



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: SCHOOL OF DIPLOMACY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X370

PRINCIPAL: SEAN LICATA, I.A.

EMAIL: SLICATA@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELIZABETH A. WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Sean Licata	*Principal or Designee	
Susan Hernandez	*UFT Chapter Leader or Designee	
Natasha Weeks	*PA/PTA President or Designated Co-President	
Benita Washington	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Oumar Wann	Member/Parent	
Carmeta Greenlist	Member/Parent	
Anne Yantalotos	Member/Teacher	
Tiffany Pool	Member/Guidance	
Ariel Enderes	Member/Teacher	
Indira Mota	Member/Assistant Principal	
SOLANGE ARROYO	Member/ Member/Parent	
Vivian Hernandez	Member/Assistant Principal	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*“Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving and deepen content understanding.”
(ESCA, 2011, p.5)*

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

 X 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

_____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By August 2013, school leaders will allocate fiscal, human and structural resources to work with external providers (consultants, network) to provide training to all teachers on instructional strategies that increase opportunities for higher order thinking – Depths of Knowledge, Danielson 1E (Designing Coherent Instruction), Danielson 3B (Questioning), Danielson 3D (Using Assessment in Instruction), with specific emphasis on 1E as evident through classroom observation and school-wide professional development plan.

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,

- Professional Development
- Common Planning
- Common Protocols
- Formal and Informal Observations
- Peer Observations
- Revised Schedule
- Inquiry Teams
- Inter-visitation
- Teaching Cycles
- Consultant from RAMAPO for Children to work with 4 teachers to increase opportunities for higher order thinking and using assessment in instruction.

b) key personnel and other resources used to implement these strategies/activities,

- Literacy Coach
- Assistant Principals
- Instructional Leads
- Network Achievement Coaches
- Teachers
- Acuity
- End of unit assessments

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Teachers will reflect about professional development and their own practice.
- Teachers will provide ongoing feedback to colleagues with regard to DOK, 3b and 3d.
- Curriculum will be revised based on professional development, administrative and peer feedback and student assessment.

d) timeline for implementation.

- Professional development – ongoing from September to June
- Common planning – ongoing from September to June
- Use of protocols – January to June
- Formal and informal observations – ongoing from September to June
- Peer observations – February to June
- Revised Schedule - in use during the third and fourth marking period
- Inquiry teams - ongoing from September to June

Budget and resource 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 IA Title IIA X Title III Set Aside Grants Other-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).

See Galaxy 2012-2013. Budget codes such as TL FSF, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Ensure that the elements of guiding curricular documents are consistent across grades and subject areas and are aligned vertically and horizontally to eliminate gaps and overlaps in coverage of content in order to ensure that all students have optimal learning experiences. Include in the guiding documents materials for the effective delivery of instruction and modifications and adaptations for struggling and diverse learners.” (ESCA, 2011, p.16)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Throughout the 2012-2013 school year, teachers will collaborate to map, teach and reflect on at least three units of study that are aligned to the CCLS across all units of study including the arts.

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,

- Professional Development
- Common Planning
- Per Session- #20 session, 7 teachers, 2 hours each session
- Administrative, Network and teacher teams
- Atlas Curriculum planning
- Write-implement-reflect-revise
- Gap Analysis
- Standards Alignment
- Standard use of the UbD template

b) key personnel and other resources used to implement these strategies/activities,

- Teacher Leaders
- Teacher Teams

- Administrative team
- Literacy Coach
- Network instructional Specialists
- School Leadership Team
- Cabinet
- Instructional Leads

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Teachers will perform a gap analysis of current curriculum
- Teachers will write, implement and reflect on three units of student
- Teachers will input curriculum into ATLAS curriculum planning software
- Teachers will revise units

d) timeline for implementation.

- Teachers will perform a gap analysis of current curriculum – from December 2012 to January 2013
- Teachers will write, implement and reflect on three units of student –from January 2013 to June 2013
- Teachers will input curriculum into ATLAS curriculum planning software
- Teachers will revise units from July 2013 to August 2013

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-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).

Fiscal alignment through galaxy will entail the following budget indicators: OTPS funding sources such as Educational Software (Atlas), General Equipment (Hardware), General Supplies, Per Session and OTPS Codes.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“Extend teacher teams to use a collaborative inquiry process so that student work and data are consistently used to modify and adjust instruction, curriculum and assessment, resulting in improved teacher practice.” (SQR, 2011, p.6)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Throughout the 2012-2013 school year, all teacher teams will use protocols to examine student work and data to inform decision about curriculum, instruction, assessment and intervention strategies as evidenced in teacher teams meeting notes, agendas and action plans.

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,

- Use of protocols
- Teacher team meetings
- Common Planning
- Data meetings
- Inquiry Work
- Per session
- Professional Development
- Supervisor per session

b) key personnel and other resources used to implement these strategies/activities,

- Assistant Principals
- Lead teachers
- Literacy Coach

- Network Support
- Instructional leads
- Teachers

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Teacher teams professional development around protocols
- Teacher team meeting agendas/notes
- Inquiry Work notes
- Common planning agendas/notes
- Action plans for students based on data
- Plan for student's success
- Cabinet meeting notes and agendas
- SLT notes and agendas

d) timeline for implementation

- Teacher teams professional development around protocols –ongoing from October 2012 to June 2013
- Teacher team meeting agendas/notes - ongoing from October 2012 to June 2013
- Inquiry Work notes - ongoing from January 2013 to June 2013
- Common planning agendas/notes - ongoing from October 2012 to June 2013
- Action plans for students based on data - ongoing from January 2013 to June 2013

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-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).

See Galaxy 2012-2013. Budget codes such as TL FSF, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“57 percent of students feel that students do not treat teachers with respect and that students just look out for themselves. Additionally, 60 percent of students feel that students do not treat each other with respect.” (Learning Environment Survey, 2012, p. 10)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

From January to June 2013, in order to promote a safe and positive school culture school leaders and staff will decrease by 10% the number of principal and superintendent suspensions reported on OORS and there will be an increase in the percent of people who feel that students and staff respect one another, as evidenced on the 2012-2013 Learning Environment Survey responses.

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,

- CHANCES – small group sessions through a CBO that deal with teenage issues and conflict resolution
- Clubs - Academic research has shown that students who join clubs usually show an increase in self-esteem, sportsmanship and teaching. These clubs will help the school meet the goal by targeting students social and emotional development health which also supports important social/emotional college and career readiness skills.
 - Badminton Team – group of 20 students who will learn sportsmanship through playing a sport – 1 teacher, 1, guidance counselor, 20 students, 12 sessions, 2 hours per session
 - Guitar Club – small group of students learning a musical instrument - 1 teacher, 5 students, 12 sessions, 1 hour per session
- Overcoming Obstacles - helps students learn the skills they need to excel in school, at home, and on the job.
- Publicolor - Participants transform their own institutional-looking schools and nearby community facilities by painting them with vibrant colors that they've selected together. Their work brings energy into their communities, and pride and a sense of ownership into their lives. As students transform their schools, they begin to transform themselves
- Professional Development for staff
- Turtle Bay Music Choral Program

- PBIS 1 dean, 1 school aide, 1 social worker, 20 students, 12 sessions, 2 hours per session
 - PBIS is a form of tiered intervention aligned to RTI with a focus on positive behavior interventions and systems.
- Assemblies
- Interns
- School Store
- ACTIONS Curriculum
- Guidance push in
- Transitional counseling
- Career Day
- NYPD

b) key personnel and other resources used to implement these strategies/activities,

- Guidance Counselor
- Social Worker
- Dean
- Teachers
- Assistant principals
- CBOs
- Partnerships

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Additional social and emotional support will be provided by CHANCES, a CBO that works with students at risk.
- School wide suspensions, should begin to decline due to more enrichment programs and social and emotional support being offered.
- Student celebrations will reinforce positive behavior.
- Overcoming Obstacles will reduce the frustration level of students who have a hard time managing school
- Opening of school store will allow students to spend their DPLO dollars

d) timeline for implementation.

- Starting in January additional social and emotional support will be provided by CHANCES, a CBO that works with students at risk.
- Starting in January, school wide suspensions, should begin to decline due to more enrichment programs and social and emotional support being offered.
- Starting in December and continuing through June, student celebrations will reinforce positive behavior and celebrate student achievement.
- Between January and June, Overcoming Obstacles will reduce the frustration level of students who have a hard time managing school
- Starting in February a school store will open which will allow students to spend their DPLO dollars

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-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).

See Galaxy 2012-2013. Budget codes such as TL FSF, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

30% of our families report that the school does not contact them about their child's achievements and successes. (Learning Environment Survey, 2011, p.5)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leaders and staff will increase contact with parents about student achievements and successes by holding at least two assemblies for all parents.

Strategies to increase parental involvement and engagement

- 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 XX through XX in this SCEP.
- Describe the research-based 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,

- Parent Workshops
- Partnership through Publicolor allowing parents to work alongside students painting
- Mother's Day Celebration for parents
- Development of a social media page
- Jupiter Grades
- Math Fair celebrating student success
- Award ceremonies by grade followed by parent celebration
- Scholastic Fair
- Assemblies celebrating student success
- Phone Messenger to contact parents
- Monthly school newsletter
- Monthly school calendar
- Email blasts of school news

- ARIS

b) staff and other resources used to implement these strategies/activities,

- Parent Coordinator
- School Aides
- Guidance Counselor
- Teachers
- Social Worker
- Secretary
- Assistant principals

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers will identify students who are achieving at high levels, show strong character traits or have improved greatly throughout the course of the year.
- Guidance counselor and Social worker will help identify student who have made strides throughout the year.
- School aides will identify students who show leadership and contribute positively to the school community.
 - This will increase the number of students being celebrated for doing the right thing and increase the number of students who will be being celebrated school wide.
- Parent Coordinator will offer workshops around support and instruction

d) timeline for implementation.

- Starting in December, teachers will identify students who are achieving at high levels, show strong character traits or have improved greatly throughout the course of the year.
- Starting in December, guidance counselor and Social worker will help identify student who have made strides throughout the year.
- Starting in December, school aides will identify students who show leadership and contribute positively to the school community.
 - This will increase the number of students being celebrated for doing the right thing and increase the number of students who will be being celebrated school wide.
- Starting in September, Parent Coordinator will offer workshops around support

Budget and resource 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 Title IA Title IIA Title III Set Aside Grants Other-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).

See Galaxy 2012-2013. Budget codes such as TL FSF, Title 1 SWP, Title 1 Priority/Focus Family Engagement, etc.

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	Guided Reading/Reciprocal Reading, ELA clinics, A.I.S., etc.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Pull out sessions during day time, afterschool sessions, extended day, extending learning time etc.
Mathematics	Skills Sessions, Regents Prep.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Pull out sessions during day time, afterschool sessions, extended day, extending learning time etc.
Science	Intervention sessions or preparatory sessions,	Small group instruction, tutoring, one-to-one (Wilson), etc.	Pull out sessions during day time, afterschool sessions, extended day, extending learning time etc.
Social Studies	Intervention sessions or preparatory sessions, Regents Prep.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Pull out sessions during day time, afterschool sessions, extended day, extending learning time etc.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT (Attendance team), At risk counseling (Counselors and or), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, wellness consultations, etc.	Regularly scheduled meeting times during day time as well as scheduled services for students during regular day, one-to-one and small group services.	Pull out services, conferences or conferencing during regular school day and/or afterschool.

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.

- Buddy teachers and special emphasis on classroom intra-visitations.
- A program schedule that builds common planning time, departmental conferences, grade conferences, etc.
- Use of ARIS Learn to promote online teacher professional development.
- Use of teacher text such as “Teach like a Champion” to promote specific classroom/teaching practices.
- Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions.
- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis.
- Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits.
- Monthly staff meetings to address teaching practices and data awareness.
- Attend teacher fairs to recruit teachers or other pedagogues.
- Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members.
- “Aim and Hook” collections to ensure high quality questioning and planning of classroom lessons.

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 of the School of Diplomacy. Therefore, School of Diplomacy, 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. School of Diplomacy'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. School of Diplomacy 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;

School of Diplomacy'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. School of Diplomacy 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 of Diplomacy'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 of Diplomacy'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

School of Diplomacy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 in the submission form.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

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

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

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.

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	7	1	0	3	0	2	17	0	8	27	
Total	7	1	0	3	0	2	17	0	8	27	

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

C. Home Language Breakdown and ELL Programs

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

- a) There is one Pull out class for beginners and one for advanced students. We offer our English language learners' assistance in

content area subjects and projects while developing their language and writing skills.

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

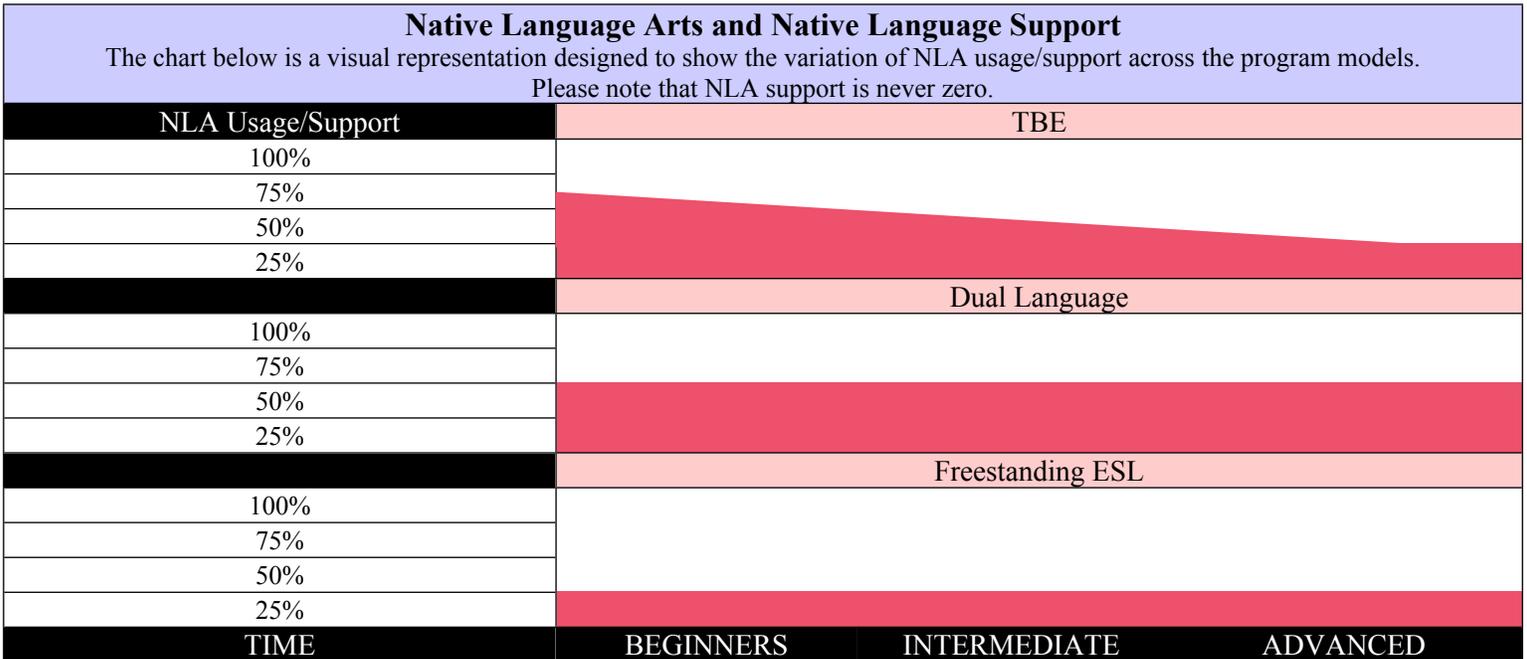
- classes that are taught in English with books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language of Instruction

Class/Content Area	Language of Instruction

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

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



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

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

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

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

a) The ESL program activates students prior knowledge to help them make connections between new knowledge and what is known; pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. The number of minutes/periods are aligned in the pull-out class according to students' NYSESLAT proficiency levels and LAB-R scores. ESL teacher

offers scaffold instruction and graphic organizers are utilized to provide visual support for concepts English Language Arts. Students receive Native Language Arts from the Spanish teacher who has a Bilingual (extension) and license in special education and ESL.

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

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

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

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

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	3					6
Intermediate(I)							2	4	4					10
Advanced (A)							3	6	2					11
Total	0	0	0	0	0	0	6	12	9	0	0	0	0	27

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6			2		4				6
7			8		1				9
8			3		3				6
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			5						5
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 608

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: School of Diplomacy	DBN: 11X370
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnarain
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

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:

The program will commence in January 2013 and will finish at the second week of June

The program will take place on Tuesdays and Thursday, from 3:15 pm to 5:15 pm. The math and ELA teacher will be partnered with either the ESL teacher or the teacher with the bilingual extension. The teacher-student ratio is 1:5 during this instruction.

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

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

The incorporation of technology assists students to enhance vocabulary terms, idioms and phrases with the use of PowerPoint presentations. English language learners are given opportunities to meet the same high standards to access the knowledge and skills necessary in post high school lives. The ESL program activates students prior knowledge to help them make connections between new knowledge and what is known; pre-teach background knowledge/key vocabulary or concepts students will need for each unit before moving ahead. Graphic organizers are utilized to provide visual support for concepts as well as technology. Graphic organizers are used to elicit thinking and discussions about themes or ideas related to texts, such as KWL and predict/support charts. The ESL class is interactive with well-developed learning strategies to help students think critically, solve problems, and communicate in the language of instruction. Use of strategies for English language development (with native language support in Spanish) helps students develop language and content knowledge. Students are encouraged to ask questions, reread, restate and visualize making text more comprehensible. In addition, the after school program assists students with developing their language skills in math. Repeating and modeling of correct language usage is emphasized throughout the after school program. ELLs are actively engaged in standards-based academic curriculum.

Part C: Professional Development

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

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

Begin description here:

?????

This year our school was selected to participate in the Middle School Quality Initiative extension. This initiative provides opportunities outside of the school and will assist teachers of all students in Tier I interventions. The ESL teacher and various teachers who work with ELLs will be exposed to a multitude of research-based ESL instructional strategies. With the collaboration of the school administration, teachers, and students, the focus will be to ensure our ELL students have access and are exposed to the common core academic skills that will prepare them for their future in college and the workforce.

- NYSESLAT Staff Development for ESL teacher and test coordinator
- ELA Staff Development: Strategies to move our ELLs, this occurs during our weekly meetings.
- August 2012 – Anita Archer - Reading Comprehension
- December 2012 - Network 608 - Understanding and Responding to the Special Education Reform: Classroom Based Strategies and Structures that Support the Inclusion of Students with Special Needs in General Education Classrooms
- Response to Intervention Video Series provided by the NYC DOE. Teachers will be provided time through coverages to watch and discuss this professional development series developed by the DOE.
- Differentiated instruction for ELLs in the classrooms, as well as common planning meetings by grade and English Language Arts, Mathematics and Science. Teachers meet weekly by department to discuss and plan how they will instruct ELLs within their classroom. Teachers meet weekly by grade to discuss and plan how they will instruct ELLs within their grade. The school meets monthly to discuss and plan school wide issues related to ELLs.
- ELL workshops offered by the Department of Education through Protraxx connecting ELLs to science through the study of animals and plant life. Strengthening background knowledge in science and builds capacity to raise the academic achievement of ELLs in science.
- Support from the Division of Students with Disabilities and English Language Learners, Special Education School Improvement Specialist. Professional development with teachers of self-contained teachers and English Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

10/11/12 – Jupiter/Aris Mtg

10/25/12 – CCLS Overview Night

11/8 – ELA Parent Night

12/12/12 – Aris Family Night

12/19/12 – Cultural Fair

1/17/13 – Math Family Night

2/21/13 – Math Fair

Part D: Parental Engagement Activities

3/6/13 – ESL night

Parents are contacted via school messenger, email blast and backpacked announcements. Parents are also sent home a monthly newsletter and calendar.

Part E: Budget

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

Allocation Amount: \$

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