



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SCHOOL OF DIPLOMACY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11x370

PRINCIPAL: JOHN SCALICE **EMAIL:** JSCALIC@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
John Scalice	*Principal or Designee	
Susan Hernandez	*UFT Chapter Leader or Designee	
Solange Arroyo	*PA/PTA President or Designated Co-President	
Borne Alexander	DC 37 Representative, if applicable	
Roxann Cunningham	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Nichole Chambersam	Parent	
Ruth La Hoz	Staff	
Benita Washington	Parent Coordinator	
Peta Bryan	Student	
Peter Bryan	Parent	
Marivell Rodriguez	Parent/Secretary	
Allah Milliner	Parent	

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 June 2012, the principal and assistant principals will conduct a total of 10 mini-observations per teacher using a research-based framework to provide each teacher with feedback on their instructional practices.**

Comprehensive needs assessment

- Student Performance and Progress on the 2010-2011 Progress Report indicate that few students met standard performance. The progress for all students was at unsatisfactory levels.
- The New York State accountability report indicated that the school did not meet AYP in Math and ELA.
- Our school is a Title 1 school that went from a grade of C (10.1) in 2009-2010 to an F (12.8) on their 2010-2011 Progress Report.
- The school received an F (6.6 points out of 60) on their "Student Progress" section grade according to their 2010-2011 Progress Report.
- The school has a State accountability status (NCLB status) of "Improvement (year 2) comprehensive" identified for the subjects of- Math and ELA and for not making AYP for the following subgroups: All students, SWD, Black, Hisp, and ED according to the 2010-2011 Accountability Overview Report (Report Card).

Instructional strategies/activities

- a) Principals and APs will conduct at least 10 formative observations for each teacher using selected components of a research-based rubric to provide meaningful feedback.
- b) A research-based rubric will be used for developing all teachers that will assist in the development of Professional Development Plans for teachers.
- c) Teachers self-assess on selected components of a research-based rubric.
- d) Professional development team develops and implements a coherent PD plan for teachers that integrate selected components of a research-based rubric.
- e) School leaders set up and follow a schedule for teacher observation and feedback using a research-based rubric
- f) Kick-off Professional Development regarding this goal in September with all staff
- g) This will be implemented by October of 2011
- h) Aim Snapshot and Excel Sheet to track the performance of Aim questions leading to rigorous instruction

Strategies to increase parental involvement

- 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;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress

Strategies for attracting Highly Qualified Teachers (HQT)

- Hiring committee will ask questions directly related to our professionally developed rubric for teaching practices
- Candidates will be invited to design Common Core based lessons for review before their second round interview
- Share the teaching practices rubric with candidates and ask for their ideas regarding how this would look, sound and feel in their class

Service and program coordination

- Children’s First Network support around targeted professional development for rubrics and teacher observation
- Scheduled rounds and outside school visits for Assistant Principal’s using observational tools with coaching
- Coaching meetings provided by Children’s First Network 608
- Inter-class visitation scheduled for teachers to support one another
- Teacher led professional development using authentic classroom examples and practices that have been established as “best approaches” for our population by administration
- Joint School visitation and coaching amongst campus schools to discuss best practices and share new and innovative strategies surrounding rubric usage and data implementation

Budget and resources alignment

- Title I – Professional development materials secured surrounding Understanding by Design materials, Teacher’s College materials, and outside coaching
- Title III – Professional development materials secured surrounding ESL issues
- Fair Student Funding materials used to secure teaching materials, Teachscape applications (to assist in rapid delivery of feedback) and Network Assistance
- Teacher scheduling to allow for meeting times and PD

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

- **By June 2012, teachers will work with students to help them move at least one rubric level higher on their ELA and Math performance tasks. 80% of students will show progress in “using evidence to support arguments” in ELA and Math aligned to the Common Core Learning Standards and the 2011-2012 Citywide Instructional Expectations.**

Comprehensive needs assessment

- Student Performance and Progress on the 2010-2011 Progress Report indicate that few students met standard performance. The progress for all students was at unsatisfactory levels.
- The New York State accountability report indicated that the school did not meet AYP in Math and ELA.
- Our school is a Title 1 school that went from a grade of C (10.1) in 2009-2010 to an F (12.8) on their 2010-2011 Progress Report.
- The school received an F (6.6 points out of 60) on their “Student Progress” section grade according to their 2010-2011 Progress Report.
- The school has a State accountability status (NCLB status) of “Improvement (year 2) comprehensive” identified for the subjects of- Math and ELA and for not making AYP for the following subgroups: All students, SWD, Black, Hisp, and ED according to the 2010-2011 Accountability Overview Report (Report Card).

Instructional strategies/activities

- a) 80% of students will effectively use evidence to support arguments across subject areas and grades as shown through graded portfolios and student data-folios
- b) Administration will search for and assist in the development of Common Core-aligned units of study for ELA and Math teams
- c) Teachers will use a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence
- d) Teachers will work with administration and the Depth of Knowledge tool-kit to develop lessons at a more rigorous level allowing students the opportunity

to formulate arguments in class

- e) Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- f) Teachers meet weekly in inquiry teams to assess student work and plan lessons that demand evidence to support a claim and submit documentation to administration
- g) Administration will review teacher team documentation and provide feedback and attend meetings to assist in the direction of the discussions as needed
- h) Teachers meet weekly in content based department teams to develop a rubric to assess the use of evidence to support a claim
- i) 80% of students move up at least one level in the “use evidence” area of the rubric developed by teachers (pre-assessment to post-assessment).
- j) Copy of teacher-developed tasks and rubric aligned to the Common Core (used for pre- and post-assessments), along with samples of student work

Strategies to increase parental involvement

- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- 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
- Schedule and hold ELA and Math parent nights to assist parents with the material being covered if needed
- Post all major assignments in advance on JupiterGrades.com for parents to review

Strategies for attracting Highly Qualified Teachers (HQT)

- Constructive feedback assists in the growth of teachers development combined with individual development plans for teachers as well as group assessment of need through content area
- On-going process of inquiry allows for teacher’s to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team
- Clear expectations of teachers through rubric’s and individual goal setting allows teachers to formulate a plan of action for their practice

Service and program coordination

- Children’s First Network support around targeted professional development for the creation of tasks that incorporate Common Core standards and meet the goal of requiring multiple sources of evidence for argument support
- Targeted ELA and Math support by internal and external coaches and Assistant Principal’s around work products and the analysis of student work for the purpose of meeting this goal
- Professional development centered on creating children friendly rubrics that are task specific
- Coaching meetings provided by Children’s First Network 608
- Inter-class visitation scheduled for teachers to support one another
- Teacher led professional development using authentic classroom examples and practices that have been established as “best approaches” for our population by administration
- Joint School visitation and coaching amongst campus schools to discuss best practices and share new and innovative strategies surrounding rubric usage and data implementation

Budget and resources alignment

- Title I – Professional development materials secured surrounding Common Core, Teacher’s College materials, and outside coaching
- Title III – Professional development materials secured surrounding ESL issues
- Fair Student Funding materials used to secure teaching materials, Teachscape applications (to assist in rapid delivery of feedback) and Network Assistance

- OTPS – resources for teachers such as books, novels, teacher materials, computer access, JupiterGrades.com
- Scheduling for meeting times in the day as well as PD times during the day (coverage, substitutes)

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

- **Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement through the increase of PBIS resources and professional development as evident by June 2012 with an over-all reduction in Level 3 and higher incidents of 15%.**

Comprehensive needs assessment

- Indicators on the School Environment Survey indicated students and parents did not feel safe in the school.
- The school received an F (1.1 out of 15 points) on their Learning Environment Survey "Environment Section"
- The 2010-2011 Learning Environment Survey showed the school scored a 5.8 out of 10 points on "Communication."

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers will work with PBIS development coach (Dean of Students) and administration to establish class procedures that will reduce issues arising in class
 - b) PBIS Coach will work with teachers identified through incident reports and self-assessment on a continued basis to improve learning environment regarding disciplinary issues
 - c) Teachers will be given an over-view of year 2 PBIS steps and the revised PBIS ladder of referral
 - d) PBIS periods are scheduled into the day
 - e) Number of suspensions based on classroom incidents will decrease by 5% from last school year
 - f) Collaborate with teams, PBIS leaders and organizations to ensure that 90% of the staff is trained in PBIS by June 2011
 - g) School culture and climate team develops school-wide rules and procedures incorporating lessons from PBIS training
 - h) School leaders emphasize and reinforce relevant rules and procedures throughout school year

Strategies to increase parental involvement

- 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
- 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
- Increase parent involvement in Peer Mediation and Parent Outreach

Strategies for attracting Highly Qualified Teachers (HQT)

- Constructive feedback on classroom management assists in the growth of teachers development combined with individual development plans for teachers as well as group assessment of need through content area
- On-going process of PBIS development allows for teacher's to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team

- Clear expectations of teachers through rubric's and individual goal setting allows teachers to formulate a plan of action for their practice

Service and program coordination

- Violence prevention grant money given by the Office of Youth Development for PBIS program and anti-bullying campaign
- Support from local politicians regarding our March on Bullying (Solidarity Day)
- Implementation of the CHANCE program for students identified as being perpetrators of bullying and victims of bullying working together to challenge stereotypes and overcome differences
- Scheduled time for CHANCE meetings
- Student government formation to address student concerns and be an active voice to administration
- Initiation of an inter-campus committee of students to assist in the formation of an active student voice for campus concerns

Budget and resources alignment

- Title I – PTA money used to assist in PBIS reward trips for all students
- Fair Student Funding materials used to secure teaching materials and PBIS items
- OTPS – resources for teachers such as books and trips for PBIS
- Scheduling for meeting times in the day as well as PD times during the day (coverage, substitutes)
- Room allocation for Guidance, Dean and Social Worker

ANNUAL GOAL #4 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 #4

- **By June 2012, students performing at levels 3 and 4 will increase by 5% across all grades as measured by the 2012 NYS ELA assessment.**

Comprehensive needs assessment

- Student Performance and Progress on the 2010-2011 Progress Report indicate that few students met standard performance. The progress for all students was at unsatisfactory levels.
- The New York State accountability report indicated that the school did not meet AYP in Math and ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers will develop cohesive lesson plans and develop rigorous tasks based on the Common Core Standards for ELA
 - b) Teachers will implement new Common Core Curriculum to students
 - c) Teachers will meet weekly in content areas to review student work samples, review data and develop new plans based on student performance
 - d) Administration will provide teachers with all materials needed to implement Common Core work; schedule time and monitor progress of meetings
 - e) Administration will develop leadership in meetings through the assignment of roles and responsibilities
 - f) ELA Results from Acuity will be turned around and used for teachers within 72 hours; allowing teachers to make adjustments to curriculum and target instruction
 - g) Students struggling in ELA will be mandated for after-school programs that use Common Core Aligned programs to assist with strategies and instruction

Strategies to increase parental involvement

- Holding an annual Title I Parent Curriculum Conference
- Introducing parents to SES providers and getting input from parents and the SLT about SES selection

Strategies for attracting Highly Qualified Teachers (HQT)

- Constructive feedback assists in the growth of teachers development combined with individual development plans for teachers as well as group assessment of need through content area
- On-going process of inquiry allows for teacher's to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team
- Clear expectations of teachers through rubric's and individual goal setting allows teachers to formulate a plan of action for their practice

Service and program coordination

- Children's First Network support around targeted professional development for rubrics and teacher observation
- Scheduled rounds and outside school visits for Assistant Principal's using observational tools with coaching
- Coaching meetings provided by Children's First Network 608
- Inter-class visitation scheduled for teachers to support one another

- Teacher led professional development using authentic classroom examples and practices that have been established as “best approaches” for our population by administration
- Joint School visitation and coaching amongst campus schools to discuss best practices and share new and innovative strategies surrounding rubric usage and data implementation

Budget and resources alignment

- Title I – Professional development materials secured surrounding Common Core, Teacher’s College materials, and outside coaching on the use of Data to make curriculum decisions for ELA
- Title III – Professional development materials secured surrounding ESL issues for F-ELL students mandated to take the ELA exam this year
- Fair Student Funding materials used to secure teaching materials, Teachscape applications (to assist in rapid delivery of feedback) and Network Assistance
- OTPS – resources for teachers such as books, novels, teacher materials, computer access, JupiterGrades.com
- Scheduling for meeting times in the day as well as PD times during the day (coverage, substitutes)
- Creation of a Data Specialist role as a .5 position to assist in the dissemination of data from Acuity and the creation of data cycles and data meetings

ANNUAL GOAL #5 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 #5

- **By June 2012, teachers will engage all students in one Common-Core aligned task in literacy and math aligned to the 2011-2012 Citywide Instructional Expectations.**

Comprehensive needs assessment

- State Accountability Report and School Report Card indicate a need to improve student achievement. Both reports indicate unsatisfactory levels of performance and progress for the majority of students

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Network will provide support in unpacking Common Core Learning Standards (2010 year as well as 2011-2012)
 - b) Network will provide support in developing literacy and math task along with an appropriate rubric to Principal, AP's and coaches who will then turnkey at the school level. August through November
 - c) All teachers will be provided with CCLS instructional resources in Math and Literacy
 - d) Time will be provided by administration for teacher teams to collaborate and plan for implementation of task across content areas.
 - e) Provide Common Core Aligned Curriculum Maps
 - f) Provide Common Core Aligned Resources through existing texts and SES providers.

Strategies to increase parental involvement

- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- 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
- Schedule and hold ELA and Math parent nights to assist parents with the material being covered if needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Constructive feedback assists in the growth of teachers development combined with individual development plans for teachers as well as group assessment of need through content area
- On-going process of inquiry allows for teacher's to actively develop new strategies through common planning time (3 periods per week) with members of their grade-level team, content area team and inquiry team
- Clear expectations of teachers through rubric's and individual goal setting allows teachers to formulate a plan of action for their practice

Service and program coordination

- Service and program coordination
- Children's First Network support around targeted professional development for rubrics and teacher observation
- Scheduled rounds and outside school visits for Assistant Principal's using observational tools with coaching

- Coaching meetings provided by Children’s First Network 608
- Inter-class visitation scheduled for teachers to support one another
- Teacher led professional development using authentic classroom examples and practices that have been established as “best approaches” for our population by administration
- Joint School visitation and coaching amongst campus schools to discuss best practices and share new and innovative strategies surrounding rubric usage and data implementation

Budget and resources alignment

- Title I – Professional development materials secured surrounding Common Core, Teacher’s College materials, and outside coaching on the use of Data to make curriculum decisions for ELA
- Title III – Professional development materials secured surrounding ESL issues for F-ELL students mandated to take the ELA exam this year
- Fair Student Funding materials used to secure teaching materials, Teachscape applications (to assist in rapid delivery of feedback) and Network Assistance
- OTPS – resources for teachers such as books, novels, teacher materials, computer access, JupiterGrades.com
- Scheduling for meeting times in the day as well as PD times during the day (coverage, substitutes)
- Creation of a Data Specialist role as a .5 position to assist in the dissemination of data from Acuity and the creation of data cycles and data meetings

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	12	13			6		11	
7	15	12			10		21	
8	18	12			10		21	
9								
10								
11								
12								

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	AIS/ELA is a combination push-in and pull-out service offered during the school day and extended day. Push-in includes small group work, individual assistant and redirection. Students are taught strategies to help them in reading and writing. AIS provider works with students weaknesses according to their periodic assessments. Read 180 is used for listening, reading, writing and grammar/vocabulary. Instruction is personalized for each student or group of students.
Mathematics	AIS/MATH is a combination push-in and pull-out service and one-to-one tutoring during the school day as well as the extended day. Push-in includes small group work, individual assistant for students who have demonstrated serious academic problems and need extra instructional time to achieve the learning standards in Math.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Guidance is provided to students during the school day who are experiencing difficulties with bullying, academics, respect for authority and crises. Program provided to students is C.H.A.N.C.E.S and Character Education with an emphasis on caring, communication, self-respect, courage, responsibility and self-discipline. Guidance is offered to students in small group, as well as individual counseling as needed.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Counseling is provided to students who encounter difficulties with peers and adults in the school community. Small group discussion with emphasis on self-respect and open-communication. Support service to improve attendance to school and classes, family-related issues and discipline problems that

	affect their learning through small group and individual counseling sessions.
At-risk Health-related Services	

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11x370 **School Name:** School of Diplomacy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Please See Below

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Please See Below

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

This year we have allocated 10% of our Title I funds for the development of a cohesive and rigorous curriculum using external and internal resources to promote achievement for our students. The curriculum audit addressed a need for cohesion across content while our Quality Review addressed a need for more comprehensive and individual development plans for our teachers with a focus on rigor and Depth of Knowledge. By giving our teachers the tools they need to strengthen the curriculum and enhance the rigor of their lessons, our students will benefit greatly.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teacher mentoring program has been solidified by pairing teachers up with members of their grade level teams as well as with members of their content area teams to show how strategies can be effective regardless of content area.

This has also allowed a more cohesive approach to professional development allowing us to target a new teachers content mastery as well as their skills at managing students and the learning experience. We have also scheduled multiple inter-classroom visits for these teachers using the Danielson Framework and the Quality Review Rubric as a guide for teachers so they know what to look for. This is followed up by teacher to teacher feedback as well as teacher to teacher discussion at meetings to help improve overall performance and rigor.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school has held multiple meetings regarding our status. This is accompanied by a letter for all parents in 4 languages (English, Spanish, French and Arabic). We also use our SnapGrades (JupiterGrades) email system in conjunction with our parent newsletter to keep parents informed about the updates related to programs and issues regarding our status. Parents are notified about meetings through back-pack messages, email and our telephone service.

Part A Question 1 and 2

All teachers will be observed by Principal / AP a minimum of 8 times using selected components of the Danielson Framework Rubric to provide meaningful feedback.

Needs Assessment:

- a) Student Performance and Progress on the 2010-2011 Progress Report indicate that few students met standard performance. The progress for all students was at unsatisfactory levels.
- b) The New York State accountability report indicated that the school did not meet AYP in Math and ELA.

MID- year EVIDENCE

By FEBRUARY 2012, all teachers will have been observed using the framework a minimum of 5 times with a minimum of 1 Formal Observation.

Actions:

- Network will provide PD to Principals, AP's, and Coaches on the Danielson Framework in a meaningful fashion beginning during August 2011 and continuing through October. Network will continue to support understanding and implementation of the framework throughout the year through on site support as needed .
- Principal and AP's will rollout the framework to all teachers in September and throughout the year .
- Network will provide the opportunity for the school to purchase Teachscape technology to aid in the implementation, understanding and use of the framework. It will aid in meaningful feedback in a timely fashion to teachers. PD using Teachscape will be provided in October.
- Network Technology Specialist will support the implementation of Teachscape so as to assure maximum benefit from this program.
- Teachers will self-assess and utilize the Video resources provided by Teachscape on a regular basis and as indicated in their frequent observations.

- Teachscape resource library will be utilized by administration as a means to improve the practice of those teachers who need improvement in one or more areas of practiced as outline in the framework.
 - Teachers will meet with their team members to share and develop practices that are an outgrowth of the framework rubric.
 - All formal observations will utilize the Pre-observational protocol as outlined by Danielson to assure focused areas of practice that are to be observed.
 - End year evaluations will use the observations and the Danielson summative report to support the rating of all teachers as contract specifies
-

A 50% increase in positive response to those items on the LES related to discipline, behavior, safety and overall school climate.

Needs Assessment:

- a) The LES for 2010- 2011 indicated a lack of discipline and safety.
- b) Teachers' referral rates to the Dean were excessively high resulting in loss of instruction for students..

Mid-Year Evidence

- A school generated Survey conducted in January will show a 30% increase in positive response to items related to discipline, behavior, safety and overall school climate.
- Referral rates to the dean will show a decrease of 30% as compared to the prior school year at this time.

Actions:

- PBIS Core Committee will develop along with student climate committee a revised handbook addressing school rules, conduct and procedures. Positive incentives and rewards will be imbedded outcomes.
 - Network will offer PD to assure that the program is implemented according to prescribed guidelines to assure success.
 - Deans , along with Guidance Counselor will work with teachers to
 - Teachers whose observations indicate a need to improve their classroom environment will utilize the Teachscape Resource video library specified to improve classroom management and classroom behavior.
 - School Wide adoption of non-negotiable rules to be generated with student input from all grade levels.
 - Increase in peer mediation groups for all grades.
 - Designated Bully Free Environment for entire school community.
-

To increase rigorous and critical thinking activities for all students.

Needs Assessment:

- Latest Quality Review indicates a need to strengthen teacher practice in area of critical thinking and rigor.

- School Report Card and NY State Accountability Report indicate that only 23.6% of students achieved a level 3 -4 for 2010-2011 in ELA and Math.

MID-YEAR ASSESSMENT:

By February 2012 teacher's lesson plans will provide a 50% increase in the number of questions that are considered Level 3 and 4 according to the depth of knowledge wheel.

By February 2012 each student portfolios will contain a minimum of 4 completed activities that required critical thinking such as designing a new product, writing a new ending, proposing multiple solutions to a problem, asking "5 Level 3-4 Questions about a concept....etc.

Actions:

1. Network Specialists will provide PD to Principal, AP, and Coaches in use of DOK and Core Curriculum Strategies.
 2. Network will provide support in lesson planning and development of unit learning activities that engage students in rigorous, problem solving activities
 3. Frequent formal observations to assure that frontal teaching is minimized and student engagement is apparent and evidenced in student work.
 4. Lesson Plans are reviewed for evidence of critical thinking activities and questioning that leads to higher order thinking. The review will use a researched based rubric to provide formative improvement.
 5. Teacher made assessments indicate rigorous and critical thinking questions as evidenced by Level of questions based on DOK and Bloom's taxonomy.
 - Provide Common Core Aligned Curriculum Maps
 - Provide Common Core Aligned Resources through existing texts and SES providers.
-

Principal and AP's will learn and implement the Practice of Instructional Rounds.

Needs Assessment:

- Data from Progress Report, NY State Accountability Report, QR all indicate a need for focused study to help study trends that need to be addressed to improve school achievement and progress.

MID-YEAR Assessment

- By February, 2012 the Principal, and AP's will have been trained in the Instructional Rounds Practice and belong to a team of Principals and AP's from Network schools.
- By February 2012, the Principal and APs will have engaged in a minimum of 3 Rounds with their team.

Actions:

- Network Leadership Consultant will provide PD in the practice of Instructional Rounds
- Network will provide the vehicle for Instructional Rounds Teams to visit each other's schools to perform rounds, collaborate, diagnose needs and plan actions for improved and accelerated student learning.
- Principal and AP will conduct rounds and employ a customized Teachscape reporting tool to gather data and study trends to inform planning, PD and next steps.

- Principal will develop teacher study groups focusing on Rounds as a means for teachers to collaborate, plan and diagnose problems of practice and set goals.
 - School Instructional Leadership committee will begin to develop a Theory of Action and a Problem of Practice by March 2012 and conduct rounds monthly to help establish goals for 2012-2013.
-

To Increase the number of Students with Disabilities making “exceptional gains” on the 2011-2012 Progress Report

Needs Assessment

- 2011 Progress Report indicated that no Students with Disabilities made exceptional gains.
- New York State Accountability report indicates that SWD subgroup did not make AYP.

Mid-Year Assessment

- Students with Disabilities will show a 25% gain on citywide Acuity assessments in ELA and Math by February 2012.
- SES quarterly assessments will show a 25 % increase in achievement by February 2012.

Actions:

- ELA and Math department will develop Inquiry centered on strategic pedagogy to improve outcomes for this population
- Principal will hire a Sp. Ed teacher who has at least 3 years experience teaching the SWD.
- Network will supply support for developing differentiated instructional practices to improve instruction for students with disabilities.
- Principal will conduct Instructional Rounds with a Problem of Practice centered on teaching rigor in the Special Ed Math and ELA classrooms.
- Special Ed teachers will utilize the Teachscape video resources to improve lesson planning and assessments for the SWD.
- All Special Ed teachers will be observed a minimum of 10 times and given meaningful feedback to improve their lesson planning and daily practice.
- Mid-Year Assessment will be developed and administered in January
- End- Year Assessment will be developed and administered in May.

**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 in the submission form.

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader 6	District 11	District Bronx	School Number 370
School Name School of Diplomacy			

B. Language Allocation Policy Team Composition

Principal John Scalice	Assistant Principal Vivian Hernandez
Coach	Coach
Teacher/Subject Area Miguel Fernandez/ESL	Guidance Counselor Tiffanie Poole
Teacher/Subject Area Daliza Lundy/Special Ed; ESL	Parent Ms. Solange Mosley
Teacher/Subject Area Ariel Enderes	Parent Coordinator Ms. Benita Washington
Related Service Provider Ms. Tiffanie Poole	Other Mr. donald Lanier, MSW
Network Leader	Other Ms. Yesenia Simon

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	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	5

D. School Demographics

Total Number of Students in School	380	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	7.11%
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Part II: ELL Identification Process

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

- 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.

71. Upon entering or registering for public school at 370X, parents are given a Home Language Inventory Survey ("HLIS") to fill out to determine how well student understands, speaks, reads and writes English. This information and survey also informs and asks parents/guardians their language preference when sending important correspondence from school. Students are interviewed by the ESL teacher and assistant principal to spanish speaking students in their home language. For other languages, parent and students are asked questions regarding students academic experiences in their respective countries or islands to determine students' knowledge of English strands and native language. Students who enter public school for the first time, are administered the LAB-R after students are enrolled and attending classes within 10-days to determine students proficiency. The NYSESLAT assessment is administered once a year to determine students reading, writing, listening and speaking English proficiency. They are given this test annually until they perform at the Proficient level in all strands.

2. Parents are given the opportunity to ask questions and are shown a video orientation in their native language for our English Language Learners. This orientation is administered during parent teacher conferences and during periodic parent meetings to explain the programs available for ELLs. Parents are informed of programs available at the school, as well as resources and strategies they can use to encourage reading, writing and comprehension strategies to raise students academic performance in all subject areas.

3. English and Spanish written communication is used for information to parents. The New York City Department of Education has forms which come in both languages. Continued entitlement letters, entitlement and non-entitlement letters in Spanish and English entitling students to receive services as an English Language Learners (ELL) are sent to parents/guardians based on students' Language Assessment Battery test (LAB-R). A Parent Orientation informational workshop is offered to non-English speaking parents in Spanish. The workshop is conducted by the school's ELLs Coordinator and ESL teacher. The workshop offers parents the opportunity to ask questions about educational programs and services that are available for students and specific instructional programs that are offered for English Language Learners.

4. Students are placed in Free-Standing English as a Second Language Program after results of the LAB-R assessments determines students proficiency, as well as performance levels on the NYSESLAT test to indicate which will indicate the amount of time spend in their ESL classes across the content areas. Parental notifications are sent in English and Spanish. Translated versions are done by school personnel informing parents progress of their children.

5. The trend of parents requesting their children to remain in ESL classes throughout students tenure at the School of Diplomacy. They have expressed their children's performance is greater and their self-esteem while in the pull-out ESL classes.

6. Parents express desire for their students to remain within the ESL program because they have stated that there is more involvement and greater understanding because of the continued scaffolding in social studies, science and language arts and teacher's modifying instruction for the ESL students.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12
Page 29

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							7	11	9					27
Push-In														0
Total	0	0	0	0	0	0	7	11	9	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	17

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	7	1	0	3	0	2	17	0	8	27
Total	7	1	0	3	0	2	17	0	8	27

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
Arabic														0
Haitian														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
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							5	14	8					27
Chinese														0
Russian														0
Bengali														0
Urdu								1						1
Arabic							1							1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	7	16	9	0	0	0	0	32

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 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).
 - e. Describe your plan for ELLs identified as having special needs.

I. The ESL program is delivered as a pull-out model to prepares students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills. The program scaffolds instruction in social studies, science and language arts classes allowing the instructor to modify instruction for our ESL students.

a) There is one Pull out class for beginners and one for advanced students. We offer our English language learners' assistance in content area subjects and projects while developing their language and writing skills.

2. The ESL teacher meets with subject area teachers to facilitate student language learning, understanding of the content areas while maintaining the pacing chart in the English language. The incorporation of technology assists students to enhance vocabulary terms, idioms and phrases with the use of powerpoint presentations, as well as a hard-copy for students to ensure students follow along. Teachers

plan using Universal Design for Learning (UDL) to align common core learning tasks. Ells are treated as unique individuals with strengths and weaknesses in native language, as well as the English language. Students are given periods of instruction by an ESL teacher according to their level of proficiency as assessed through their NYSESLAT score and a meetings with parents.

a) The ESL program activates students prior knowledge to help them make connections between new knowledge and what is known; pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. The number of minutes/periods are aligned in the pull-out class according to students' NYSESLAT proficiency levels and LAB-R scores. ESL teacher offers scaffold instruction and graphic organizers are utilized to provide visual support for concepts English Language Arts. Students receive Native Language Arts from the Spanish teacher who has a Bilingual (extension) and license in special education and ESL.

3. The ESL program scaffolds instruction in other content areas in English. Graphic organizers are used to elicit thinking and discussion about themes or ideas related to texts, such as KWL and predict/support charts.

4. ELLs are appropriately evaluated in their native language with the LABR test when they first enter the NYC Public School system. If students who are going to be evaluated for special education services, they are evaluated in their native language when identified in the Home Language Survey.

5. The ESL class uses a variety of instructional strategies targeted to the subgroups: Basic, Intermediate, Advanced and SIFE students. The ESL class instruction is interactive. Students work in pairs to help each other with lists while listening carefully to each other read. Advanced ESL students make up story problems and exchange with each other to provide reinforcement and practice in writing and speaking. Students are encouraged to ask questions, reread, restate and visualize to make text more comprehensible. We also offer after school classes to assist students with developing their language skills in math. Repeating and modeling of correct language usage is emphasized throughout the ESL classes.

Curricular: Balanced literacy with scaffold instruction is the premise for all students. a) English language learners identified as Beginners and/or newcomers are guided during reading and writing workshops to support students in the classroom in their gradual acquisition of fluency in the second language. They also receive Spanish as Native Language Arts in order help facilitate the second language transference to their second language. b) ELLs receive and understand messages, with a focus on building a listening vocabulary, as they attempt to produce spoken English language in a supportive—nonstressful classroom environment. c) ELLs in the public school system who are receiving services for more than 4 years--The teacher uses different strategies such as academic language scaffolding, graphic organizers, collaborative reading, communication games, cooperative learning, guided reading, integrated curriculum projects, language focus lessons, learning centers, as well as interactive writing. These strategies support comprehensible input, encourages verbal interaction, and encourages active involvement in a reduced anxiety environment. The math program for ELL students who are beginners, and intermediate is presented by the licensed ESL teacher. d) All students are required to submit monthly projects in English, math, social studies and science. e) English language learners who are classified long-term and students with special needs work together for active involvement of the content area. They learn through collaboration with each other and their English language peers. The use of technology is part of their curriculum where students research their projects and have the additional support of a Spanish speaking teacher who understands the students and guides them in English to their questions.

Courses Taught in Languages Other than English

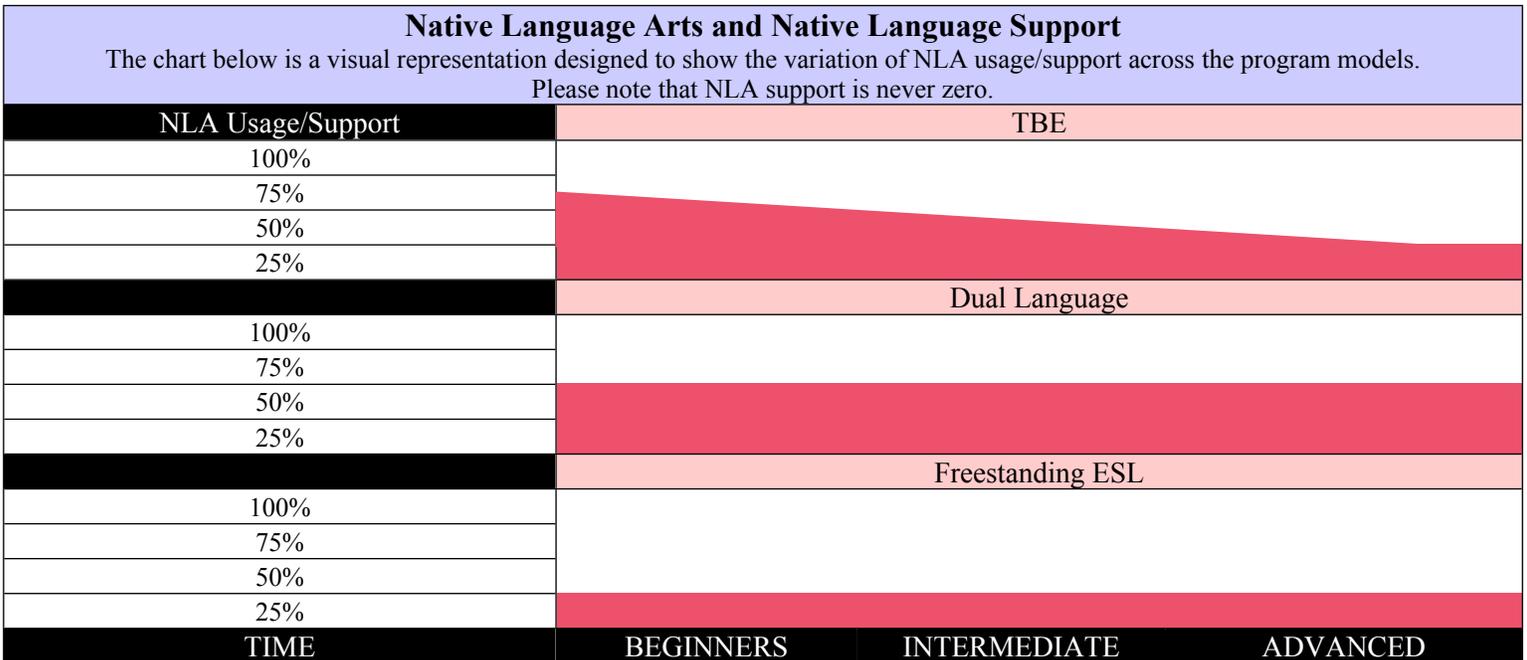
Important: This section refers to classes/subject areas in which the language of instruction is English and another language, which all students in the class speak. Do not include:

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

Class/Content Area	Language of Instruction	Class/Content Area	Language of Instruction

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

- Targeted intervention for ELLs is through scaffolding instruction in ELA, social studies, math and science. Students are taught in English after all teachers do an in-class assessment in math using both languages. Students are able to take the math test in either English or Spanish to offer a better assessment of knowledge based and comprehension. In ELA and social studies, the ESL teacher gives assessments when students enter school, aside from the LAB-R to assess reading fluency, decoding and comprehension.
- The support offered ELLs is extended time on standardized assessments. Translation for some of the tests. Students who have reached the proficiency level on NYSESLAT will be offered strategies to help ensure continued success in all academic areas. After school program is offered to ELLs students as well as a Saturday Academy for English Language Learners.
- Technology programs and websites for ELLs; podcasts in native language.
- All ELLs are offered equal access to all programs and trips during the school year. After school program "LearnIt" offers support with their ESL teacher to access curriculum and concerns in both languages.
- A workshop is offered to parents of ELLs in late August and again in mid September for parents of ELLs to information on programs, uniform and school culture. Information is given on how to access school website, snapgrades and testing information throughout school year.

C. Schools with Dual Language Programs

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

The ESL program is delivered as a pull-out model to prepares students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills. The program scaffolds instruction in social studies, science and language arts classes allowing the instructor to modify instruction for our ESL students.

a) There is one Pull out class for beginners and one for advanced students. We offer our English language learners' assistance in content area subjects and projects while developing their language and writing skills.

2. The ESL teacher meets with subject area teachers to facilitate student language learning, understanding of the content areas while maintaining the pacing chart in the English language. The incorporation of technology assists students to enhance vocabulary terms, idioms and phrases with the use of powerpoint presentations, as well as a hard-copy for students to ensure students follow along. Teachers plan using Universal Design for Learning (UDL) to align common core learning tasks. Ells are treated as unique individuals with strenghts and weaknesses in native language, as well as the English language. Students are given periods of instruction by an ESL teacher according to their level of proficiency as assessed through their NYSESLAT score and a meetings with parents.

a) The ESL program activates students prior knowledge to help them make connections between new knowledge and what is known; pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. The number of minutes/periods are aligned in the pull-out class according to students' NYSESLAT proficiency levels and LAB-R scores. ESL teacher offers scaffold instruction and graphic organizers are utilized to provide visual support for concepts English Language Arts. Students receive Native Language Arts from the Spanish teacher who has a Bilingual (extension) and license in special education and ESL.

2. The ESL program scaffolds instruction in other content areas in English. Graphic organizers are used to elicit thinking and

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.

1. ELA, Math and Science Staff Development - weekly team meetings by grade and content area to offer strategies to help ELL students in classes. Maintain Lesson and Performance Tracking Pool for each ELL student with theme, lesson objective, as well as rubric for all ELLs. Common Core Literacy and Math Tasks are given to students as instruction is scaffolded.
2. Staff meeting in late August with staff and a breakdown of incoming students with the ATS Years of Service Report to all teachers of Beginners, Intermediate and Advanced students who will be in their respective classes. Understanding by Design (UDL) approach is offered at training in the beginning of the school year to staff in order to facilitate learning.
3. Workshops are offered to staff on instruction for English Language Learners. Curricular and instructional strategies are demonstrated to staff to meet the needs of ELLs to ensure positive outcomes in learning and assessments.

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?

1. Parents are included as part of the school environment. School year opens with a workshop/conference -Family Night for parents of all students and a focus group for parents of ELLs. Parent Orientation Video is presented to parents three times a year with further information on ARIS and other important information regarding assessments for the ELLs. Strategies are modeled and presented to demonstrate how to help students at home--home-school connection. There has been several ARIS workshop for all parents and one support group for Spanish speaking parents presented by the administrator or a teacher who speaks Spanish models strategies they can implement at home with students. .. facPaste response to questions
2. The BEACON program is on school premises and is open to all students. Information session is open to all parents of students who will be part of the after school program with BEACON. ELLs Workshop show parents video of programs in NYC public schools. Workshop for parents of ELLs presented by ESL teacher using Spanish language to demonstrate how to utilize snapgrades.com a technology-based program to access students grades daily and read messages from teachers.
3. Parent Coordinator offers parents of ELLs a worksheet and evaluation sheet after respective Family Night, Parent Conferences and workshops with a area of questions and concerns may have.
4. Parent Coordinator and administrators offer books for younger children and activities when child care is of concern when meetings and workshops are offered.

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)							1	2	3					6
Intermediate(I)							2	4	4					10

Advanced (A)							3	6	2					11
Total	0	0	0	0	0	0	6	12	9	0	0	0	0	27

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	4			6
7	8	1			9
8	3	3			6
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	2		2		3				7
7	3		2						5
8	1		5						6
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			5						5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									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
Comprehensive English				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. LAB-R test is administered to students' newly admitted to the NYC Public school system. The LAB-R measures students literacy performance in English and Spanish. The Teacher's College Reading and Writing Assessment is done with all students including ELLs to determine what reading level they are performing with fluency and comprehension. Another assessment tool used is the predictive Acuity in ELA and math. Acuity measures students growth within the school year. They are given 3-4 times a year to measure students performance in skills. The outcome is comparative information for teachers with performance indicators. The results help customize and drives instruction for teacher of ELLs. This information is given to teachers at common planning meetings and available on ARIS. NYSESLAT is administered to students whose have another language other English. Assessment view students performance in reading, writing, listening and speaking. Students continue to take NYSESLAT exam until they reach the Proficient level in all 4 strands.

2. The Spanish LAB-R demonstrate students achieve higher levels in literacy proficiency for Spanish speaking students. The English LAB-R is administered after student are in the country after 10 days in the New York City Public School Sytem (NYCPSS). They perform poorly for ELLs in the English LAB-R. Students who arrive into the country from English speaking countries (e.g. Nigeria) they achieve advanced or proficient when tests is administered. NYSESLAT and LAB-R measures proficiency levels in English. The outcome demonstrates students achieve higher levels in the reading strand after the student has been in the NYCPSS after two years or more. The writing is the most difficult portion of the test for ELLs.

3. Results of NYSESLAT and LAB-R assist pedagogues on scaffolding instruction for ELL students.

4. Students assessment results are looked at during common planning meeting and on snapgrades.com which is the report card system used. ELL students require instructional support and attention to acquire the forms and structures associated with the academic text. Explicit instruction is used as a result of examining student results on Acuity, state exams and teacher-made/unit tests. Teachers connect language learning to student learning to develop critical understandingt of content. Grammar and vocabulary instruction are part of the curriculum and scaffolds instruction in the classroom.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Scalice	Principal		5/1/12
Vivian Hernandez	Assistant Principal		5/1/12
Benita Washington	Parent Coordinator		5/1/12
Miguel Fernandez	ESL Teacher		5/1/12
Solange Mosley	Parent		5/1/12
Ariel Enderes/Math	Teacher/Subject Area		5/1/12
Daliza Lundy/SpEd; Spanish	Teacher/Subject Area		5/1/12
	Coach		5/1/12
	Coach		5/1/12
Tiffanie Poole	Guidance Counselor		5/1/12
Rudy Rupnarain	Network Leader		5/1/12
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **11X370** School Name: **School of Diplomacy**

Cluster: **6** Network: **608**

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.

Home Language Identification Survey (HLIS) is used to assess student's spoken language at home with parents/guardian and siblings. The HLIS informs the school of the preferred language for school information and communication at intake when student enters school. Spanish speaking and French speaking parents/guardians are identified by office/administrators and offered translation.

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.

School growth has identified need for more language translations--i.e. French, Arabic
Lack of parent communication from non-English countries, such as Arabic families has lent the need for translations services; also speaking with students and learning about home life and family members language of use. (Families of Arabic countries have come to school with their own translator when enrolling students).

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.

Staff and administrators speak Spanish and French. They assist with translations when parents come to school. Written communication from school is given in both English and Spanish to parents of Spanish speaking households

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.

In-house staff and administrators assist during meetings and conferences for English and French speaking parents/guardians.

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

The school will provide translation services in Spanish, French and Arabic for parents who are non-English speaking through voice message service, backpack papers/announcements and via mail. The translations are provided for information regarding testing, trips, lunch forms, curriculum meetings and workshops from the Office for Translation and Interpretation Unit.

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: School of Diplomacy	DBN: 11X370
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
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 type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 34
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 type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" 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: Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students. Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The program commenced in January 2012 and will finish at the second week of June

The program will take place on Saturdays, from 9:00 am to 11:00 a.m.

The teacher providing instruction during this time is a New York State certified ESL teacher, and a technology teacher with a bilingual extension. The Saturday Academy services approximately 20 plus students. Additionally, the students identified as Advanced and Intermediate proficiency according to their NYSESLAT scores have 75 minutes of instruction focusing on reading and writing.

Our Title III Saturday Academy prepares students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills. The program scaffolds instruction in social studies, science and language arts classes allowing the instructor to modify instruction for our ESL students. We offer our English language learners' assistance in content area subjects and projects while developing their language and writing skills. The ESL teacher meets with subject area teachers to facilitate student language learning, understanding of the content areas, and incorporating the Common Core tasks in mathematics and English Language Arts for those students who have been in the public school system more than two years. The ESL teacher maintains the pacing chart for math, social studies and science in the English language.

The incorporation of technology assists students to enhance vocabulary terms, idioms and phrases with the use of PowerPoint presentations. English language learners are given opportunities to meet the same high standards to access the knowledge and skills necessary in post high school lives. The ESL program activates students prior knowledge to help them make connections between new knowledge and what is known; pre-teach background knowledge/key vocabulary or concepts students will need for each unit

Part B: Direct Instruction Supplemental Program Information

before moving ahead. Graphic organizers are utilized to provide visual support for concepts as well as technology. Graphic organizers are used to elicit thinking and discussions about themes or ideas related to texts, such as KWL and predict/support charts. The ESL class is interactive with well-developed learning strategies to help students think critically, solve problems, and communicate in the language of instruction. Use of strategies for English language development (with native language support in Spanish) helps students develop language and content knowledge. Students are encouraged to ask questions, reread, restate and visualize making text more comprehensible. In addition, the after school program assists students with developing their language skills in math. Repeating and modeling of correct language usage is emphasized throughout the after school program. ELLs are actively engaged in standards-based academic curriculum.

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: This year our school was selected to participate in the Teaching Matters. Teaching Matters professional development opportunities outside of the school, as well as a consultant from Teaching Matters will assist teachers of all students in writing. The ESL teacher and various teachers who work with ELLs will be exposed to a multitude of research-based ESL instructional strategies. This takes place 4 times a month with a consultant in the classrooms commencing March 2012. The provider is Teaching Matters with a focus and concentration on writing. Teaching Matters has led the way in the development and implementation of school-level educational innovations with the use of technology. With the collaboration of the school administration, teachers, and students, the focus will be to ensure our ELL students have access and are exposed to the common core academic skills that will prepare them for their future in college and the workforce.

- NYSESLAT Staff Development for ESL teacher and test coordinator
- ELA Staff Development: Strategies to move our ELLs, this occurs during our weekly meetings.
- Differentiated instruction for ELLs in the classrooms, November 2011 as well as common planning meetings by grade and English Language Arts, Mathematics and Science.
- ELL workshops offered by the Department of Education through Protraxx connecting ELLs to science through the study of animals and plant life. Strengthening background knowledge in science and builds capacity to raise the academic achievement of ELLs in science.

Part C: Professional Development

- Support from the Division of Students with Disabilities and English Language Learners, Special Education School Improvement Specialist. Professional development with teachers of self-contained teachers and English Language Learners. Specialist comes to the school 2 times a month and works with teachers on writing and reading strategies for special education programmed students and ELLs.

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: Parents of ELLs are included as part of the school environment. The “new” school year opened with a multicultural event where parents, students and community organizers were invited to attend and participate in a Multicultural Event celebration. Goals and expectations for all students were shared with all parents and students. School offers workshops for parents of ELLs on entitlement, common core standards and use of the on-line grading system—Jupiter Grades. Parents of ELLs are given an overview of high school articulation; where parents are encouraged to visit schools they want their children to attend. Workshops for parents of ELLs are offered a minimum of four times a year with topics such as study skills, bullying, high school articulation, community based organizations that offer after school programs and summer camps. Parents are given opportunities to celebrate and share their cultures through books and food. They are given the opportunity to take portions of NYS exams and common core tasks in mathematics and ELA. The school regularly has Student Recognition/Award events where all students and parents attend. School of Diplomacy has offered Middle School Workshops in Literacy and Math, as well as Literacy Family Night where parents and students gave in recipes from their respective countries and cultures. Recipes were collected from parents, students and staff and a “What’s Cooking at Diplomacy” Recipe Book was designed and distributed at Literacy Night. Parents were given demonstration of the common core tasks for all grades, as well as involved in one of the tasks with their children. Mathematics Family Night is presented two times a year book was where parents bring in food. The informational workshops in math, literacy and science are offered to parents four times a year. For example during the literacy event, parents have been informed about the books their students are reading in class. Books have been available for parents at parent workshops where they are introduced to the reading strategies presented to the students in class. There is an organized parent organization in the school. There is a diverse group of parents that regularly attend. Information regarding areas pertinent to ELLs is offered during the parent conference nights. During all of the above mentioned events, we provide translation as necessary in order to ensure that our parents are provided with a welcoming environment and continue attend. Parents are informed of these events through distribution of alerts in back pack, phone messages and online information via Jupiter Grades.

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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		
TOTAL		