from the self-contained class and general education students. This class will be co-taught with content-based general education teachers and one special education teacher.	Students with Disabilities	September, 2015-June, 2016	Principal, Assistant Principal, and IEP Team
Students currently in the 6 th grade self-contained special education class will begin to integrate with the general education classes in specific classes (music, dance, physical education, and digital citizenship) and during the extended learning time with Citizen Schools.	Students in Self-Contained Special Education, SPED teachers	September, 2015-June, 2016	SPED teachers, Elective teachers, Citizen Schools Campus Director
Families of students in self-contained setting are notified of the reasons for integration and the supports in place to make integration successful in seventh grade. 7 th graders from self-contained setting in ICT receive 1 to 1 coaching from ICT teacher.	Students in Self-Contained Special Education, SPED teachers	Sep. – Nov. 2015	Principal, Guidance Counselor, Teachers
General education teachers and ICT SPED teachers will be scheduled weekly common planning periods to monitor student work and diagnose issues with student transition into their least restrictive environment. Additionally, the ICT SPED teachers will check in periodically with the administration about the level of success in transitioning the students (bi-weekly check-ins).	Gen. Ed. and SPED teachers	Oct.-Jun. 2015	Principal, Assistant Principal, IEP Team

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Title I funding to reduce classes FSF for coaching support for Universal Design for Learning Private grants for special education support and technology services Tax Levy funding to support leadership coaching around this goal

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p> <p>Global Tech will use an item analysis review of interim assessments in ELA and mathematics in February, and a 7<sup>th</sup> grade teacher team meeting discussion of behavioral supports needed to ensure the mainstreaming transition is successful.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Lowest 1/3 of students based on 2015 ELA state assessment	Guided Reading in small groups	Small Group. One-to-one tutoring for lowest readers	12:00-1:00PM Monday - Friday
<b>Mathematics</b>	Lowest 1/3 of students based on the 2015 Math state assessment	Math tutoring and fluency work	Small groups. One-to-one tutoring for our lowest math students who struggle in small groups.	3:15-4pm Monday through Thursday during after-school programming with Citizen Schools
<b>Science</b>	Baseline assessment in September and ongoing formative assessments in science class	Close readings	Small group tutoring	Tutoring and homework help from 4:00-4:30 2 days a week
<b>Social Studies</b>	Baseline assessment in September and ongoing formative assessments in social studies class	Close readings	Small group tutoring	Tutoring and homework help from 4:00-4:30 2 days a week
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Screening for all students offered by ABC, Boriken Health Clinic sessions when warranted, or outside referrals. Mandated services provided by guidance counselor.	Guidance counseling services in small groups or referral to community organizations based on need of student.	One-to-one or group (depending on the mental health professional's opinion).	Both during and after the school day (all efforts made to avoid counseling during core class times).

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

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

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

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
1. Partnership with Teaching Matters provides consultants in ELA and mathematics instruction to meet with staff to ensure lessons and units are designed to align to the Common Core standards and are rigorous in the tasks students are required to complete.
2. Yearly staff retreat allows for whole-school curriculum mapping to ensure staff identify strengths in planning and gaps where standards need to be addressed to ensure cohesion from Grades 6 through 8.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

### 3b. TA Coordination with the Regular Program

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

## Part 4: SWP Schools Only

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

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

Not Applicable

### 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.

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

### 4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	Column B

			Verify with an (X)	Section Reference(s)
Title I Part A (Basic)	Federal	93,828.00	x	11, 13, 17
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,437,463.00	x	11, 13, 15, 17

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- 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.

<sup>2</sup>The **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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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.

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#### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Global Technology Preparatory**, 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 Technology Preparatory 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-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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

**Global Technology Preparatory**, 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 Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>4</b>	Borough <b>Manhattan</b>	School Number <b>406</b>
School Name <b>Global Technology Preparatory Middle Sch</b>		

### 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 <b>Mr. David Baiz</b>	Assistant Principal <b>N.A.</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Cesarlina Aviles</b>	School Counselor <b>Lisa Demauro</b>
Teacher/Subject Area <b>Rebecca Rotelli/ELA</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Michael Cisneros</b>
Related-Service Provider <b>Kayla Hamilton</b>	Borough Field Support Center Staff Member
Superintendent <b>Ms. Alexandra Estrella</b>	Other (Name and Title)

### 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]	0	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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	158	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	16	<b>Newcomers</b> (ELLs receiving service 0-3 years)	2	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	9

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		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	2	0	0	6	0	1	8			5	0
<b>Total</b>	0	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
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**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	4					0
Chinese								1						0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)								1						0
<b>Emerging</b> (Low Intermediate)							1		2					0
<b>Transitioning</b> (High Intermediate)							2	2	2					0
<b>Expanding</b> (Advanced)							1	5						0
<b>Commanding</b> (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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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									1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				0
7	5	2			0
8	4				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	4								0
7	5		1		1		1		0
8	4								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.  
 Global Technology Preparatory MS uses Fountas and Pinnell and Performance Series, a computer-adaptive test, to assess the early literacy of all ELLs. The ELL data derived from this program shows that about half of the ELL school population has reading levels below their grade level. The result of the F & P reading assessment and performance Series will guide the ELLs in selecting the books they will use to read during independent reading periods. The ELLs' reading level and their corresponding NYSESLAT-Reading/Writing results are also used to guide the school's appropriate instructional planning and strategies to be used in the class. The data helps determine what supplementary reading materials to buy and plan interventions appropriate to for the ELL group.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Sixty present of the ELL population are in Emerging and Transitioning levels while about thirty percent are Expanding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 AMAO tool has not been used in our school, but the school uses another way to determine the ELLs measurable achievement objectives. The students' academic grades, classroom participation and writing grades are used as factors in determining their objectives. All ELLs will work towards achieving grade level writing proficiency.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - The ELLs use English version of any assessments given through out the year. About ninety-percent of ELLs are performing below grade level both in NYS ELA and Math tests. The results of NYS assessment as well as in-school or teacher made assessments are used to help teachers and school administration plan appropriate activities for the ELLs in the classroom.
    - ELL periodic assessment is not being used at GTP.
    - Refer to 4b.

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 student's new language development has been given importance in instructional decisions. Different strategies are used in classroom instructions such as scaffolding, modeling, think-pair share to develop speaking and listening skills, and guiding ELLs in choosing appropriate leveled books to read. Students have access to computers for online translations between L1 and L2, glossaries for Math and Science in their L1.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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).  
GTP evaluates the success of the Free Standing ESL program by looking into the ELLs' classroom performance; grades, progress reports, and NYS test results. The NYS ELA and Math tests as well as NYSESLAT test result may show significant progress that indicates that the ESL program offered is successful.

## 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.  
GTP is using the NYS LEP identification process to initially identify a newly admit to New York City Public School system who possibly be an ELL. During student's registration, a Home Language Information Survey (HLIS) is given to the parent/guardian of the student. HLIS has to be completed by the parent/guardian, with a pedagogue - a certified teacher, and with additional support from a school-based staff who speaks the same language of the parent/guardian or over-the-phone translation to ensure that the HLIS is accurately completed. An informal interview with the student will follow to determine if the student speaks another language other than English. If the student has LEP, the ESL teacher or the test coordinator will administer NYSITELL within 10 days of admission for the purpose of identifying the student's level of English proficiency.
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).  
Within 30 days, teachers will be given information for any new student (newcomer) enrolled in GTP such as age, place of origin and student's home language. Teacher will observation, use classroom assessment results, reading assessment and use questionnaires or interview new ELL students to identify if the newcomer is a student with interrupted formal education. Once this is determined, appropriate school support will be planned and implemented to assist this newcomer and be successful in class.
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).  
Ms. Kayla Hamilton as the Special Education Team leader prints reports from ATS and SESIS. These information will be shared among Core subject teachers, ENL teacher, and Special Education to be shared among teachers. Once newly enrolled students with IEP are identified, teachers will determine appropriate plans to support these students inside the classroom for them to function successfully as described in their IEPs. ELLs with IEP will receive accommodations as described in IEP as well as being an ELL.
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.  
ELLs who are new to NYCDOE will be given an assessment, NYSITELL, to identify if they qualify to receive services appropriate for them. The ENL teacher/coordinator will administer the NYSITELL. Once the NYSITELL test document has been scanned and test result has been generated, parents/guardians of the students will receive entitlement or non-entitlement notification within five school days. This letter will be sent home to the student and a follow-up call to parents/guardians to ensure that proper dissemination of information are receive in timely manner.
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).

The school, through the ELL program coordinator, will send a letter to parents/guardians of ELLs informing with the official result of NYSITELL and whether their child is entitled or not entitled to receive ELL services. This letter contains an outline of procedures on what to do and their rights to appeal the school's decision if they believe that their child/student may have been misidentified as an ELL or non-ELL. Parents of ELLs may request that ELL Identification Process be administered a second time. The correspondence between the school and parents be in English and the parents' preferred language.

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.

The ELLs program orientation will be given before September 15th for and some point through out the school year when there is a enrollee and a possible ELL . Orientation will be given to the parents of newly enrolled ELLs in NYCPS system. This orientation will be given after the NYSITELL is administered. The ESL teacher/coordinator and/or Assistant Principal will be around during the meeting. During the orientation, the parents will have a chance to watch the video discussing the different programs for ELLs: Transitional/Bilingual, Dual Language, and ESL. The ESL teacher if necessary will give additional explanations regarding the video. After watching the video, the parents may complete the Parent Survey/Program Selection form and will be collected to be kept along with the HLIS. Since GTP only offers Free Standing ENL program, the parents may ENL otherwise if the parents will request for the other ELL programs, the school will assist them to find another school that offers TBE or DL. Furthermore, if a parent of an ELL does not return the parent survey, the default placement will be a bilingual program.

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.

An Entitlement Letter will be sent out to the parent/guardian of the new ELL student. The letter includes the date and time for the ELLs' parent orientation meeting. After watching the video, the parents will complete the Parent Survey/Program Selection form and be collected and kept along with the HLIS. If the parents need more time to decide which program would be best for their child, they may bring the Program Selection form and must return the form to the school, or the ENL teacher will make a follow-up on this matter. The ENL coordinator will collect all documents, such as copy of the Entitlement Letter, Parent Survey and Program Selection Form, and be kept into the student's permanent record and will further monitor parent program choice throughout the school year. The ENL program coordinator will also inform parents who might have previously chosen a TBE/DL program when the program becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The school assigned the ENL teacher or a staff to keep track of documents that parents of ELLs should submit to school. If Parent Survey and Program Selection forms are not returned, a letter will be sent home to remind parents about the submission of the forms as well as a follow-up call will be made to ensure the parents know about the importance of these documents.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ELL program coordinator will be responsible in sending Placement notification letters home through the student and mail within ten school days. In addition, a staff will do a follow up call to the parent informing them about a notification letter has been sent home. The correspondence between the school and parents be in English and the parents' preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentations for each child are enclosed in its permanent cumulative record. When an ELL moves to another school, all required proper documentation is available for reference. The school pupil accounting staff and ELL program coordinator are responsible in securing all these ELL 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.

ELL data from ATS will be gathered to identify qualified ELLs to take NYSESLAT. To administer all sections of the NYSESLAT, the principal, testing coordinator and the ENL teacher coordinate in a timely manner. The principal/testing coordinator assigns teachers who will administer the speaking section and score the written section of NYSESLAT. The ELLs and school staff will be informed about the NYSESLAT testing schedule in advance so that testing room assignments and regular schedule and testing schedule will be coordinated properly as well as parents of ELLs will be informed about the NYSESLAT. NYSESLAT administration schedule, regular testing dates and make-up test, by components will be followed as described in NYS and NYCDOE memos.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Continued entitlement and transitional support parent notification letters will be distributed mid-September. The letter will be sent home through the student or mailed and a follow-up to inform the parents that a notification letter has been sent home. These letters can be in English and translated version based on parents' preferred language for communication.

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).

All incoming ELLs of GTP has been in ESL program since elementary. For the past three years, only three Newcomers enrolled and their parents had chosen ENL program. A TBE or DL program has not been requested since the GTP started. GTP will offer other ELL programs if the number of requests and students merit a new ELL program to be opened.

## 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.  
The instruction for ELLs is delivered to ELLs of the same grade level through Flexibility programming (a combination of Stand-Alone ENL and Integrated ENL). The ENL teacher will push-in/pull-out ELLs in each class either in ELA or Social Studies classes. The ENL teacher is certified in Math, Math with SWD and ESOL. The ELLs will benefit more in a flexibility ENL programming because they are being supported in different content areas of studies.
  - 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)?  
An ENL instruction is delivered to ELLs in ELA, Social Studies or Mathematics using Integrated ENL model for emerging, transitioning and expanding ELLs while Stand-alone ENL model for entering ELLs. Flexibility ENL model will be given to ELLs as needed to maximize language development.
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.  
English is the medium of instruction in all core subjects in GTP. Common core content teachers use several instructional approaches and methods to make content comprehensible to foster language development, such as charts and pictures, sentence strips or speaking and writing prompts, and vocabulary study or word definitions.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
To ensure that ELLs are appropriately evaluated in their native language, ELLs will take NYS Mathematics and Science tests written in student's L1. If a test is not available in the student's L1, the school will hire an interpreter of that language, and orally translate the written test to the students. Throughout the academic year, glossaries, bilingual dictionaries and online language translation will be available for the ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All four modalities of English acquisition are inter-connected with each other; therefore all teachers provide different activities' for ELLs to succeed in the classroom by creating lessons and activities that requires the four modalities. Teachers do formal and informal assessments to ELLs to keep track the language acquisition development done by the ELLs over time and appropriate planning of activities will be in placed as a support for the ELLs .  
The school's Literacy program helps students conceptualize, create, write, edit, and illustrate creative pieces. To help ELLs achieve success, content area teachers and the ESL teacher work collaboratively to ensure that a meaningful instructional strategies are used to make content comprehensible. The use of different graphic organizers, activities involving Scaffolding, glossaries and dictionaries, differentiated instructions and the use of Smart board and online resources are given importance to enrich language development within the lesson. ELLs are appropriately evaluated of four modalities of English acquisition throughout the year

through their reading response journal, quick write, exit slips, essays, classroom participation or small group discussion while developing good listening skill is embedded in every classroom activity.

6. How do you differentiate instruction for 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 status

a. SIFE students will receive similar low-level text compared with the other students. Visual aids and graphic organizers are used to support content understanding. The use of technology is always provided for translation purposes and online reading programs that support reading comprehension and pronunciation skills.

b. ELLs who are Newcomers will receive differentiated texts according to their reading levels. During classroom discussion, they will be grouped with high functioning native speakers so that they will benefit from them, socially and develop their academic speaking skills. Graphic organizers will always be provided, as well as visual aids and technology.

c/d. ELLs with more than 4 years in the ENL program will always be provided with graphic organizers, visual aids and technology. Level texts will be provided according to their proficiency levels.

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

7. 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.

The school will provide additional support services to the student as defined in CR Part 154-2.3(i) until the final decision notification letter within 10 school calendar days is given in writing to the parent, guardian, and/or student in the parent's preferred language. The school ensures that the student's academic progress will not be affected by the re-identification and will continue to receive needed language and academic supports. The ELL program coordinator will be responsible in the re-identification process and will coordinate with the school principal for appropriate actions as needed until the final decision is achieved.

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?

Teachers of ELLs-SWD use different instructional strategies that correspond with the IEPs. To maximize learning time and teacher's supports, all ELLs-SWD are placed in ICT class. A variety of instructional materials and technology are utilized to best meet the needs of the ELL-SWD population. Different genre study, guided reading, independent reading, and literature circles are used to strengthen literacy skills. ENL utilizes series of Grammar books, Real life stories books and picture books, as well as Internet resources, which add visual support to better understand the concept. Dual language dictionaries and computers for online translations are available in each classroom to support students' native language. ELL-SWD whose reading equivalent is at least three years below their grade level are assigned to read an online reading program. This online reading program contains fiction and non-fiction texts, which involves listening and reading activities and checks comprehension skills. It has visuals to support the text that would accelerate English language development.

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?

ELL-SWDs with low English proficiency levels are placed in ICT classes where two teachers teaching in the class. The ENL teacher also collaborates with core content teachers especially in preparing materials appropriate to ELL-SWDs. In addition, ENL, SETSS and the other service providers share schedule flexibility in serving ELL-SWD. Every service provider of ELL-SWD uses the information from SESIS and collaborates to provide appropriate instructional activities that would lead to achieve ELL-SWD IEP goals and attain English proficiency at the same time.

Chart

### 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 INSTRUCTIONAL TIME (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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

### 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

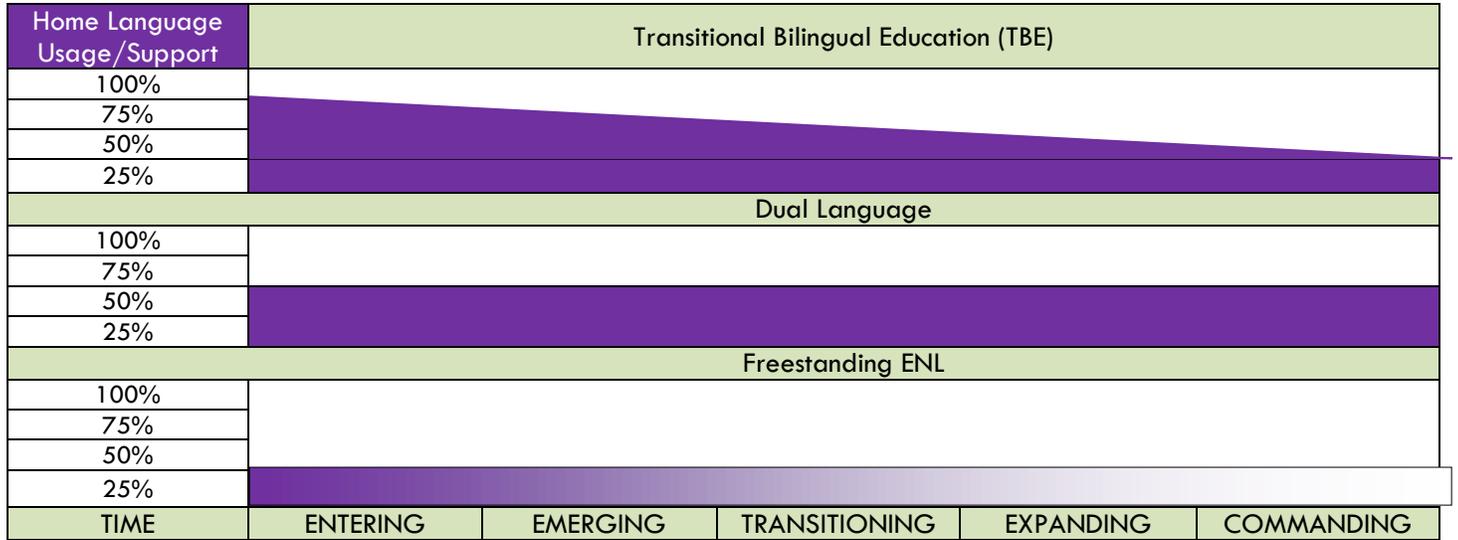


\*Note: “other approved services” does not apply to New York City at this time.

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.  
The whole school has a one-period each day for a targeted-reading intervention. A targeted-reading intervention program is given to ELL with low English proficiency and ELL-SWDs. The reading intervention uses fiction and non-fiction texts, focuses on developing comprehension skills of the ELLs and applies appropriate strategies for the activities. All teachers are involved and being assigned with students grouped according by levels. Students are grouped according to their NYS ELA test results and reading levels.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The current ELL program is effective due to the flexibility scheduling where services can be a combination of stand-alone ENL or integrated ENL. This means that ENL teacher can serve ELLs in a setting where both content and language development are addressed. In addition, every ELL shows at least a minimum annual academic progress. The annual NYS test results of ELLs in Math, ELA and NYSESLAT shows a minimum to significant increase of scores. This shows that the ENL program offered is effective and is meeting the content and academic language needs of ELLs.
12. What new programs or improvements will be considered for the upcoming school year?  
More academic and language support materials and online programs being a school that incorporates technology in class will be implemented to fully support growing ELL population and corresponding academic and language needs.
13. What programs/services for ELLs will be discontinued and why?  
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Global Technology Preparatory MS has an after-school program called Citizen School. Citizen School after school program is part of the school wide program, which helps all students, develops their personality as a whole as well academic. . All students are mandated to attend this 3-hour after school program. The after-schools programs are Homework Help, sports, cooking, high school application and resume making, and more. Academic and non-academic after-school programs help ELLs develop language skills through speaking and listening with other native English speakers. ELLs listening skill is developed by following directions given in every activity. After-school programs help ELLs acquire more language skills.
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.  
Classroom teachers use computer, Smart-boards and document projector. Smart board provides visual aids and enhances auditory skills. All students, including ELLs, are issued with a mac laptop and can be used to access online reading programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
For ENL program, bilingual glossaries for Science and Math vocabulary words and bilingual dictionaries are provided in each class. Online translation of sentences or group of words is used to support ELLs understanding of the concept presented. Teachers also create classroom materials by incorporating visual cues.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Instructional materials and supplementary fiction and non-fiction texts are carefully selected to correspond to ELL's ages and grade levels and English proficiency.
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).  
A "buddy system" be implemented where the new ELL is paired with a student who speaks the same home language and can that can support the ELL in class. The ENL teacher will follow-up on this "buddy system" and make necessary changes when necessary through out the year.
19. What language electives are offered to ELLs?  
The school does not offer language electives.
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.)  
GTP teachers are encouraged to attend PDs offered through DELLSS. Schedule of PDs offered through DELLSS and other related PD's for ELLs offered through the network are shared to the school staff. There are also grade level meetings and department PDs that addresses some issues of ELLs and discuss appropriate strategies needed to support the ELLs inside the classroom and become successful. Teachers also attend in-school mandatory professional development every Friday-period 7. In addition, Pupil Accounting Secretary or ENL coordinator attends PD on ATS/STARS related matter that would help obtain accuracy of ELL data.
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?  
Each department meets once a week to discuss CCLS, collaborates, share different strategies and may discuss current educational research about students (ELLs or non-ELL). In addition, the ENL teacher will be sent to off-site professional development courses that will be offered by DELLSS. The ENL can chose can several PD courses for ELLs from an email sent by the DELLSS and must be approved by the principal.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As a middle school, some of the ELLs transition to high school a continuing ELLs. The Guidance counselor and the ENL teacher support the 8th grade ELLs as they transition from middle school to high school by guiding them in identifying appropriate high school that can continue supporting them with academic and language development. In addition, the school Guidance Counselor coordinates with the parents of the ELLs to talk about high school admission/application and the best high school for these students.
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.  
The ENL teacher/ coordinator receives a list of PDs from DELLSS appropriate for all teachers serving ELLs. The ENL teacher will register to ELL-specific professional development offered from the DELLSS with principal's permission. For offsite PDs, copies of attendance certificate/agendas will be given to the School Secretary for proper documentation, as well as the ENL teacher will keep records of all the PDs attended during the school year.

### 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?

The school plans to have a mid-year meeting 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. This is an opportunity for parents of ELL to speak with the ENL teacher and understand how the services is provided and what to expect while the student is still in the program. Letters (in English or Spanish translated version) will be sent home as invitation for the mid-year meeting. A follow-up call will also be done to ensure that the message has been received in timely manner. If the follow-up call requires Spanish translator, one of the Spanish speaking staff will call the parent/guardian.

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.

During the mid-year meeting, proper documentation of the activity will be initiated and kept by the ENL teacher/ coordinator. These documentations include the attendance of those who attend the mid-year meeting, letters sent as well as follow-up phones calls done. These documentation will be kept for a year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There are school activities that require parent involvement, such as volunteering or chaperoning students' activities outside school. ELL parents are invited to volunteer during a school-wide activities such as Thanksgiving Potluck where they have a chance to showcase their native dish. The school has also other activities that involve parents' participation, such as Meet-the-Teacher Night/Curriculum Night, parent teacher conferences, Talent Show, and more. During these activities, Spanish speaking translators will be available to talk and help parents actively participate in the activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
N/A

5. How do you evaluate the needs of the parents?

During parent-teacher conference, questionnaires are being distributed to find out what most parents need in relation their children's education. Spanish interpreters are also available during school activities to help and answer parents' inquiry.

6. How do your parental involvement activities address the needs of the parents?

No parental involvement activities that address the needs of the parents have been noted, yet.

### 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.

## Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
David Baiz	Principal		11/13/15
	Assistant Principal		
Michael Cisneros	Parent Coordinator		11/13/15
Cesarlina Aviles	ENL/Bilingual Teacher		11/13/15
	Parent		
Rebecca Rotelli	Teacher/Subject Area		11/13/15
	Teacher/Subject Area		
	Coach		
	Coach		
Lisa Demauro	School Counselor		11/13/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Kayla Hamilton	Other <u>Special Education</u>		11/13/15
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 04M406**      **School Name: Global Tech Prep MS**  
**Superintendent:**

**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](http://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**

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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.

The school ensures that all parents receive school information in Spanish or English. The school staff maintains a home language identification survey (HLIS) data, which shows parents' language preference in all oral and written communication. This information is continually updated throughout the year. HLIS is used to assess written translation and oral interpretation needs. The school provides all official written/electronic correspondence and telephone messages in English or Spanish. In addition, Spanish speaking staffs are always available to assist parents who come to school for specific purpose. In addition, the school will use information from ATS and provided by parents in Blue Cards, parent surveys and teacher survey to assess language preference of the parents so that school and the parent community will be able to have a better relationship through good communication.

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 and Chinese.

## 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.)

The following documents are typically given to parents or families of GTP students both in English and Spanish versions: school monthly calendar and upcoming activities such as field trips, school activities and local and state-wide testing dates , parent-teacher conference announcements, after-school program information, letters from the teachers or from the school leadership and school handbook.

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.

Parents/guardians usually come during parent-teacher conferences, curriculum nights or classroom related activities where teachers showcase students' works. In GTP, there are always available Spanish-speaking school staff who usually respond to Spanish-speaking parents who come to the office anytime during the week to follow-up school-student related issues.

## Part C: Providing Language Assistance Services

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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.

Before first day of the school calendar, GTP has identified what language translation will be needed as indicated in ATS for home language. The school mostly translate documents into Spanish and mostly done by in-house or school staff.

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.

To meet Spanish interpretation needs, GTP has capable Spanish-speaking school staff who will provide translations to Spanish-speaking parents or family members who come to school for information about their students' educational need or progress and related issues. For Chinese interpretation, the school will provide an over-the-phone interpreters through TIU.

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## Part D: Training Staff on Policies and Procedures

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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.)

All staff members are aware of the importance of translation and over-the-phone interpretation services. School staff members are informed during staff development meetings, before school year starts and through out the year as reminders, about the interpretaion services and how these services help the school and parents have better relationship through proper communication tools. T&I brochure are also displayed in the main office.

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## Part E: Providing Notice of Language Assistance Services

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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

Welcome Poster, Parents' Guide to language Access, Language ID Guide, as well as Parents' Bill of Rights are in the school's main office. Parents can find all of these and can request for a copy of Parents'Bill of Rights.

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## Part F: Monitoring and Quality Control

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

The school provides a survey on the quality and availability of services during parent-teacher conferences. Through this survey, the school will be able to gather data if the interpretation services has been effective and what can be improved in the future. In addition, the school is planning to have a focus group of parents inclusive of all cultures and languages to provide feedback and good practices by the school as well as provide suggestions for other good practices.