



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY

DBN (DISTRICT/ BOROUGH/ NUMBER): 02M399

PRINCIPAL: SANTIAGO FRANC MAYOL

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SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Santiago Franc Mayol	*Principal or Designee	
Brad Orr	*UFT Chapter Leader or Designee	
Ramona Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Winter Mark	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Honor Moorman	CBO Representative, if applicable	
Nataly Karp	Member/ Parent Representative	
Allison Wilner	Member/ Teacher Representative	
Edward Alexander	Member/ Parent Representative	
Tia Drummond	Member/ Student Representative	
Diana Mora	Member/ Student Representative	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By February 2012, all grade teams will have co-constructed an interdisciplinary three-week project aligned to common core.

Comprehensive needs assessment

1. Classroom observations, including specific teacher practices, aspects of instruction, and interactions between teachers and students suggests we have made significant strides toward effectuating shift from the more traditional, mechanical instructional approaches to more progressive practices aligned with our school vision.

2. Analysis of classroom artifacts including lesson plans, teacher assignments, and student work to determine the quality of instruction in a classrooms were judged on a variety of criteria including:
 - a. authenticity,
 - b. intellectual demand, and
 - c. alignment to standards,

Findings suggest the need for the integration of summative and formative processes in the alignment of results to professional development.

Instructional strategies/activities

Invest in sustained professional development on instruction and assessment that emphasizes the goal of student production of authentic intellectual work (AIW).

These are fully interdisciplinary research projects, fulfilling the requirements of the Common Core Tasks, but anchored instead to:

1. Fred Newmann's, *Framework for Authentic Pedagogy and Instruction* as our instructional model
2. Asia Society's S.A.G.E. rubrics as our task design tools
3. Asia Society Global Leadership Performance Outcomes rubric for assessing the quality of student products

Strategies to increase parental involvement

- All Embassy leaders, and our administrative assistant serve as liaisons between school and families. Programming allots 25 minutes every other Wednesday afternoon, for Embassy leaders (advisors) to conduct phone outreach to parents and loved ones. Outreach logs are shared across the community using Google docs.
- Our administrative assistant works closely with our PTA president to prepare agendas and activities for our families ensuring our school provides

sessions responsive to parent articulated needs.

- All workshops, documents, and meetings include required interpretation and translation.
- Some departments will organize workshop evenings focused on subject area regents exams
- 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 embassy leader

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, all but one staff member is categorized as highly qualified as per BEDS. Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by our partner organization, the Asia Society. Through our progressive hiring process, our community has ensured that teachers' beliefs align with the vision, mission and culture of our school. Collegial mentoring programs support new teachers and funding for self-identified Professional Development has been allocated to support pedagogical growth.

Service and program coordination

The High School for Language and Diplomacy enjoys a robust partnership with the McBurney Y, Y-International, The Let's Get Ready Organization, the Asia Society, The Rubin Museum, Solar One, Campus-Based Health Services, and Baruch College's College Now program. These organizations provide vital services including tutoring, mentoring, and co-curricular supports. We are partnered with Pencil Projects and will seek to further develop possibilities.

The High School for Language and Diplomacy also participates in the Grab n Go breakfast program, allowing students to collect bagged breakfasts while attending morning "studio" classes. Studio classes target a variety of academic needs.

Budget and resources alignment

- As a Title I, SWP school, conceptual consolidation allows us to combine federal and local funding streams in support of programming for all students.
- Translation services will be provided to parents and teachers in order to foster communication between these two constituents. All materials being sent home, will also be translated into Spanish and Chinese
- Classes/workshops such as those on nutrition, communicating with teenagers and providing academic support at home will be offered to parents
- Administration and design coach provide support for teachers.
- Teacher per session (5 days per week) for after school tutoring and enrichment programs.
- Per Session hours for our entire teaching staff over the course of five days this summer.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Students show progress is using evidence to support claims in an analysis of substantive topics in all concentrations using valid reasoning and relevant and sufficient evidence. Progress will be assessed against

1. subject specific rubrics designed according to the AIW standards of construction of knowledge and disciplined inquiry.
2. performance based assessment tasks developed as part of our Asia Society Authentic Task Assessments.

Comprehensive needs assessment

Qualitative Data:

High quality written performance is critical to success in further education, in work, and in civic participation.

1. Faculty members report widely ranging performance and dispositions in the areas of argumentation, leadership skills as well as work and study habits. Electives will therefore focus in these areas.
2. Student self-assessments relative to these skills and dispositions (a combination of VARK and Global Leadership Outcomes) will be introduced by end of term one. Results will be analyzed and shared with the entire community. Electives will address self-perceived areas of challenge.

Quantitative Reports:

NYC Acuity Diagnostics and our global competency surveys suggest 9th grade students in particular are deficient in

1. Analysis: the student demonstrates thinking that goes beyond mechanically recording, reporting, or reproducing fragments of knowledge, facts, rules, and definitions or repeatedly applying algorithms.
2. Elaborate written communication: a conclusion, generalization, or argument AND support for it, in the form of at least one example, summary, illustration, detail, or reason. Elaboration is coherent when the examples, summaries, illustrations, details, or reasons provide appropriate, consistent support for the conclusions, generalizations, or arguments, and
3. Concepts for writing, grammar, usage, mechanics, and vocabulary.

Instructional strategies/activities

Design subject specific rubrics against which to determine student written performance according to the AIW standards of construction of knowledge and disciplined inquiry.

Provide significant time for a critical mass of teachers within our school to study, discuss, and implement the framework, with data collection and debriefing on their efforts.

Set incremental benchmarks toward a more comprehensive longer-term vision of the desired level of implementation in various subjects and grades. Strategic plans will detail who should accomplish what, according to a timetable, including what resources within and beyond the school that are needed to make it happen. The planning will need to address how to deal with obstacles such as existing curriculum and testing requirements that require coverage of so much content that little time is available to spend on authentic teaching.

The design process will begin with analyzing current practices; that is, to score and discuss scores for assignments that teachers have given; to observe, score and discuss specific lessons; and to score samples of student work. For each activity, two or more teachers will be involved in scoring, discussing the scores, trying to reach agreement on the scoring, and offering suggestions about how the assignment, lesson, or piece of student work might be changed to warrant higher scores. The point of scoring and discussion is to norm; to help everyone understand what the standards for AIW mean when intentionally put into practice. Scoring, discussion, and trying to improve assignments, lessons, and student work will build increased understanding of what it would mean to seriously apply the standards in practice; that is, the degree to which teachers would need to change, the amount of time and resources required, and the likely benefits to students and teachers.

1st Year Strategic Plan

1. In grade level, faculty members will meet at least twice a month to score, discuss, and offer suggestions for improvement of an assignment or piece of student work. Deliverable: during the year each teacher would have shared at least one assignment and piece of student work for group analysis using the criteria.
2. Each teacher will also have an opportunity to observe, score, and discuss a colleague's lesson. If lessons can be videotaped or digitally recorded, they can be shown and discussed within the full group. If videotaping is not feasible, videos of lessons beyond the school might be used. When videotape or DVD is not available, individually observed lessons and discussions thereof would be reported in the team meeting.

Deliverable: By June 2012, teachers will have developed agreed-upon plans for including students' scores on authentic assignments as part of student grades. Teachers would also have develop lessons that introduce students to changes in the grading system aligned AIW

Based on these experiences, each team of teachers will agree on measurable and attainable goals for AIW over the next 3-5 years. These plans would represent "ideal" visions that would count on the highest levels of administrative support (teacher planning time, access to curriculum resources and coaching, assistance in collecting and analyzing data, gaining parental/community support, etc.).

On towards the "Ideal" 5-Year Plan

1. Faculty completes a reasonably comprehensive initial attempt to implement AIW, as in the year we proposed above.

2. Subsequent plans must be tailored to our school's unique context (large ELL and SPED populations)

At the end of Year 5, the following goals will have been achieved:

1. Each of the grade level implementing AIW, during every six-week period students would complete at least one major assignment scoring high on the three standards; their work on these assignments would be scored according to the standards for student work, and scores on this work would comprise a significant part of student grades or course evaluations.
2. Teachers who wish to move ahead, whether individually or in teams, and have summer curriculum writing resources can consider developing unit plans that specify where and how they would use AIW standards for lessons, assignments, and scoring of student work.
3. Scores for the major assignments will be determined through a collegial process involving more than one teacher. The teacher assigning the work would score the work, but at least four work pieces taken at random for each assignment would be scored and agreed upon by the teacher and at least one other colleague.
4. Each grade level team, during every six-week period, would experience at least six lessons scoring high on three of the four instruction standards. The individual teacher would determine scores, but at least one lesson during each six weeks would be jointly scored with at least another colleague.
5. A resource bank of high scoring assignments, high scoring samples of student work, and high scoring lessons (videos/DVDs or lesson plans) in the relevant grade levels and subjects would be developed and accessible to teachers.
6. Starting in Year 3, data would be collected (i.e., scores on the standards) on the quality of assignments, student work, and lessons submitted for each grade level and subject area. The data would be analyzed for areas of strength, areas needing improvement, and degree of improvement from year to year. "Areas" could refer to specific standards, particular subject areas or grade levels, or particular units within a course of study. The data would be summarized for and discussed by teachers. Data can be used to identify areas where individual teachers may need help, but not for official evaluation of individual teachers.
7. All new teachers would participate in a program that explains the school's approach to AIW and provides them mentoring from experienced colleagues.
8. All teachers would include in their yearly professional development plans a process for continued learning and growth in implementing AIW.
9. At some point before the end of Year 5, the school's staff development committee, supported by our Asia Society partners and network personnel (or whatever support structures are re-envisioned by that time), would begin to collect teacher and student survey data to document changes in climate and rigor, as well as to inform course corrections and changes along the way. Data might also serve to support off-site professional development in content areas or specific strategies that will increase AIW in their classes.

Strategies to increase parental involvement

Address parental concerns that authentic teaching will not adequately prepare students for standardized college entrance exams; or possible student resistance to the challenge of more complex intellectual work.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, all but one staff member is categorized as highly qualified as per BEDS. Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by our partner organization, the Asia Society. Through our progressive hiring process, our community has ensured that teachers' beliefs align with the vision, mission and culture of our school. Collegial mentoring programs support new teachers and funding for self-identified Professional Development has been allocated to support pedagogical growth.

Service and program coordination

The High School for Language and Diplomacy enjoys a robust partnership with the McBurney Y, Y-International, The Let's Get Ready Organization, the Asia Society, The Rubin Museum, Campus-Based Health Services, and Baruch College's College Now program. These organizations provide vital services including tutoring, mentoring, and co-curricular supports. We are partnered with Pencil Projects and will seek to further develop possibilities.

The High School for Language and Diplomacy also participates in the Grab n Go breakfast program, allowing students to collect bagged breakfasts while attending morning "studio" classes. Studio classes target a variety of academic needs.

Budget and resources alignment

- As a Title I, SWP school, conceptual consolidation allows us to combine federal and local funding streams in support of programming for all students.
- Administration and design coach provide support for teachers.
- Teacher per session (7 hours per faculty member) to meet in teams beyond school hours for the purpose of designing tasks.
- Per Diem subs support release time for teachers to plan such tasks
- Administration and Design Coach to support this initiative

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To create a high school/college readiness program that would focus on helping 9th graders to successfully transition from middle school to high school.

Comprehensive needs assessment

The Acuity diagnostics show students lagging below grade level in reading and writing.

The Global Competency Indicators is a diagnostic that speaks to college readiness. Our results show our 9th graders below students in other Asia Society schools around the country (although we are average compared with other New York City schools).

According to VARK diagnostic, which is a learning style inventory, there are a huge number of students indicated to be visual learners. We would like to work with 9th graders to increase their ability in other learning styles in order to enable them to function in college.

Instructional strategies/activities

All 9th graders will be programmed for a Freshman Seminar class in term two to be provided their Embassy Leaders (grade advisors). Freshman Seminar will meet for an hour and fifteen minutes each week during the Spring term. For 2011-2012, this course will be piloted with the hope that it will be approved for 1-Baruch college credit by the Spring of 2012.

Strategies to increase parental involvement

This course will be created in consultation with Embassy Leaders and Baruch's College Now program. The effectiveness of this program will be determined through students credit accumulation and college credit acquisition

- Provide written and verbal progress reports to keep parents and students informed of progress toward college readiness;
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

Strategies for attracting Highly Qualified Teachers (HQT)

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers must express written interest in being a Freshman Seminar teacher

- Teachers must commit to team planning and attending team meetings to provide update about students' progress in Freshman Seminar
Mandated afterschool and homework support for students.
- ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III; TL Lead Teacher;

Service and program coordination

The High School for Language and Diplomacy enjoys a robust partnership with the McBurney Y, Y-International, The Let's Get Ready Organization, the Asia Society, The Rubin Museum, Campus-Based Health Services, and Baruch College's College Now program. These organizations provide vital services including tutoring, mentoring, and co-curricular supports. We are partnered with Pencil Projects and will seek to further develop possibilities.

The High School for Language and Diplomacy also participates in the Grab n Go breakfast program, allowing students to collect bagged breakfasts while attending morning "studio" classes. Studio classes target a variety of academic needs.

Budget and resources alignment

MOU with College Now Program to develop a summer Bridge Program

Per Session Hours for teacher training in preparation for the summer program

OTPS line for printing services

OTPS line for translation services in Spanish and Chinese

Per Diem Sub to support Professional Training at the Baruch College Campus

Annual Goal #4

By June 2012, 90% of teachers will demonstrate "checking for understanding" strategies in classroom instruction measured by demonstration of checking for understanding strategies in observed lessons and walkthroughs.

Comprehensive needs assessment

Formal and informal observations suggest assessments while teachers are using both formative and summative assessments in class, we are trending toward the summative.

A more consistent use of formative assessment (interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately) approaches and techniques are needed to raise levels of student achievement and to achieve a greater equity of student outcomes.

Instructional strategies/activities

1. Establishment of a classroom culture that encourages interaction and the use of assessment tools.
2. Establishment of learning goals, and tracking of individual student progress toward those goals.
3. Use of varied instruction methods to meet diverse student needs.
4. Use of varied approaches to assessing student understanding.
5. Feedback on student performance and adaptation of instruction to meet identified needs.
6. Active involvement of students in the learning process.

Strategies to increase parental involvement

- All Embassy leaders, and our administrative assistant serve as liaisons between school and families. Programming allots 25 minutes every other Wednesday afternoon, for Embassy leaders (advisors) to conduct phone outreach to parents and loved ones. Outreach logs are shared across the community using Google docs.
- Our administrative assistant works closely with our PTA president to prepare agendas and activities for our families ensuring our school provides sessions responsive to parent articulated needs.
- All workshops, documents, and meetings include required interpretation and translation
- Some departments will organize workshop evenings focused on subject area regents exams
- 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

Strategies for attracting Highly Qualified Teachers (HQT)

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers must express written interest in being a Freshman Seminar teacher

- Teachers must commit to team planning and attending team meetings to provide update about students' progress in Freshman Seminar
Mandated afterschool and homework support for students.
- ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III;

Service and program coordination

The High School for Language and Diplomacy enjoys a robust partnership with the McBurney Y, Y-International, The Let's Get Ready Organization, the Asia Society, The Rubin Museum, Campus-Based Health Services, and Baruch College's College Now program. These organizations provide vital services including tutoring, mentoring, and co-curricular supports. We are partnered with Pencil Projects and will seek to further develop possibilities.

The High School for Language and Diplomacy also participates in the Grab n Go breakfast program, allowing students to collect bagged breakfasts while attending morning "studio" classes. Studio classes target a variety of academic needs

Budget and resources alignment

As a Title I, SWP school, conceptual consolidation allows us to combine federal and local funding streams in support of programming for all students.
Per Session Hours for teachers to co-plan and inter-visit
Asia Society Consultant to provide professional services
OTPs lines for purchasing professional libraries

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	11	15	8	8	15		18	
10	19	19	15	20	20		14	
11	5	8	15	15	15		6	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Tutoring, 3 times per week to small group/ individual students during lunch or after school Tutoring, 3 times per week to small group/ individual students during lunch or after school
Mathematics	Tutoring, 3 times per week to small group/ individual students during lunch or after school Tutoring, 3 times per week to small group/ individual students during lunch or after school
Science	Additional Class Created for at risk students
Social Studies	Additional Class Created for at risk students
At-risk Services provided by the Guidance Counselor	Small group counseling Guidance Push In Whole Grade Orientation Town Hall Grad Requirement Presentations
At-risk Services provided by the Social Worker	Mandated Counseling (IEP) “Smart Life Choices” Counseling Peer Mediation and Anger Management Classes

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader CFN 106	District 02	Borough Manhattan	School Number 399
School Name High School for Language and Diplomacy			

B. Language Allocation Policy Team Composition

Principal Santiago Mayol	Assistant Principal David Torres
Coach n/a	Coach n/a
ESL Teacher Catriona Marshall, ESL	Guidance Counselor Frankie Fuentes
Teacher/Subject Area Allison Wilner, ELA	Parent Ramona Mendes
Teacher/Subject Area Grace Starr, ESL,	Parent Coordinator n/a
Related Service Provider Emily Zaeske, Sp. Ed.	Other Steve Scheno, ESL,
Network Leader Eric Weinbaum/Cindi Kerr	Other

C. Teacher Qualifications

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	256	Total Number of ELLs	69	ELLs as share of total student population (%)	26.95%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

IDENTIFICATION PROCESS

On enrollment, the guardian of an incoming child, is asked to complete a Home Language Identification Survey administered by ESL Coordinator Catriona Marshall. This form is used to determine if the student speaks a language other than English. The form consists of two parts. Part one has four questions and part two has four questions. If the parent answers “other than English” to one of the first four questions and “other than English” on two of the second four questions, then an oral interview will be conducted. The informal oral interview is administered by Ms Marshall or another trained pedagogue in both English and the preferred home language. For high-incidence languages at our school, (Chinese and Spanish) we have several members of staff who speak each: Mr Brad Orr, teacher; Mr. Steve Scheno, teacher; Ms. Ting Bell, teacher and Ms. Susan Wong, paraprofessional each speak Mandarin; Mr. Santiago Mayol, principal, Mr Frank Fuentes, teacher/guidance counsellor; Ms. Grace Starr, teacher; Mr Ignacio Domench, teacher each speak Spanish. If there is not a pedagogue on staff who speaks the home language of the incoming student and parent then the DOE translation services will be made use of. The HLIS form and the interview determine the child's language use at home/exposure to a language other than English. Should the results of the interview and the HLIS determine that the child uses a language other than English at home/exposure to a language other than English, the student is administered the LAB-R by Ms Marshall or another licensed ESL teacher within 10 days of enrollment. The test is hand-scored by Ms Marshall to determine eligibility for ELL services. If the home language of the child is Spanish then, within the same time frame, the Spanish LAB is administered, and hand-scored by Ms Grace Starr.

Once the LAB R is administered, the result of the Listening, Reading and Writing components of the exam are totaled. If the total score is above the cut score indicated for the child’s grade level, then the student is not entitled to ELL services. A Non Entitlement letter is sent to the parent. If the student scores

below, the indicated cut score for the child’s grade level then they are entitled to ELL services and an entitlement letter is sent to the parent. The entitlement letter includes an invitation to a parent orientation, the parent survey and the program selection form which latter two documents the parents are requested to bring with them to the orientation. The purpose of the parent orientation is to inform the parent/guardian of the various ELL programs available in the DOE. This communication to parents is sent in the preferred language as indicated by their response on the HLIS. The letter is available on the DOE site in 13 languages. If the parent’s preferred language is not on the site arrangements will be made to have the letter translated in the parent’s preferred language.

After the initial assessment, the NYSESLAT is administered annually in the Spring by the ESL Coordinator and ESL teachers Steve Scheno and Grace Starr to determine both the English proficiency and continued entitlement to ELL services for the following school year. If the child continues to be entitled per the NYSESLAT score a continued entitlement letter is sent to the parent, along with Questar score breakdown and explanations in the parent’s preferred language. If the child tests proficient according to the NYSESLAT score, a non-entitlement/transition letter is sent to the parent in the parent’s preferred language.

If the child is eligible to receive ELL services, parents are invited to attend an orientation session, hosted by ESL Coordinator, Ms. Marshall and a licensed pedagogue representing the home language of the parent/orientation group. In the beginning of the year, parents

are invited to the orientation as a group according to language shortly after the eligibility of their child has been determined. In the course of the year, parents are invited individually as needed shortly after the eligibility of their child has been determined. Eligibility letters are sent home with the child and via US Post and calls are placed to determine the availability of the parent(s) and to make adjustments in the time and date of the orientation accordingly. During the orientation parents take part in a informational question and answer session, view the Program Orientation DVD which describes the three program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) available in New York City Schools and review other materials and information, such as the parent brochure, all presented in their native language or with an interpreter if necessary. Parents are also provided with printed information in their native language regarding available programs (Transitional Bilingual, Dual Language, and Freestanding ESL) in New York City schools.

Parents are required to choose which program they feel would best serve their child. Parents are informed that their child has a right to placement in a bilingual class in his or her school if there are sufficient numbers of entitled students of the same home language and grade level. It is explained that if there are not enough students to form a bilingual program, or if not enough parents have selected a bilingual option, they have the option of transferring their child to another school in the district that has a bilingual program and that their choice letter will be kept on file pending the enrollment of 20 students from the same language group in the same grade whose parent choice reflects a preference for bilingual programming at which time they will be contacted and offered a place in the new bilingual program.

Parent Survey and Program Selection forms are then completed, signed and returned. If parents are unable to be present at the Parent Orientation, information will be sent home and a telephone orientation will be conducted regarding program models after which the Survey and Selection Form are to be returned once completed. Our community outreach coordinator will keep in contact with the parents to encourage the return of the forms. Once forms are completed and signed, copies are maintained in both the ESL office and the cumulative file of the student. Parent choice is also entered in the ELPC screen of ATS where ELL program parent choice for all new admits with a home language other than English is recorded.

Currently HSLD offers Freestanding ESL Services. If the parent selects another program, they are given information on other schools in the district that offer that choice. The parent may then return to the Office of Enrollment with their choice for ELL services. The student will be placed on a waiting list for their preferred choice of ELL service. The list will be maintained by the ESL Coordinator. As described above, once 20 students in the same grade and representing the same language are on the list, programs reflecting their choice will be opened. Parents will be sent written notification that the program is available at HSLD.

At this time, the majority of parent requests at HSLD indicate a preference for ESL programming. As such, Language and Diplomacy offers free-standing ESL programming with an emphasis on Native Language support. According to available data, 16 students are participating in the school's ESL program based on the parents' rejection of the option to transfer their child to another district school with a bilingual education program. Should more parents express a preference for bilingual services, programs reflecting their choice will be developed with the assistance and support of the Office of School Support and the Office of English Language Learners. and parents who have opted to transfer their child to another district school will be contacted and offered a place in the new bilingual program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	3	2		6
Push-In										2	2	1		5
Total	0	0	0	0	0	0	0	0	0	3	5	3	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	16
SIFE	29	ELLs receiving service 4-6 years	26	Long-Term (completed 6 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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	35	17	6	26	10	6	8	1	4	69
Total	35	17	6	26	10	6	8	1	4	69

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	0	5		17
Chinese										11	19	21		51
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other														0
TOTAL	0	23	19	27	0	69								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

ELL Programming

The organizational model at the High School for Language and Diplomacy is a combination of Push-in and stand alone ESL. Because of the large number of ELLs representing a single cultural group and to facilitate intercultural awareness, integrated peer-assistance, and improved communicative competence, the High School for Language and Diplomacy has opted to program our ELLs largely according to an heterogeneous integration model in Math and Science classes. Careful consideration was given to student programming in order to include students at all four levels of English proficiency in each class so that group-work within content-area classes may include peer-assistance. Literacy-heavy courses like Global and ELA are either supported by push-in ESL co-teachers or taught as stand-alone classes depending of the level of the group. In addition, two of our ESL teachers are proficient speakers of Mandarin and one is a proficient Spanish speaker. Native Language push-in support is also provided where possible.

This year we are following an A/B schedule in which A and B days interchange over a period of two weeks. Thus programming for ELLs was considered over a two week period with a minimum of 1080 minutes over a two week period (or 540 per week) for beginners, a minimum of 720 minutes over a two week period (or 360 minutes a week) for Intermediates, and a minimum of 360 minutes over a two week period (or 180 minutes a week) of each of ESL and ELA for Advanced students.

For our current ninth graders, Beginners are scheduled for 1,350 minutes in a two week period (or 675 minutes a week) in the following breakdown: ten ESL classes in a two week period, ten Global class periods are co-taught by the content area teacher and an ESL teacher and ten Science class periods are co-taught by the content area teacher and an ESL teacher. Intermediates are scheduled for 900 minutes in a two week period (or 450 minutes a week) in the following breakdown: ten Global class periods are co-taught by the content area teacher and an ESL teacher and ten ELA class periods are co-taught by the content area teacher and an ESL teacher. Advanced students are scheduled for 450 minutes of ESL in a two week period (or 225 minutes a week) and 450 minutes of ELA in a two week period (or 225 minutes a week) in the following breakdown: ten Global class periods are co-taught by the content area teacher and an ESL teacher and ten ELA classes are taught by the content area teacher

For our current tenth graders, Beginners are scheduled for 1,125 minutes over a two week period (or 562 minutes a week) in the following breakdown: fifteen ESL classes over a two week period and ten Global classes taught by an ESL teacher who is in the final process of certification for Social Studies. Intermediates are scheduled for 1,125 minutes over a two week period (or 562 minutes a week) in the following breakdown: Five ESL Skills for Global Studies classes, ten ELA classes co-taught by the content area teacher and an ESL teacher and ten Global classes taught by an ESL teacher who is in the final process of certification for Social Studies. Our one Advanced student in 10th grade is receiving 450 minutes in a two week period (or 225 minutes a week) of each of ESL and ELA in the following breakdown: ten Global classes co-taught by the content area teacher and an ESL teacher and 10 ELA classes co-taught by the content area teacher and an ESL teacher.

For our current 11th graders, Intermediates are scheduled for 1,125 minutes in a two week period (or 562 minutes a week) in the following breakdown: ten ELA class periods co-taught by the content area teacher and an ESL teacher and ten ESL class periods taught by an ESL teacher and five ESL skills classes taught by an ESL teacher. Advanced students are scheduled for 900 minutes in a two week period (or 450 minutes a week) in the following breakdown: ten ELA class periods co-taught by the content area teacher and an ESL teacher and ten ESL classes taught by an ESL teacher.

We are served by four licensed ESL teachers who currently push in with content-area teachers in each of Global History and ELA and/or teach stand alone ESL with Native Language Support. ESL teachers co-plan and –teach with content-area teachers to provide content-area instruction using ESL methodology and instructional strategies following the sheltered instruction approach. Because ESL teachers work collaboratively with content-area teachers, our ELLs not only receive the mandated number of Units of Support but also are also ensured academically rigorous instruction which is carefully scaffolded and differentiated within content-area classrooms and supported by the Native Language in order to help them meet or exceed New York State and City standards. Teachers work collaboratively to ensure that curriculum challenges all students without overwhelming them, keeping in mind the need for student choice and for presenting materials in multiple ways and creating activities that appeal to students of different intelligences. Discrete language skills are interwoven into curriculum using scaffolding such as sentence stems, differentiated graphic organizers and the inclusion of tier one and two vocabulary in addition to the content specific.

Most of our SIFE students are at or approaching grade-level performance in their core-content area classes and according to their

A. Programming and Scheduling Information

assessment results and had been coded as Previous SIFE according to the RBPS. Students who still present with an achievement gap would be targeted for small group instruction as well as after-school programming. Instructional focus for these students would include decoding and encoding skills, reading and writing strategies such as scanning for information and outlining and word recognition and vocabulary skills.

Newcomers are receiving intensive stand-alone ESL instruction in addition to their regular classes and are provided with Native Language support as discussed above. The ESL teacher working with them speaks both Mandarin and Spanish and can provide Native Language support. In addition, newcomers are presented with material in their native language as often as possible. Our Global teacher, for example, when presenting unit test, does so using previous versions of the Regents exams which are available in both Spanish and Chinese. This is a valuable way of assessing students understanding of content and valuable practice for students who may opt to take the exam in their native language. Dictionaries and glossaries are provided for each content area classroom. These students also receive content instruction which includes comprehensible input and abundant context clues using visuals, realia, manipulatives, gestures and so on. They will be assisted in developing phonemic awareness and understanding of English syntax, morphology and vocabulary as well as developing strategies to become successful readers, writers, listeners and speakers of the English Language. They will receive instruction in English language conventions, grammar and structure and will be provided with ample opportunities to engage in social and academic conversations.

Students receiving services between four and six years will continue to benefit from strategies such as scaffolding, contextualization, modeling, demonstrations and comprehension checks and will participate in frequent shared, modeled, independent writing exercises, will be exposed to extensive teacher modeling, and the steps of the writing process will be reinforced.

Of our long-term ELLs, several are also receiving special education services and receive CTT and SETTS in addition to their regular classes. The remaining long-term ELLs will continue to receive targeted instruction according to their needs and will be provided with numerous opportunities for further language enhancement and refinement with complex and varied literacy tasks. They too, will benefit from strategies such as scaffolding, contextualization, modeling, demonstrations and comprehension checks and will participate in frequent shared, modeled, independent writing exercises, will be exposed to extensive teacher modeling, and the steps of the writing process will be reinforced.

ELLs who have reached proficiency level continue to receive support in their content area classes by the ESL teacher pushing in and co-teaching with the content area teachers. As a result they continue to benefit from the same differentiation, scaffolding and instructional strategies. They are also granted ELL modifications on all tests and exams for two years past the date of their reaching proficiency. These modifications include extended time, separate location, and use of glossary during testing.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

ESL Coordinators and teachers are encouraged to attend OELL PD as well as PD offered by other institutions such as the Internationals Network and NYU BETAC. ELL staff will turnkey these PD to other staff at HSLD. In house PD will be hosted by the ESL Coordinator on November 17 for pupil accounting secretaries and guidance counsellors regarding EPIC procedures to reinforce proper identification procedures and timely placement of incoming ELLs. In addition research is underway for an in-depth professional development to be conducted by a provider over the course of the year. This partnership would provide professional development for all staff including assistant principals, subject area teachers, paraprofessionals, , special education teachers, and other staff. We had great success with Professional Development provided by CAL in school year 2010-2011 which included study groups, workshops, one-on-one sessions with the ESL specialist from CAL and our content area teachers following classroom observations and an in-depth needs analysis prepared by the ESL specialist. Our goal this year is to initiate ongoing collaboration with a local provider. Talks have already begun with Internationals Network. Our focus will be on integrating language and content to enable students to develop their academic language in all content areas while deepening their knowledge of content and facilitating meaningful collaboration between content and ESL teachers. The current proposal includes a series of three or four workshops to be held, tentatively, on the third Wednesday of November/December, February and April and/or May. All staff will be included in the initial workshops which we would like to be geared towards methodologies to be employed in specific content areas. Subsequent content-area team meetings with a coach from the organization and planning sessions integrating strategies into lessons and unit plan should reinforce development. Follow-up will include inter-visitations, collaborative planning, observations and feedback. In-house staff delvelopments run by the ESL department focus on familiarizing staff with ESL Standards, ELL subgroups such as SIFE, integrating language- and content-instruction and making content accessible for ELLs. All faculty are also encouraged to attend District- and City-run workshops and PDs alongside the ESL teachers.

A feature at HSLD is our Embassy program. Each teacher in the school is assigned no more than 15 students with whom we meet five times over a two week period. For 9th graders, our intitial focus is on managing the transition from middle to highschool. This includes reading and understanding a schedule which requires students to move from class to class individually rather than as a block, creating and maintaining a weekly planner, understanding credit requirements for graduation, introducing the myriad of extracurricular activities available to them and so on. The ninth grade team meets weekly to discuss embassy curriculum and the needs of all students, including English Language Learners.

PD provided by HSLD to staff in-house and externally is counted towards the 7.5 hours of mandated ELL training for all staff. Many of our teachers have completed some or all of their training. Records of meeting the requirement are to be maintained by our Assistant Principal, David Torres.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do you evaluate the needs of the pa 50%	

E. Parental Involvement

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

Currently, workshops for parents are conducted by Principal Mayol and/or school staff. During Parent Teacher Conferences, Open Houses, Parent workshops and Orientation Sessions there is always more than one staff member available that speaks Spanish or Mandarin including the staff members mentioned above. These staff members are available to support parents in the school and during these activities and sessions. All future written communication to parents is sent in their preferred language as indicated by the HLIS form which they complete upon registration.

Parents are informed of school-related issues by phone calls made by the staff listed above. In addition, our automated phone system allows us to send messages in both English, Spanish and Mandarin. In addition to being invited to all Parent related interactions with the school, each of which is presented in both English and Mandarin, over the course of the year families of ELLs will be invited to attend workshops facilitated by an ESL teacher experienced in Family Literacy. During these workshops, participants will be role-playing parent teacher conferences, learning language needed to interact and interface with the child's school and teachers, understanding how to read their child's report card and how to access their child's ARIS profile on the computer as well as receiving clarifying information on credit/graduation requirements and Regents examinations. The faculty member providing these workshops has had extensive previous experience working for a the community-based organization Ravenswood Family Literacy Center. Because experience has shown that the extensive working hours of our ELLs parents often does not allow for visits to the school during normal school hours, we have offered these programs on evenings and weekends to encourage attendance. In addition, we will be sending out forms with requests for information on the times the parents are available and will structure future workshops around that information. If necessary, we will hold multiple sessions so that all parents have an opportunity to attend the workshops.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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ESL Coordinators and teachers are encouraged to attend OELL PD as well as PD offered by other institutions such as the Internationals Network and NYU BETAC. ELL staff will turnkey these PD to other staff at HSLD. In house PD will be hosted by the ESL Coordinator on November 17 for pupil accounting secretaries and guidance counsellors regarding EPIC procedures to reinforce proper identification procedures and timely placement of incoming ELLs. In addition research is underway for an in-depth professional development to be conducted by a provider over the course of the year. This partnership would provide professional development for all staff including assistant principals, subject area teachers, paraprofessionals, , special education teachers, and other staff. We had great success with Professional Development provided by CAL in school year 2010-2011 which included study groups, workshops, one-on-one sessions with the ESL specialist from CAL and our content area teachers following classroom observations and an in-depth needs analysis prepared by the ESL specialist. Our goal this year is to initiate ongoing collaboration with a local provider. Talks have already begun with Internationals Network. Our focus will be on integrating language and content to enable students to develop their academic language in all content areas while deepening their knowledge of content and facilitating meaningful collaboration between content and ESL teachers. The current proposal includes a series of three or four workshops to be held, tentatively, on the third Wednesday of November/December, February and April and/or May. All staff will be included in the initial workshops which we would like to be geared towards methodologies to be employed in specific content areas. Subsequent content-area team meetings with a coach from the organization and planning sessions integrating strategies into lessons and unit plan should reinforce development. Follow-up will include inter-visitations, collaborative planning, observations and feedback. In-house staff delvelopments run by the ESL department focus on familiarizing staff with ESL Standards, ELL subgroups such as SIFE, integrating language- and content-instruction and making content accessible for ELLs. All faculty are also encouraged to attend District- and City-run workshops and PDs alongside the ESL teachers.

A feature at HSLD is our Embassy program. Each teacher in the school is assigned no more than 15 students with whom we meet five times over a two week period. For 9th graders, our intitial focus is on managing the transition from middle to highschool. This includes reading and understanding a schedule which requires students to move from class to class individually rather than as a block, creating and maintaining a weekly planner, understanding credit requirements for graduation, introducing the myriad of extracurricular activities available to them and so on. The ninth grade team meets weekly to discuss embassy curriculum and the needs of all students, including English Language Learners.

PD provided by HSLD to staff in-house and externally is counted towards the 7.5 hours of mandated ELL training for all staff. Many of our teachers have completed some or all of their training. Records of meeting the requirement are to be maintained by our Assistant

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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E. Parental Involvement

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

Currently, workshops for parents are conducted by Principal Mayol and/or school staff. During Parent Teacher Conferences, Open Houses, Parent workshops and Orientation Sessions there is always more than one staff member available that speaks Spanish or Mandarin including the staff members mentioned above. These staff members are available to support parents in the school and during these activities and sessions. All future written communication to parents is sent in their preferred language as indicated by the HLIS form which they complete upon registration.

Parents are informed of school-related issues by phone calls made by the staff listed above. In addition, our automated phone system allows us to send messages in both English, Spanish and Mandarin. In addition to being invited to all Parent related interactions with the school, each of which is presented in both English and Mandarin, over the course of the year families of ELLs will be invited to attend workshops facilitated by an ESL teacher experienced in Family Literacy. During these workshops, participants will be role-playing parent teacher conferences, learning language needed to interact and interface with the child's school and teachers, understanding how to read their child's report card and how to access their child's ARIS profile on the computer as well as receiving clarifying information on credit/graduation requirements and Regents examinations. The faculty member providing these workshops has had extensive previous experience working for a the community based organization Ravenswood Family Literacy Center. Because experience has shown that the extensive working

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	5	1		10
Intermediate(I)										10	15	13		38
Advanced (A)										8	1	12		21
Total	0	0	0	0	0	0	0	0	0	22	21	26	0	69

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2	5	1	
	I										2	11	7	
	A										4	4	11	

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P										10	1	9	
READING/ WRITING	B										3	5	2	
	I										8	16	13	
	A										4	0	11	
	P										3	0	1	

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	11	0	0	16
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	3	1	7	3	2	2	0	1	19
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	3	23	3	17
Geometry	1	1	1	1
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	3	0	2	0
Earth Science	3	23	3	13
Living Environment	14	8	12	7
Physics				
Global History and Geography	18	8	17	7
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Incoming students have tested at varying levels on the LAB across grade levels. Last year four newly enrolled students all tested at the beginner level while this year, two students tested at the Advanced level and two tested Proficient.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M399 **School Name:** Language and Diplomacy

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

At the beginning of every school year, we send out the language preference survey which asks parents to identify a language in which they would like to receive written and oral communication from the school. We also analyze blue cards which are distributed at Freshman orientation. Based on that data, our in house translators or personnel from the translation and interpretation unit provide services for events that involve such parents. All written communication from the school is translated into the home languages as a matter of established policy. These surveys are kept on file and families that indicate languages other than English are documented.

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

Teachers are made aware of family need via ARIS and emails from administrators. Per available data, all written communication with homes is provided in Spanish and Mandarin.

Part B: Strategies and Activities

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

We currently have 11 staff members that are bi-/tri-/multi- lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Madarin, Cantonese, Polish, Italian and Russian. If requests outside of the 9 in-house listed above are made, we will reach out to NYC DOE Translation and Interpretation Unit

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

We currently have 10 staff members that are bi-/tri- lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Polish, Italian, and Russian. For those parents who request oral commincation in Spanish or Mandarin, we utilize in house translators (4 teachers on our staff speak Spanish, 3 staff members speak Mandarin) for PTC, school events in which these parents will be present. When coverage is needed for such translation, or a commitment afterschool, we compensate teachers using prep coverage and Title III translation funding . A local sister schooll (Manhattan Comprehensive) also provides interpreters whom receeive service credit for the provsion.

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

Please see above, questions #2 and #3 in Part B

Section VII-

- A. Parents whose survey indicates a language other than English, are mailed home the Bill of Rights and Responsibilities of Parents in the language indicated on the home language survey form.
- B. Translation Services signs are posted in main entrance (security desk) and in the entrance to the main office.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: HS for Language and Diplomacy	DBN: 02M399
Cluster Leader: Corinne Rello Anselmi	Network Leader: Cyndi Kerr
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Currently, we have 20 ELLs functioning at the Advanced level on the NYSESLAT, 37 ELLs at the Intermediate level and 9 ELLs at the Beginning level. According to the results, the majority of our ELLs perform slightly higher in the combined modality of Listening/Speaking than in Reading/Writing. However, many of our students – particularly the Chinese students have shown a need for improvement in overall communicative competence as well. This latter finding means that we will integrate modeled talk, partner work, peer tutoring and other strategies which will help learners achieve competence and confidence in listening to, and speaking with others. We will also be concentrating on literacy development strategies such as read-aloud, shared reading and writing, guided reading and writing, looking at word study and word forms, cohesive device, vocabulary development, comprehension and so on.

Analysis of individual modalities shows a clear need for a concentration on reading and writing skills and strategies. An error analysis of the ELL Interim assessments offered more specific insight into performance skills needing improvement among our ELLs: most notably, self-monitoring and self correcting for accurate language production, making and supporting inferences about information and ideas with reference to features in written texts, and applying learning strategies to acquire information and make texts comprehensible and to examine and interpret a variety of materials.

For our Title III English Language Development through Global Studies and through ELA programs our ELLs will experience a range of academic English materials while focusing on vocabulary development and the skills and strategies mentioned above. ELLs will also receive explicit instruction in writing, concentrating on effective structuring from sentence to essay level. The Title III program will offer service to ELL students preparing to take the ELA and Global Regents. Services will be offered to a minimum of 30 ELLs for the Global program and 30 ELLs for the ELA program. The language of instruction will be English. The English through Global program will run on Tuesday and Thursday after school for one hour (3:35-4:45) from December 6, 2011 to June 14, 2012. The English through ELA program will run on Mondays and Thursdays after school for one hour (3:35-4:35) from February 28 to June 14, 2012.

The focus of the programs will be on improving academic reading, writing, listening and speaking skills using age-appropriate content-area material. The scope of the Title III program is to accelerate content area achievement and language development for ELLs. Students will learn reading comprehension strategies and vocabulary as well as strategies for improving their listening and speaking skills. These programs are geared towards students who will be taking the Global Regents and/or ELA Regents exams in June. Services will be provided by certified ESL teachers. The programs will be supplemental and will not supplant regular programming. Students in the Global program will be working with NYSTROM Atlas of World History as well as Longman ESL History and Multimedia presentations. Students in the ELA program will use Barron's ELA Regents Preparation texts, short stories, poetry anthologies and excerpts from novels to prepare. We will also order notebooks, chart paper, markers, pencils, pens and other supplies which will be used specifically in the Title III programs.

Part C: Professional Development

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

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

Begin description here: Professional Development will be provided initially by the Internationals Network to each of our ESL pedagogues, who will attend day-long workshops provided by that organization on February 14 and March 6, 2012. Teachers' College "Train the trainer workshops" tuning sessions around planning and mapping on practices for ELLs, will be provided to teachers of ELLs by Ruth Vinz, Courtney Brown and Elizabeth Fox on Nov 29, Dec 20 and Jan 30, with two additional follow up sessions in spring 2012.

In-house professional development sessions for the whole staff, provided by our ESL staff, Steve Scheno, Catriona Marshall and Grace Starr, will focus on integrating language and content to enable students to develop their academic language in all content areas while deepening their knowledge of content, methodologies in making content accessible to ELLs and facilitating meaningful collaboration between content and ESL teachers. All 21 staff members/ teachers of ELLs will be included in the professional development sessions, on February 29 (topic: differentiation), March 21 (topic: student collaboration), April 25 (comprehensible input) and May 23 (strategies/scaffolding), from 8:00 AM to 9:23 AM, which will be geared towards methodologies to be employed in specific content areas. Subsequent study groups and planning sessions between content area teachers and the ELL support staff should reinforce development.

ELL specialists will also conduct a "needs assessment" during which they will visit classrooms and debrief with the principal and the content area teachers to discuss observations and the implications for improving practice. In-house professional learning sessions will take place a total of six sessions on the third Wednesday of each month. The ELL specialists will meet with departments and/or individual teachers to discuss content-specific strategies and methodologies, provide coaching assistance and consultation, and make recommendations based on further observation. For content-area teachers, emphasis will be placed on providing them with knowledge and skills needed to effectively teach English Language Learners and successful strategies for teaching ELLs in the content areas.

Part D: Parental Engagement Activities

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

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

Begin description here: In addition to being invited to all Parent related interactions with the school, each of which is presented in both English and Mandarin, over the course of the year families of ELLs will be invited to attend workshops facilitated by our ESL teacher, Steve Scheco, experienced in Family Literacy (Steve has had extensive previous experience working for the community-based organization

Part D: Parental Engagement Activities

Ravenswood Family Literacy Center.) During these workshops, participants will be role-playing parent teacher conferences, learning language needed to interact and interface with the child’s school and teachers, understanding how to read their child’s report card and how to access their child’s ARIS profile on the computer as well as receiving clarifying information on credit/graduation requirements and Regents examinations. Because experience has shown that the extensive working hours of our ELLs parents often does not allow for visits to the school during normal school hours, we will offer these programs on evenings, from 6:00 to 8:00 PM or weekends from 10:00 to 12:00 noon on January 14th, March 19th and May 14th to encourage attendance. In addition, we will be sending out forms with requests for information on the times the parents are available and will structure future workshops around that information. If necessary, we will hold multiple sessions so that all parents have an opportunity to attend the workshops. Workshops will be provided in Mandarin with Spanish translations provided if necessary

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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