



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M399

PRINCIPAL: SANTIAGO F. MAYOL **EMAIL:** SMAYOL@LANGUAGEDIPLOMACY.ORG

SUPERINTENDENT: **MARISOL BRADBURY**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Santiago F. Mayol	*Principal or Designee	
Lawrence Orr	*UFT Chapter Leader or Designee	
Marie Rochard	*PA/PTA President or Designated Co-President	
Glin Coaxum	DC 37 Representative, if applicable	
Winter Mark	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Steven Scheno	Member/ UFT Representative	
Edward Alexander	Member/ Parent Representative	
Veronica Miles	Member/ Parent Representative	
Barbara Fraser	Member/ Parent Representative	
Tia Drummond	Member/ Student Representative	
Vivi Barrientos	Member/ Student Representative	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

To develop Common Core State Standards-Aligned Tasks embedded in units of studies in clustered content areas (Humanities and STEMs): grade level, clustered concentration teachers will work together to design two well-crafted, rigorous units of instruction, which culminate in presentations of student learning. Select teachers will gather to norm the scoring process utilizing our AIW* rubrics. Data generated over the scoring process will be shared with whole faculty. Results will be analyzed by the entire community and will ultimately result in a teacher-generated scoring guide, including work samples, to be used for future planning.

Note: Our Authentic Intellectual Work (AIW) rubric is aligned to Common Core Standards.

Comprehensive needs assessment

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

To meet the citywide instructional expectations 2012-2013, we will:

- Engage all students in at least one humanities task and one STEMs task aligned to strategically selected Common Core standards.
- These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners (winter 2012-13).
 - In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
 - In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
- Develop a common understanding for students and educators about what students should know and be able to do by the time they graduate high school that are aligned to college and career expectations. The Common Core State Standards include rigorous content and application of knowledge through high order skills and are internationally benchmarked so that all students are prepared to succeed in the global economy.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Select AIW teams will participate in series of half and full day professional development sessions around “Principles of Authentic Quality Work” facilitated in part by the Center for Authentic Intellectual Work.

Whole faculty meetings will be dedicated to workshops in:

- Citywide Expectations,

- CC Library and Resources,
- Intersession Tasks Design
 - Humanities and STEM clustered teachers will participate in bi-weekly AIW meetings to engage in:
 - A structured process of looking at teacher tasks and student work (collaborative inquiry work),
 - Designing rigorous performance based tasks,
 - Supporting curriculum units aligned with the CCSS
 - Analyzing student outcomes to inform next steps.
 - Contracted vendors and highly qualified internal staff will facilitate all meetings and will generate highly focused agendas.
 - All AIW Teachers will meet with our AIW Coach in small groups on a quarterly basis to continue to develop common language and performance based tasks within competencies using the AIW process.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Professional development offered by HSLAD staff and administration, as well as AIW coaches.
- Participation in Regional AIW Conferences for select AIW team members will be integrated into our planning.
- Per Session and per diem funds (for teacher coverage's) will supplement the instructional program to achieve the aforementioned objectives.
- Reimbursable funding will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To begin implementation of a research based framework (AIW and Danielson) for teacher evaluations by requiring administration to focus 100% of the observation process (both formal and informal) on two specific criteria: 1e and 3c.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Comprehensive needs assessment

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

- Based on historical empirical evidence, the overwhelming majority of the faculty is basic to proficient in Danielson's domains 1e and 3c.
- To continuously improve pedagogical practice, satisfactory teachers often require professional goals to strive for to improve specific skills to the "Mastery" level.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - The following strategies will be implemented:
 - a) Subgroups of faculty members will be identified through Fall 2012 observations to participate in target professional development for Spring 2013.
The focus will be on two specific elements:
1e: Designing Coherent Instruction
3c: Engaging students in learning-
 - b) External vendors, including the Center for Authentic Intellectual Work and the International Network of Schools will provide professional development.
Administrators will be trained in writing framework-based observations.
 - c) Pre and post observation conferences as well as professional development through departmental meetings will increase familiarity with the framework and allow for interactive discussions regarding implementation processes.
 - d) Summer 2012 through the Spring of 2013

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Professional development offered by HSLAD staff and administration, CFN 101, Districts 02/79, and Citywide will be made available to the faculty.
 - Participation in Regional and National Conferences such as AIW and NCTE will be integrated into our planning.
 - Per Session and per diem funds (for teacher coverage's) will supplement the instructional program to achieve the aforementioned objectives.
 - Reimbursable funding will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - The concept of framework based skill development will be presented at PTA meetings.
 - Expanded outreach efforts and re-conceptualizing the PA experience. For example, PA nights will no longer be facilitated by the principal. Rather, the principal and the assistant principal will coach PA officers in presentation and workshop methods and parents will plan initiatives together. The PA will set goals and benchmark assessments, trouble shoot, and request support when needed. All parents will have a Languagediplomacy.org account and the PA president will forward agendas and tasks to parents. Requests for special events requiring teacher and student participation will be submitted to the administration via minutes and direct requests. Parents with a desire and a disposition to serve will be identified through parent teacher nights and embassy outreach. Space and time will be provided to the officers of the PA from which parent to parent outreach may be conducted. Provide assistance to parents in understanding City, State and Federal standards.
 - Teachers facilitating Content and Common Core conversations during parent meetings (Parent Association, School Leadership, Curriculum Night)
 - Share information about school (projected graduation rates, CEP updates, State Test information, Common Core, Quality Review outcomes, Progress Reports data dissections, Learning Environment Survey) and department of education citywide expectations.

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

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

By June 2013, 100% of all new teachers will demonstrate "checking for understanding" strategies in classroom instruction as measured by observed lessons and walkthroughs.

Comprehensive needs assessment

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

Both formal and informal observations suggest that while teachers are using both formative and summative assessments in class, they are trending toward the summative.

A more consistent use of formative assessment approaches and techniques, particularly among our newest faculty members, is needed to raise levels of student achievement and to achieve a greater equity of student outcomes.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A1) Establishment of a classroom culture that encourages interaction and the use of assessment tools as a means to gauge progress for all students, particularly, our beginning and low intermediate ESL students and SWD.

a1.1) Content area teachers will meet and regularly plan with ESL teachers (at least once per week) to review course learning goals and corresponding benchmark skills, and student progress toward those skills

a1.2) Content and ESL teachers will meet to decide - in advance of lessons - what types of specific observational information to gather during instruction and agree on a system for gathering the data. Afterward, teachers will analyze the information together and modify instructional practices as necessary

A2) Learning goals and "Acceptable Evidence" of attainment of these understandings and proficiencies will be posted to the Google Drive to be peer and administrator reviewed.

B1) Grade level learning-teams, under the guidance of administrators, will establish uniform language and communication systems for sharing progress toward learning goals.

B2) International Network of Schools facilitators will provide support in the development of these progress tracking systems

C1) Content area teachers will provide embassy leaders with course specific learning -goal summaries and corresponding "benchmarks of acceptable evidence". Our embassy program will infuse regular opportunities for (a) students to review of these progress reports; (b) understand the "acceptable evidence of learning" indicators; (c) examine their individual progress statements, (d) reflect on these measures in the context of progress toward content mastery,

graduation, and the successful navigation of the college years; (e) set SMART goals; and (f) respond in writing to content area teacher feedback on student performance.

- C2) Content area teachers will analyze and use student feedback forms in the adaptation of instructional practices intended to meet identified needs, including
 - C2.1) Use of varied instruction methods to meet diverse student needs
 - C2.2) Use of varied approaches to assessing student understanding
 - C2.3) Actively involve students in the learning process

D1) Spring of 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - The concept of learning goals (LGs) and acceptable evidence indicators (AEIs) will be presented at PTA meetings.
 - Parent feedback will be collected and shared with content area teachers
 - Embassy leaders will facilitate LGs and AEIs sessions.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Professional development offered by HSLAD staff and administration, CFN 101, Districts 02/79, and Citywide will be made available to the faculty.
- Participation in Regional and National Conferences such as AIW and NCTE will be integrated into our planning.
- Per Session and per diem funds (for teacher coverage's) will supplement the instructional program to achieve the aforementioned objectives.
- Reimbursable funding will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

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

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

To target and improve attendance rates for all students falling below 92% in SY 2011 by 8% as evidenced by ATS summaries.

Comprehensive needs assessment

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

High-degree correlations between attendance and achievement are well documented. Results also strongly relate participation in programs and increased positive school habits. Our analysis of attendance rates bears out that significant differences do exist between students who participate regularly and those who do not.

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) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - A1) Develop an attendance profile and baseline data for students falling within four YTD attendance "bands" (A): (1) 85% < A < 92%, (2) 75% < A < 86%, and (3) A < 75%.
 - A2) Assign "team captains" to each band who will conduct outreach to identified students
 - A2.1) Develop individual education plans for identified students and continuous guidance and counseling for returning LTA students.
 - A2.2) Team captains will develop Attendance Incentive Plan to include term celebration, Seven Summits Wall, Perfect Attendance Breakfast, and Awards Ceremony for students and parents.
 - A3) Assemble attendance review team to meet weekly for the purposes of reviewing attendance patterns.
 - A4) Secure the services of attendance teacher to conduct weekend outreach
 - A5) Assign C-6 period to AIDP teacher

Responsible Staff Members

- Principal
- Assistant Principal
- Dean of Students
- Guidance Counselor
- Social Worker
- Attendance Teacher
- Circular 6 AIDP Teacher

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Students who have failed or performed poorly on in class exams with have their parents notified of their results. Parents will be made aware of the tutoring program and they will be urged to recommend tutoring services to their children.
 - Student attendance success will be honored at Parent Association Meetings
 - Workshops will be provided which center on teenage development, communication with teenagers, graduation requirements, assimilation of cultures, the college process, attendance issues, career readiness and recognizing when a child is in need.
 - Parents will be invited to school events by mail and phone messaging.
 - Parents will be invited to participate in an outing sponsored by the Parent Association in the spring.
 - AIDP teacher and counselors will conduct outreach to families
 - Conduct awareness sessions and running attendance progress summaries for parents during PA meetings
 - Technical support will be provided to parents in the use of Skedula and Pupil Path
 - Share RDAL summaries will be shared at PA meetings
 - Parents will be invited to their respective students' attendance review meetings

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Guidance department and embassy leaders will work with students on attendance and will conduct parent outreach.
 - School Based Health Clinic provides students with counseling, medical attention, dental services and counseling to help them succeed academically
 - AIDP teacher per session for attendance outreach, home visits and mentoring activities
 - Guidance Counselor per session for outreach and attendance related activities
 - Per session for training student mentors to provide mentors for ninth and tenth graders
 - This peer-tutoring program will be largely student run. Teachers will use their C6 periods to facilitate tutoring sessions. Per Session will be provided to teacher facilitators for after school peer tutor facilitation.

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

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>During the Spring term, the ELA department will aim at developing a more unified and integrated program curriculum, including vertically aligned planning, thematically diverse and integrated progression of acquired knowledge, and inclusion of consistently progressive pedagogy.</p> <p>The department will also offer after school and Saturday academies for ELL students, SWD, students off track for graduation</p>	<p>Wilson Reading, small group instruction, tutoring, Aventa, partner after-school tutoring (Debevoise and Plimpton, NYU graduate students, McCleary)</p>	<p>Student programs will reflect Aventa and Wilson periods.</p> <p>Lunch and learn tutoring session will be provided for identified students.</p> <p>Saturday Academies will run throughout the year</p> <p>After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.</p>
Mathematics	<p>The mathematics department will implement formal tutoring hours where students can sign up for extra help. Selected students will serve as peer tutors and receive community service hours for their time.</p> <p>After school and Saturday academies for ELL students, SWD, students off track for graduation</p>	<p>Student tutors will be identified from each grade and a letter will be drafted that informs them they have been selected to become a peer tutor for mathematics department. The goal of the letter is to convey to students that they have been chosen because of they strong abilities in mathematics, that it is honor to have been selected, and they will receive community service hours for the time they volunteer.</p> <p>3) Students awareness must be created through in class announcement, posters</p>	<p>Student programs will reflect Aventa and Wilson periods.</p> <p>Lunch and learn tutoring session will be provided for identified students.</p> <p>Saturday Academies will run throughout the year</p> <p>After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.</p>

		<p>places throughout the school, and embassy leaders informing their students of the program. Students will need to sign up for tutoring ahead of time with their math instructor.</p> <p>Wilson Reading, small group instruction, tutoring, Aventa, partner after-school tutoring (Debevoise and Plimpton, NYU graduate students, McCleary)</p>	
Science	After school and Saturday academies for ELL students, SWD, students off track for graduation	Wilson Reading, small group instruction, tutoring, Aventa, partner after-school tutoring (Debevoise and Plimpton, NYU graduate students, McCleary)	<p>Student programs will reflect Aventa and Wilson periods.</p> <p>Lunch and learn tutoring session will be provided for identified students.</p> <p>Saturday Academies will run throughout the year</p> <p>After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.</p>
Social Studies	After school and Saturday academies for ELL students, SWD, students off track for graduation	Wilson Reading, small group instruction, tutoring, Aventa, partner after-school tutoring (Debevoise and Plimpton, NYU graduate students, McCleary)	<p>Student programs will reflect Aventa and Wilson periods.</p> <p>Lunch and learn tutoring session will be provided for identified students.</p> <p>Saturday Academies will run throughout the year</p> <p>After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Parent Outreach, referrals and follow-up to other agencies (422 Health Center), college counseling, advising	Group and Individual	Pull-out program for mandated students, lunch sessions, before and after school.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
- Collect resumes of Highly Qualified Teachers.
- The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.
- Provide PD on Common Core Integration and use of data.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team,

were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

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

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

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

IDENTIFICATION PROCESS

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	16
SIFE	29	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

ELL Programming

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

Instructional strategies and grade-level materials used by teachers of ELL-SWDs include station work, video with subtitles in the native language, audio and print versions of books, text in both the native language and english, special pairings and groupings of students, levelled readings, personal dictionaries in content area notebooks. All our students are programmed in the least restrictive environment possible. ELL-SWDs are serviced by push in instructional support specialists and ESL teachers. We have a block schedule and are able to allow time for students to workshop to work on their language skills. Editing can be done within the class on a one on one conference basis. Most core content classes are cotaught by a content area teacher and an ESL teacher which provides immediate and effective instructional intervention.

Courses Taught in Languages Other than English

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

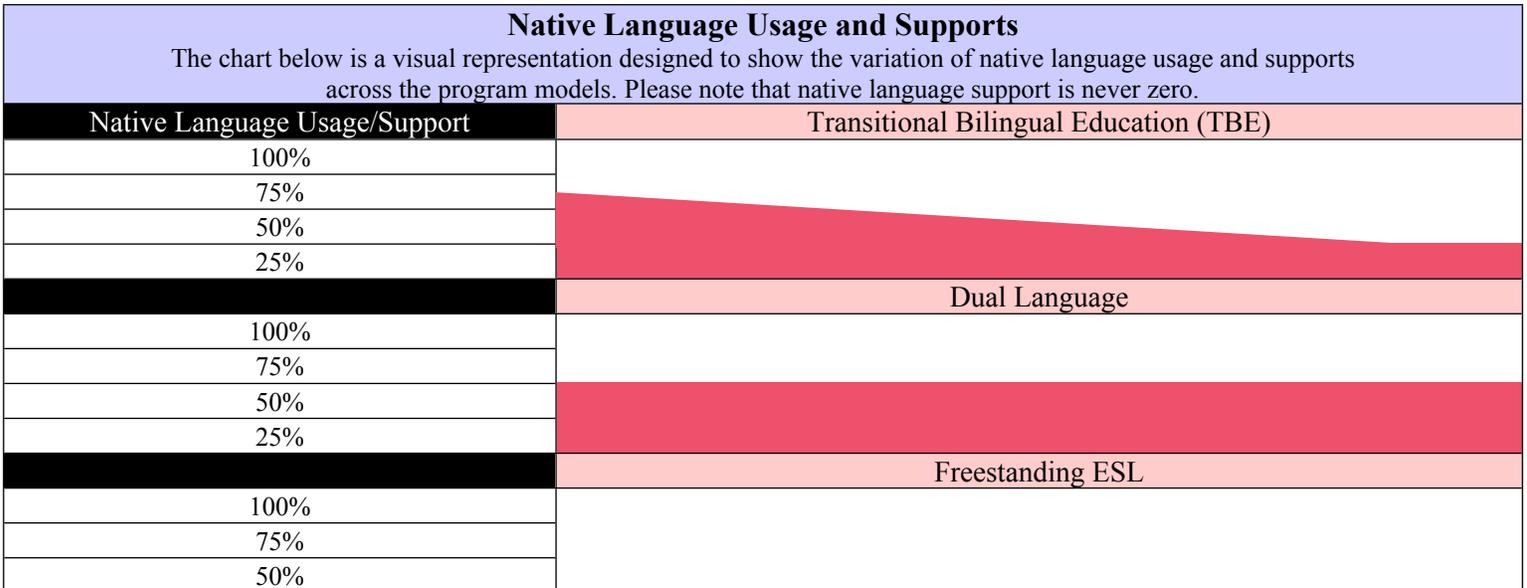
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

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



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

B. Programming and Scheduling Information--Continued

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

We are currently researching a variety of additional resources for targeted intervention in ELA and Math and will be purchasing and implementing them once a decision has been made. These are Destination Math (English/Spanish) and Brainchild Mechanics (English, Spanish, Haitian Creole) for math and EMC Masterpiece Series and Achieve 3000 (English /Spanish) or ReadingHorizons for literacy and reading comprehension. We are also looking into acquiring Aventa for Social Studies and Science (English/spanish). Research is also going into finding appropriate support materials for science. Thus far, it has proved difficult to find support software with Chinese language support. We are reaching out to our support network and to other schools serving large Chinese language-speaking populations for advice.

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

We have experienced success with the current model of ELL services at HSLD. However we would like to acquire additional support software and develop a bridge program specific to newly enrolled ELLs. In addition to researching products, we are looking into fundraising opportunities to enable purchases and funding for these improvements. 11. We do not plan to discontinue any programs for ELLs.

Most teachers at Language and Diplomacy make themselves available for small-group tutoring during zero- and lunch-period or after school and ELLs who are struggling work with their Embassy leaders to devise a schedule for meeting with teachers of classes in which they are experiencing difficulties or for arranging peer tutoring sessions with heritage language students. In addition to the variety of afterschool programs offered on our campus and made use of by our ELLs, such as sports teams, dance, community service and tech clubs, we are currently offering two ELL-specific afterschool programs. The Thursday program is a language-exchange program in which native language speakers will peer tutor each other in both Chinese and English. Under supervision of a teacher, English Proficient speakers will converse with ESL students in English and assist them with assignments and projects. By providing one on one meetings to talk and practice English/Chinese, the participants benefit from each other's linguistic and cultural knowledge. It further provides an academic peer support system in which ELLs would enhance both their listening and speaking skills and receive extra help on English-language schoolwork. The focus of the Friday program is on improving academic reading, writing, listening and speaking skills through Global content. Students will learn reading comprehension strategies and vocabulary as well as strategies for improving their listening and speaking skills and will work towards mastery of the content.

Our ESL department uses a variety of technological and differentiated materials to support our ELLs. The ESL and Global Studies room is equipped with a smart board in which movie clips are shown with subtitles. Podcast are also used to enhance listening and note taking skills. The ELLs are also supported in their Global Studies classroom with the Longman World History series. This series includes map study packs, glossaries, timelines and a textbook, which focuses heavily on reading strategies to help struggling readers. In addition to the differentiated materials mentioned above the Global Studies 10th grade teacher is bilingual in Chinese and at an Intermediate level in Spanish. In all content areas class's bilingual glossaries

are found in each room as well as bilingual dictionaries and English dictionaries. The Penguin Readers series is utilized as a supplemental resource in their ELA course. This series presents classic texts with a step-by-step approach in a traditional ELA curriculum fashion aligned with state standards.

Our ESL program supports negotiating and meaning of language through group pairings, differentiated materials, bilingual teaching staff, bilingual paraprofessional staff, content area glossaries, bilingual dictionaries and bilingual internet search engines. Each content area teacher is supported in the decision making of lesson

preparations, group pairings, presentation of content and how to support the content with grade level assigned ESL teachers. Grade level teachers and instructional specialist (IEP and ESL teachers) meet once a week for an hour to discuss student progress and concerns with all students of special needs. During this time, instructional specialist discusses individual students and focus on their particular needs and strategies they have found successful in working with that student.

The resources we use are simplified and not watered down or juvenile. For example, the Longman History correlates to NYS Global Studies standards but on a simplified level and does not present material as if it were an Elementary school text. When teaching basic literacy skills, numerous age appropriate resources are used like the Easy True News Stories, which is a simplified version of interesting news stories as opposed to juvenile phonetics materials. Other materials used are the Visions series, which are aligned to NYS ELA standards. SIFE students are given individualized Math and Science programs and a Rosetta stone support.

We currently offer a freshman orientation before the beginning of the school year. All freshmen and their families are invited to attend. Materials for both students and parents are provided in high incidence languages (Spanish, Chinese) and school-based interpreters are provided. When the orientation splits into parent and student groups, bilingual student representatives among our upperclassmen work in small groups with incoming students for question and answer sessions about the culture, expectations and other aspects of our school.

Language Electives offered to our ELLs include French and American Sign Language

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	3	23	3	17

New York State Regents Exam

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

Native Language Tests

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

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

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.

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

Approximately 85% of ELLs who were members of our school community in the previous year made substantial gains on the NYSESLAT this past Spring, with about 51% making gains of at least 43 scale score points and 17 students moving up one proficiency level. We are extremely proud of these results.

Data reveals that the majority of our ELLs, across grade levels are performing at the intermediate level. Many of our ELLs perform higher on the listening/speaking modality than on the reading/writing modality. In addition, it is frequently the case that ELLs who present with a discrepancy of two or more proficiency levels between listening/speaking and reading/writing in favor of the latter also have IEPs. In all cases where listening/speaking is higher than reading/writing, the indication is that further support is needed for improving reading and writing skills. Because the majority of our ELLs show strong higher order thinking skills as assessed by performance in their classes, our focus must therefore be on discreet language skills such as vocabulary acquisition and word study with a focus on roots, prefixes and suffixes, spelling, punctuation and capitalization and the use of increasingly complex grammar and syntax. We must also focus on building reading fluency teaching reading strategies such as scanning for information, understanding through context and making inferences.

In terms of summative data, regents results reveal that of the number of ELL students taking the Living Environment Exam, 14 took the exam in English and 8 took the exam in the native language. Of all ELL students taking the exam, 12 passed in English and 7 passed in the native language. Of three students who qualified to take the Chemistry regents, all three took this exam in English. Two passed with a 65 or above.

Of 43 ELL students to whom the Algebra 1 regents exam was administered, 31 passed with a score of 65 or higher. Four of seven ELL students who took the geometry regents passed the exam with a 65 or higher.

Classroom assessments, periodic assessments and Regents exams are different scales of measurement that cannot be combined without a data transformation of the classroom grades since the Regents results are using an established scale. In addition, the content of these courses are not completely aligned with the constructs being measured in the Regents exams. At Language and Diplomacy, that transformation occurs during curriculum mapping when teachers extract high leverage learning goals from the ESL and content learning standards and map these to the tested curriculum. Our ESL staff follows a co-teaching and planning model for the push-in component of their programs and use this information to align instruction to ELL needs during teacher co-planning sessions. Our school program is designed to allow for this effort.

Summaries and recommendations based on performance and affective trend analysis will continue to inform decisions regarding programming, staffing, professional development, and resource alignment plans.

An analysis of ELL periodic assessment reveals that ELL students are consistently advancing across and within proficiency levels. Data including teacher anecdotes, program assessment, and student participation in co-curricular activities and school-wide events- further reveal that our ELLs are fully integrated members of our school community. We pride ourselves on this fact.

Success of our programs for ELLs will be determined through ongoing formal and informal assessments by both ESL teachers and content area teachers with needs assessments and goal setting for each child.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 106

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

Section VII-

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input 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: Currently, we have 28 ELLs functioning at the Advanced level on the NYSESLAT, 26 ELLs at the Intermediate level and 12 ELLs at the Beginning level. According to the results, the majority of our ELLs perform slightly higher in the combined modality of Listening/Speaking than in Reading/Writing. However, many of our students – particularly the Chinese students have shown a need for improvement in overall communicative competence as well. This latter finding means that we will integrate modeled talk; partner work, peer tutoring and other strategies, which will help learners, achieve competence and confidence in listening to, and speaking with others. We will also be concentrating on literacy development strategies such as read-aloud, shared reading and writing, guided reading and writing, looking at word study and word forms, cohesive device, vocabulary development, comprehension and so on.

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

For our Title III programs our ELLs will experience a range of academic English materials while focusing on vocabulary development and literacy and writing skills. ELLs will also receive explicit instruction in writing, concentrating on effective structuring from sentence to essay level. The Title III program will offer service to ELL students preparing to take the ELA, American History and Global Regents. Services will be offered to a minimum of 30 ELLs for each program. The language of instruction will be English. The English through Global program, taught by a licensed ESL teacher who is finalizing certification in Global Studies will run on Monday after school and Wednesday before school for one hour beginning November 5, 2012 and ending June 14, 2013. The English through ELA program, taught by a licensed ESL teacher will run on Mondays after school for one hour (3:35-4:35) from November 5, 2012 to June 14, 2013. Saturday Academy, taught by a licensed ESL teacher will begin on November 3, 2012 and commence in mid June. This will be offered to support at-risk ELLs and promote an increase in graduation rates. These students can be identified as over-age, SIFE, newcomers and long-term ELLs. This program will provide students with supplemental guidance in literacy heavy subjects such as Living Environment, Global Studies, ELA, and American Studies. The program will run 9 am until 3 pm.

Part B: Direct Instruction Supplemental Program Information

The focus of all programs will be on improving academic reading, writing, listening and speaking skills using age-appropriate content-area material. Students will learn reading comprehension strategies and vocabulary as well as strategies for improving their listening and speaking skills. These programs are supplemental and will not supplant regular programming. Students in the Global program will be working with NYSTROM Atlas of World History as well as Longman ESL History series (Ancient Civilizations, The Middle Ages and Early Modern Times, and U.S. History and the Modern Era.) Students in the ELA program will use Barron's ELA Regents Preparation texts, short stories, poetry anthologies and excerpts from novels to prepare. We will also order notebooks, chart paper, markers, pencils, pens and other supplies, which will be used specifically in the Title III programs.

Part C: Professional Development

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

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

Begin description here: Professional Development will be provided by the Internationals Network. In-house professional development sessions for the whole staff will focus on integrating language and content to enable students to develop their academic language in all content areas while deepening their knowledge of content, methodologies in making content accessible to ELLs, and facilitating meaningful collaboration between content and ESL teachers. Because we follow an integrational approach at LAD, all of our teachers work with ELLs. Thus, all workshops will be offered to all staff, including ESL-licensed teachers. The first workshop, to be held on October 31st from 2:00-4:30 PM, will be an introduction to the "Internationals Approach" of working with ELLs in mainstream classrooms. A coach from Internationals will be conducting observations of classes on November 1 in preparation for subsequent workshops. During this "needs assessment" the representative from Internationals will visit classrooms and debrief with the principal and the content area teachers to discuss observations and the implications for improving practice. Workshops following the observational day will be held from 2:00-4:30 PM on November 28 (topic : differentiation/scaffolding) and December 12 (topic: working in heterogeneous classrooms). Each workshop will be followed by a day of coaching during which teachers from specific content areas will have the opportunity to work with a coach to integrate what they have learned into existing lesson plans. In addition, many staff members – including ESL licensed teachers - will be attending the Internationals series of workshops on November 6th.

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

Part D: Parental Engagement Activities

Begin description here: In addition to being invited to all Parents related interactions with the school, each of which is presented in both English and Mandarin, over the course of the year families of ELLs will be invited to attend workshops facilitated by our ESL teachers, Steve Scheno and Lydia Li. Steve Scheno is experienced in Family Literacy (Steve has had extensive previous experience working for the community-based organization Ravenswood Family Literacy Center.) Lydia Li is a dual licensed ESL/Chinese teacher. She is also fluent in Fuijanese, Cantonese and Mandarin the L1 of a majority of our students. During these workshops, participants will be role-playing parent teacher conferences, learning language needed to interact and interface with the child’s school and teachers, understanding how to read their child’s report card and how to access their child’s ARIS profile on the computer as well as receiving clarifying information on credit/graduation requirements and Regents examinations. Because experience has shown that the extensive working hours of our ELLs parents often does not allow for visits to the school during normal school hours, we will offer these programs on evenings, from 6:00 to 8:00 PM or weekends from 10:00 to 12:00 noon on December 1, January 5 and May 5 to encourage attendance. In addition, we will be sending out forms with requests for information on the times the parents are available and will structure future workshops around that information. If necessary, we will hold multiple sessions so that all parents have an opportunity to attend the workshops. Workshops will be provided in Mandarin with Spanish translations provided if necessary

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	6771	Per Session for after-school, Saturday Academies, Parental Outreach. (see explanation above)
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. 	4429	(1) \$729.00 toward supplemental classroom supplies for after-school, Saturday Academy program, and printing materials. (2) \$3700.00 toward supplemental textbooks.
Educational Software (Object Code 199)	(?????)	

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.
Travel		
Other		
TOTAL	\$11,200.48	