



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: SCHOOL OF DIPLOMACY
DBN (i.e. 01M001): 11x370
Principal: SEAN LICATA
Principal Email: SLICATA@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH A. WHITE
Network Leader: RUDY RUPNARAIN

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sean Licata	*Principal or Designee	
Susan Hernandez	*UFT Chapter Leader or Designee	
Solange Arroyo	*PA/PTA President or Designated Co-President	
Maria Garcia	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	
Nicole Cameron	Member/ Teacher	
Shamika Powell	Member/ Teacher	
Brian Wasserman	Member/ Teacher	
Shatarra Farley	Member/ Parent	
Nadra Sinclair	Member/ Parent	
Marivell Rodrigues	Member/ Parent	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 11X370

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	285	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	10	# SETSS	11	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	13	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.4%	% Attendance Rate			88.1%
% Free Lunch	85.9%	% Reduced Lunch			5.3%
% Limited English Proficient	7.9%	% Students with Disabilities			19.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American			69.8%
% Hispanic or Latino	25.8%	% Asian or Native Hawaiian/Pacific Islander			2.1%
% White	1.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	3.3%	% Teaching Out of Certification			18.3%
% Teaching with Fewer Than 3 Years of Experience	23.3%	Average Teacher Absences			7.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	5.4%	Mathematics Performance at levels 3 & 4			4.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			17.1%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP									
Describe the strengths of your school's 12-13 SCEP.									
During the 2012-2013 school year, our SCEP focused on developing guiding curricular documents 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. During the 12-13 SY, we were able to develop these documents for ELA and math. We were also able to implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving and deepen content understanding.									
Describe the areas for improvement in your school's 12-13 SCEP.									
While we were able to develop guiding curriculum in both math and ELA but we still need to develop this curriculum in social studies and science.									
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.									
One of the challenges to developing and implementing our 2012-2013 SCEP was the need to increase teacher capacity around curriculum building and using protocols when looking at student work.									
Describe the degree to which your school's 12-13 SCEP was successfully implemented.									
Our 2013-2013 SCEP was only partially successfully implemented. There is still work to do around the goals.									
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.									
There is still work needed to increase parental involvement and develop curriculum, especially within social science and science.									
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	X	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The major barriers/challenges to developing and implementing our 2013-2014 SCEP are the sheer amount of new initiatives being rolled out this year. This year not only do we have teacher effectiveness, additionally we have new curriculums that staff are still learning. Materials arrived late which in turn slowed planning for the school year.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
J.H.S. 370's goal is to improve academic performance, primarily, in self-contained Special Education classes. Based on the 2012-2013 state exams, self-contained Special Education classes were the lowest scoring sub-group. An additional learning target is to increase the reading level of all students so that they are reading on grade level by the time they graduate from 8 th grade.				
Describe how the school leader(s) will communicate with school staff and the community.				
School leaders communicate to the school staff and community through weekly newsletters, meetings, phone messenger and SLT meeting notes.				
Describe your theory of action at the core of your school's SCEP.				
The theory of action at the core of our school's SCEP is based on taking the recommendations for improvement from the Quality Review (2013).				
Describe the strategy for executing your theory of action in your school's SCEP.				
We are working with our network to provide teachers with lesson plan clinics. Additionally we are providing targeted professional development to teachers based on perceived and assessed need. We have identified teacher leaders to help us with this work.				
List the key elements and other unique characteristics of your school's SCEP.				
While we focus on instruction to move students forward, we also are focusing on the social and emotional development of students.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
The school administrative team consists of a principal and two assistant principals. Working together, along with teacher leaders we are able to oversee and manage the improvement plan.				

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Improve teacher practice to foster academically rigorous instruction that effectively engages all learners.

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

Throughout the 2013-2014 school year , 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development (SOP 2.3; 2.4)
2. Common Planning (SOP 2.4)
3. Common Protocols (SOP 2.3; 2.4)
4. Formal and Informal Observations (SOP 2.3)
5. Peer Observations (SOP 2.3; 2.4)
6. Targeted ICT/SETTS (SOP 2.3; 2.4)
7. Instructional Rounds for principal and assistant principals (SOP 2.3)
8. Inquiry Teams (SOP 2.3; 2.4)
9. Inter-visitation (SOP 2.3; 2.4)
10. Consultant to work with 4 teachers to increase opportunities for higher order thinking and using assessment in instruction. (SOP 2.3; 2.4)
11. Consultant to work with principal and administrative team to create individualized schedule for students. (SOP 2.3)

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals, Instructional Leads, RAMAPO
2. Teachers
3. Network Achievement Coaches, Administrative team
4. Administrative Team
5. Teachers
6. Special Education Teachers
7. Network
8. Teachers, Baseline assessments, End of Unit Assessments
9. Teachers, Administrative team
10. AUSSIE/IDE/Omni Learn
11. Joel Brodsky

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will reflect about professional development and their own practice.
2. Teachers will use common planning to develop high levels of questions

3. Teachers will use common protocols to examine student work
4. Administrative team will provide ongoing feedback to teachers
5. Teachers will provide ongoing feedback to colleagues with regard to DOK, 3b and 3d.
6. Special education teachers will plan and prepare to deliver ICT and SETTS
7. Principal and Assistant Principals will attend at least two cycle of rounds
8. Teachers will identify gaps between old and new curriculum.
9. Based on assessments teachers will provide students with targeted skills work
10. Teacher will be provide with feedback around questioning and assessment within their practice
11. A program will be created that streams students to classes

D. Timeline for implementation and completion including start and end dates

1. Professional development – ongoing from September to June
2. Common planning – ongoing from September to June
3. Use of protocols – October to June
4. Formal and informal observations – ongoing from September to June
5. Peer observations – November to June
6. Targeted ICT/SETTS – ongoing from September to June
7. Rounds taking place from November to June
8. Inquiry teams - ongoing from September to June
9. Inter-visitation taking place from January to June
10. Consultant taking place from October to June
11. Consultant working from March to June

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Budget meetings will take place with budget personnel to implement per diem rate for coverages for professional development.
2. Teachers will use common planning periods to develop curriculum.
3. Teachers will use planning time to use protocols to examine student work.
4. Administrative team will provide ongoing feedback and receive professional development around feedback
5. Teaches will be covered to partake in peer observations
6. ICT/SETTS teacher will be provide professional development both internally and externally
7. Coverages provided for teachers to cover class during round
8. Budget meetings will take place with budget personnel to implement per session for inquiry
9. Teacher effectiveness meetings will be used to increase capacity of teaching staff.
10. AUSSIE consultant to work with 4 teachers, 4 sessions each.
11. Joel Brodsky to work with principal and administrative team.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs	X	PF RTI	X	PF Supporting Great Teachers & Leaders	X	

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop rigorous curricula that provide consistent access across subjects to meet the needs of all learns.

Review Type: QR	Year: 2013	Page Number: 4	HEDI Rating: D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development (SOP 3.4)
2. Common Planning (SOP 3.4)
3. Per Session- #20 session, 7 teachers, 2 hours each session (SOP 3.4)
4. New Curriculum rollout (SOP 3.4)
5. Atlas Curriculum planning (SOP 3.4)
6. Write-implement-reflect-revise (SOP 3.4)
7. Gap Analysis (SOP 3.4)
8. Standards Alignment (SOP 3.4)
9. Standard use of the UbD template (SOP 3.4)

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher Leaders, Administrative team, Ramapo
2. Teacher Teams
3. Administrative team
4. Administrative, Network and teacher teams
5. Teacher Leaders, Administrative team
6. Teacher Leaders, Administrative team
7. Teacher Leaders, Administrative team
8. Instructional Leads

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will receive targeted professional development based on assessed and/or indicated need.
2. Teachers will meet to develop units of study
3. Teachers will perform a gap analysis of current curriculum
4. Teachers will write, implement and reflect on three units of study
5. Teachers will input curriculum into ATLAS curriculum planning software
6. Teachers will revise units of study
7. Teachers will continue to perform a gap analysis of curriculum
8. Teachers will align curriculum to CCLS
9. Teachers will use UbD when developing units of study

D. Timeline for implementation and completion including start and end dates

1. Teachers will receive targeted professional development from September 2013 to June 2014
2. Teachers will use common planning time to develop units of study – September 2013 to June 2014
3. Teachers will use per session time to develop units of study – September 2013 to June 2014
4. Teachers will perform a gap analysis of new and current curriculum – from September 2013 to June 2014
5. Teachers will input curriculum into ATLAS curriculum planning software
6. Teachers will write, implement and reflect on three units of student –from December 2013 to June 2014

7. Teachers will revise units from July 2014 to August 2014
 8. Teachers will alignment curriculum to CCLS from September 2013 to June 2014
 9. Teachers will use UbD when developing units of study from September 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Budget meetings will take place with budget personnel to implement per diem rate for coverages
 2. Common planning periods will be embedded into the school day schedule.
 3. Budget meetings will take place with budget personnel to implement per session for after school planning
 4. Word Generations will take place in every 7th grade classroom promoting interdisciplinary teaming
 5. Budget meetings will take place with budget personnel to implement per session for curriculum development
 6. Tuesday professional development sessions will be scheduled to support enhancing teacher practices from “Teach Like a Champion”.
 7. Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices with regard to revising units
 8. Budget meetings will take place with budget personnel to implement per session for planning time
 9. Coverages for intersititation

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	X		X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Strengthen the use of on-going assessment practices across classrooms to modify instructional approaches as needed resulting in timely student supports.

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Throughout the 2013-2014 school year, 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 school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teacher teams professional development around protocols (**SOP 4.2**)
2. Teacher team meeting agendas/notes (**SOP 4.2**)
3. Inquiry Work notes (**SOP 4.2**)
4. Common planning agendas/notes (**SOP 4.2**)
5. Action plans for students based on data (**SOP 4.2**)

6. Plan for student's success (SOP 4.2)
7. Cabinet meeting notes and agendas (SOP 4.2)
8. SLT notes and agendas (SOP 4.2)
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principals
2. Lead teachers, teachers
3. Inquiry team
4. Administrative team, teachers
5. Inquiry team, teachers
6. Teachers
7. Cabinet
8. SLT
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher teams professional development around protocols
2. Teacher team meeting agendas/notes
3. Inquiry Work notes
4. Common planning agendas/notes
5. Action plans for students based on data
6. Plan for student's success
7. Cabinet meeting notes and agendas
8. SLT notes and agendas
D. Timeline for implementation and completion including start and end dates
1. Teacher teams professional development around protocols –ongoing from October 2013 to June 2014
2. Teacher team meeting agendas/notes - ongoing from October 2013 to June 2014
3. Inquiry Work notes - ongoing from January 2014 to June 2014
4. Common planning agendas/notes - ongoing from October 2013 to June 2014
5. Action plans for students based on data - ongoing from December 2013 to June 2014
6. Plan for student's success – ongoing from December 2013 to June 2014
7. Cabinet meetings from December 2013 to June 2014
8. SLT meetings from October 2013 to June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Budget meetings will take place with budget personnel to implement per diem rate for coverages
2. Teacher team will meet weekly
3. Inquiry team will identify data and trends school wide.
4. Budget meetings will take place with budget personnel to implement per session for curriculum development
5. Teacher effectiveness meetings will be used to increase capacity of teaching staff.
6. Principal and Assistant Principals will sit in on teacher teams to assess the teachers' practices with regard to analyzing data
7. Budget meetings will take place with budget personnel to implement per session for school wide needs.
8. After-school meetings with Network/Cluster personnel.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core				
X	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs	X	PF RTI	X	PF Supporting Great Teachers & Leaders						

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"54 percent of students feel that students do not treat teachers with respect and that students just look out for themselves. Additionally, 64 percent of students feel that students do not treat each other with respect."

Review Type:	LES	Year:	2013	Page Number:	11	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	5.3 Vision for social and emotional developmental health
X	5.4 Safety	5.5 Use of data and student needs

Annual Goal #4

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

From September 2013 to June 2014, 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 2013-2014 Learning Environment Survey responses.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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. **(SOP 5.4)**
 - a. Guitar Club – small group of students learning a musical instrument - 1 teacher, 5 students, 12 sessions, 1 hour per session
 - b. Step Team
 - c. Martial Arts
 - d. Art Club
 - e. Drums
 - f. Teen Entrepreneurship
 - g. Mentoring in Medicine
 - h. Stellar Adler Studios
2. Professional Development for staff **(SOP 5.4)**
3. Campus wide and school wide PBIS team **(SOP 5.4)**
4. Assemblies **(SOP 5.4)**
5. School Store **(SOP 5.4)**
6. ACTIONS Curriculum **(SOP 5.4)**
7. Guidance push in **(SOP 5.4)**
8. Transitional counseling **(SOP 5.4)**
9. Career Day **(SOP 5.4)**

B. Key personnel and other resources used to implement each strategy/activity

1. CBOs
2. Guidance Counselor/Dean
3. PBIS Team
4. Teachers
5. Students, staff
6. Guidance Counselor/Dean

7. Guidance Counselor/Dean
 8. Guidance Counselor CBOs
 9. Partnerships
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Additional social and emotional support will be provided by clubs support through the Century 21st Grant.
 2. School wide suspensions, should begin to decline due to more enrichment programs and social and emotional support being offered.
 3. Student celebrations will reinforce positive behavior.
 4. Assemblies will support students' academic success.
 5. School store will allow students to be rewarded for doing the right thing
 6. ACTIONS Curriculum will provide social and emotional support for students.
 7. Guidance counselor will push into classrooms to provide support for staff.
 8. Transitional counseling will be offered to support students
 9. Career day will allow students to see and hear about potential careers

- D. Timeline for implementation and completion including start and end dates**
1. Starting in October additional social and emotional support will be provided by several CBOs who offer social and emotional support.
 2. Professional development will be provided to staff
 3. Campus wide and school wide PBIS will reinforce positive behaviors
 4. Starting in October student celebrations will reinforce positive behavior and celebrate student achievement.
 5. Starting in January, a school store will allow students the opportunity to purchase items
 6. Starting in January, guidance counselor will push in with ACTIONS curriculum to support students
 7. Starting in January, guidance counselor will push into classroom to provide support to staff and students
 8. Throughout the year, guidance counselor and CBOs will provide transitional counselling to students.
 9. In May, Career Day will take place to highlight different careers for students.

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session for afterschool programs such as guitar, Step, Martial Arts and Mentoring in Medicine.
 2. Coverages for staff to attend professional development for PBIS
 3. Response to Intervention Team meetings.
 4. Awards for student celebrations.
 5. Per session for guidance counselor and dean to plan and implement support for staff
 6. Per session for guidance counselor and dean to plan and implement support for staff
 7. Per session for guidance counselor and dean to plan and implement support for staff
 8. Per session for guidance counselor and dean to plan and implement support for staff
 9. Per session for planning and implementing career day

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .								
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core	
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

35 percent of our families report that the school does not contact them about their child's learning.

Review Type: LES	Year: 2013	Page Number: 5	HEDI Rating: N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

X	6.2 Welcoming environment	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	6.5 Use of data and families

Annual Goal #5

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

School leaders and staff will increase contact with parents about student achievements, learning and successes by hosting at least 10 parent workshops.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Parent Workshops (SOP 6.2)
2. Social media page (SOP 6.2)
3. Jupiter Grades (SOP 6.2)
4. Award ceremonies by grade followed by parent celebration (SOP 6.2)
5. Phone Messenger to contact parents (SOP 6.2)
6. Monthly school newsletter (SOP 6.2)
7. Monthly school calendar (SOP 6.2)
8. Email blasts of school news (SOP 6.2)

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator/CBOs
2. Principal/teachers
3. Teachers
4. Teachers/Administrative team
5. Parent Coordinator/Administrative team
6. Parent Coordinator
7. Parent Coordinator
8. Assistant principals/Parent Coordinator/Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Coordinator/CBO will offer parents at least 4 workshops
2. Upcoming events will be announced on social media page
3. Teachers will update Jupiter grades weekly, so parents can have a snapshot of students' grades.
4. Teachers will identify students who are achieving at high levels, show strong character traits or have improved greatly throughout the course of the year.
5. Administrative team will contact parents using a variety of means to communicate what is going on at school.
6. Administrative team will contact parents using a variety of means to communicate what is going on at school.
7. Administrative team will contact parents using a variety of means to communicate what is going on at school.
8. Administrative team will contact parents using a variety of means to communicate what is going on at school.

D. Timeline for implementation and completion including start and end dates

1. Parent workshops are offered on an ongoing basis.
2. Social media page is update as needed.
3. Teachers update Jupiter grades weekly and progress reports are sent home between report cards.
4. Staff will identify students who are making strides
5. School will communicate home using a variety of ways from September 2013 to June 2014.
6. School will communicate home using a variety of ways from September 2013 to June 2014.
7. School will communicate home using a variety of ways from September 2013 to June 2014.
8. School will communicate home using a variety of ways from September 2013 to June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Budget meetings will take place with budget personnel to implement per session for a welcoming environment.
2. Budget meetings will take place with budget personnel to implement per session for a welcoming environment.
3. Teachers will use prep periods to update Jupiter grades.
4. Budget meetings will take place with budget personnel to implement technology such as google, Jupiter grades, School Messenger and print.
5. Budget meetings will take place with budget personnel to implement technology such as google, Jupiter grades, School Messenger and print
6. Budget meetings will take place with budget personnel to implement technology such as google, Jupiter grades, School Messenger and print
7. Budget meetings will take place with budget personnel to implement technology such as google, Jupiter grades, School Messenger and print
8. Budget meetings will take place with budget personnel to implement technology such as google, Jupiter grades, School Messenger and print

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

The goal of the extended learning program is to increase the level of proficient students by five percent during the 2013-201 as evidenced by the NYS ELA and Math tests.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Professional Development
2. Extended Learning Time
3. iLearn – blended learning
4. Academic Intervention Services
5. Small Group instruction

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Administrative team, CBOs
2. Teachers
3. Technology Teacher/Teachers
4. Special Education Teachers
5. Teachers

C. Identify the target population to be served by the ELT program.

1. Teachers based on observed need and stated need
2. Students who received a level 1 or 2 on NYS ELA and/or Math test
3. ICT/Special Education students
4. Students who received a level 1 or 2 on NYS ELA and/or Math test
5. Students who received a level 1 or 2 on NYS ELA and/or Math test

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
X	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

- Leadership Program
- Creative Connections

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Through meetings with the 21st Century Grant Manager, we align what our ELT needs to address and how we can collaboratively achieve that goal.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Our extended learning time is designed to offer students small group instruction that targets on their academic struggles. Additionally, we work to improve students social and emotion growth by teaching students leadership skills and how to work collaborative with peers.

We offer the following for extended learning time:

- Summer School – 3 hours per day for 16 days which serves 100 students.
- ELA intervention – 4 hours per week by 4 teachers for 30 weeks which serves 40 students.
- Math intervention – 4 hours per week by 2 teachers for 30 weeks which serves 40 students.
- SpEd intervention – 4 hours per week by 1 teacher for 30 weeks which serves 5 students
- Wilson intervention – 4 hours per week by 1 teacher for 15 weeks which serves 5 students.
- Guitar club - 2 hours per week by 1 teacher for 20 weeks which serves 5 students.
- Step Team – 4 hours per week by 1 teacher for 30 weeks which serves 10 students.
- Martial Arts – 2 hours per week by 1 teacher for 30 weeks which serves 10 students.
- Art club – 2 hours per week by 1 teacher for 10 weeks which serves 10 students.
- Teen Entrepreneurship – 4 hours per week by 1 teacher for 30 weeks which serves 10 students.
- Mentoring in Medicine – 2 hours per week by 1 teacher for 20 weeks which serves 25 students.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

- Summer school – designed to provide academic support for students.
- ELA intervention – designed to support students struggling with ELA.
- Math intervention – designed to support students struggling with Math.
- Guitar Club – small group of students learning a musical instrument.
- Step Team – provides social and emotional support for students and promotes team building.
- Martial Arts – provides social and emotional support for students and promotes leadership skills.
- Art Club – provides art enrichment to students.
- Teen Entrepreneurship – provides college and career readiness skills for students.
- Mentoring in Medicine - provides college and career readiness skills for students.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The ELT was designed using data from assessments and student interest surveys.

D. Are the additional hours mandatory or voluntary?	X	Mandatory		Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

We offer students academic intervention services through ICT, SETTTS and Wilson.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

We are looking at student achievement data, suspension rates and attendance rates to evaluate our extended learning time program.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Wilson Intervention Program, Just Words, i-Ready, AIS, Word Generation, Reciprocal Reading	Small group, one-to-one, tutoring	Lunch time, after-school
Mathematics	i-Ready, AIS	Small group, one-to-one, tutoring	Lunch time, after-school
Science	Reciprocal Reading, Word Generation	Small group, one-to-one, tutoring	Lunch time, regular school day, after-school
Social Studies	Reciprocal Reading, Word Generation	Small group, one-to-one, tutoring	Lunch time, regular school day, after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPT (Attendance team), At risk counseling (Counselors), RTI, PIP plans, functional behavioral counseling, academic counseling, MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations	Small group, one-to-one, tutoring	Lunch time, regular school day, after-school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • New teacher training program conducted by Principal, Assistant Principals, and retired Principals (Mentors) • A program schedule that builds common planning time, departmental conferences, and grade conferences • 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 • Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework • Weekly 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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. ELI workshops for Assistant Principals 2. Instructional Rounds hosted by the Network 3. Instructional Leads trainings hosted by the Network 4. Principal led Professional Development for Assistant Principals and Teachers 5. Central led Professional Developments 6. Professional development lead by OmniLearn for science teachers 7. MSQI training for administrators and teachers

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
J.H.S. 370 will partner will MSQI, Mentoring in Medicine and 21 st Century during the 2013-2014 school year.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and pd on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 11x370 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

11x370 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 370
School Name School of Diplomacy		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sean Licata	Assistant Principal Vivian Hernandez
Coach type here	Coach type here
ESL Teacher Miguel Fernandez	Guidance Counselor Khema Chan
Teacher/Subject Area Daliza Lundy/Science	Parent type here
Teacher/Subject Area Joanne Vasquez/Technology	Parent Coordinator Benita Washington
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	281	Total number of ELLs	33	ELLs as share of total student population (%)	11.74%
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Part II: 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							5	8	5					18
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In									2					2
SELECT ONE														0
Total	0	0	0	0	0	0	5	8	7	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	8
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	24									24
Dual Language										0
ESL	2			5			2			9
Total	26	0	0	5	0	0	2	0	0	33

Number of ELLs who have an alternate placement paraprofessional:

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							5	5	3					13
Arabic								2	1					3
French								1	1					2
TOTAL	0	0	0	0	0	0	5	8	5	0	0	0	0	18

*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	7	5					16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							3	2	1					6
Advanced (A)							6	4	1					11
Total	0	0	0	0	0	0	13	13	7	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	1			9
7	6				6
8	2				2
NYSAA Bilingual (SWD)					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	9		1						10
7	8		2						10
8	4								4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		4		3				14
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At our school, we use Fountas and Pinnell to assess our students literacy skills. We find that our ELLs are reading on average five years below grade level. In response to this data, we have created time within our day for our ELLs to get ELA remediation using, Pearson's Read to Write. This data shows us that our ELLs need more time to develop their literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the NYSESLAT, the majority of our ELL students in grade 6, 7 and 8 have a proficiency rating of beginner when it comes to reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
While the spring 2013 NYSESLAT results are not available on the RNMR at this time, we see that the majority of our ELL students are a beginner when it comes to reading and writing. Because of this finding, we are providing them with more support during the school day and afterschool to specifically address our ELL student's literacy difficulties.
4. For each program, answer the following:
 - a. 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?Our sixth grade ELL students are mostly advanced when it comes to listening/speaking. When we look at the reading/writing assessments, our 6th grade students are almost split evenly between beginner, immediate and advanced. All ELL periodic assessments are shared with all staff. Additionally departments and grade level teams meet to discuss and plan interventions according.

Not applicable for b and c.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
From lesson planning to unit planning, a child's second language is considered in daily instructional decisions. Teachers, administrators and the school leadership team look at student data and adjust accordingly.
7. 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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program for ELLs based on what percentage of students make AYP and what levels of progress we are seeing for our ELLs in both math and ELA. Our target for success is when 5-7% more of ELL students

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. Our ESL teacher, Miguel Fernandez, administers the HLIS and Lab-R. Students are interviewed by the ESL teacher, Miguel Fernandez -- BILINGUAL LICENSE (Native Spanish speaker) and assistant principal for 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. If needed, we hire translators when no one speaks the 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 by the ESL teacher 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. 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.

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. This first such meeting occurs over the summer. We have another meeting in the fall and finally a third meeting in the spring. Our Assistant Principal, Vivian Hernandez conducts these meetings in coordination with our ESL teacher, Miguel Fernandez. When a student is admitted to our school, within the first 10 schools day, 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. Outreach is made to acquire a translator for Arabic and French speaking parents.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

3. Our Assistant Principal, Vivian Hernandez is responsible for English and Spanish written communication that is used to inform parents. The New York City Department of Education has forms which come in both languages. Continued entitlement letters, entitlement and non-entitlement letters in Spanish and English entitling students to receive services as an English Language Learners (ELL) are sent to parents/guardians based on students' Language Assessment Battery test (LAB-R). These records are maintained by our school secretary, Ms. Warfield. Ms. Warfield also collects and stores the parent survey and program selection forms. A Parent Orientation informational workshop is offered to non-English speaking parents in Spanish and a translator is used for our Arabic and French speaking parents. The workshop is conducted by the school's ELLs Coordinator and ESL teacher. Outreach is made to all parents to ensure letters are returned and signed indicating students are offered Free-Standing English as a Second Language Program. The workshop offers parents the opportunity to ask questions about educational programs and services that are available for students.

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.

Students are placed in a program after results of the LAB-R assessments determines students' proficiency levels, as well as performance on the NYSESLAT test which according to their levels, indicate the amount of time spend in the ESL classes across the content areas. Parental notifications are sent in English and Spanish. Translated versions are done by school personnel informing parents of the progress of their children. Continued entitlement letters are distributed to parents by our school secretary, Ms. Warfield. Ms. Warfield also updates the ELPC screen in ATS.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Students in grades 7 and 8 take the Writing, Reading and Listening portion of the test together.
Grade 6 English Language Learners take Writing, Reading and Listening portion of the test by themselves--no other grade.
The Speaking part is given to students in all three grades--6, 7 and 8th grade on a 1 to 1 basis. Students are tested individually by the ESL teacher. We monitor ATS to ensure that all ELLs receive the NYSESLAT annually. Our testing coordinator, Daliza Lundy ensure that all four components of NYSESLAT are administered. She monitors ATS reports and checks in with our ESL teacher to ensure that all four components of NYSESLAT are administered.
6. 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.) 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. [i](#)
- Parents have stated that there is more involvement and greater understanding because of the scaffolding in social studies, science and language arts, as well as teachers' modifying instruction for the students. Our numbers of ELLs in the Beginning levels have been less than 15 in a grade, therefore School of Diplomacy has maintained the ESL program for our entering English Language Learners. Making the rigorous common-core standards in English/language arts and mathematics is made accessible to every type of learner as well as our English Language Learners. Our expectations for all our students inclusive of our ELL student population is demonstrated growth in performance and achievement. Our school monitors trends by looking at the parent survey and program selection forms for the past year. We look to see if there is a change in parental choice. The current trend is that parents want a Transitional Bilingual Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a) Instruction is delivered as a pull-out model to prepare students for the NYSESLAT exam by focusing on the listening, speaking, reading and writing skills. The program scaffolds instruction aligning with the Common Core curriculum in math, language arts and social studies allowing the instructor to modify instruction for our ELL students.
 - b) The ESL program provides instruction in block format as a group for math; instruction is scaffolded. In addition, our ELL are offered assistance in the other content areas and projects while developing students language and writing skills. The ESL program is delivered to prepare 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.

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)?

The ESL 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. The ESL teacher is given the breakdown of NYSESLAT and LAB-R scores to identify the units students must receive according to their English proficiency levels. For our Beginners and Intermediate students are offered more than a minimum of 9 periods of instruction in ESL strategies. Our beginners receive 540 minutes per week, our intermediate students receive 360 minutes per week and our advance receive 180 minutes per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students are offered Spanish as a Native Language for our Spanish speaking students.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.

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. Students are assessed both formally and informally for each modalities (listening, speaking, reading, and writing) of English acquisition throughout the year. Teachers assess students formally and informally in class weekly with regards to all four modalities. Students are also formally assessed using DRP, end of unit assessments and projects.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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 former ELLs (in years 1 and 2 after testing proficient).

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 to have the opportunity to build a strong foundation in language and support their acquisition of English while focusing on literacy development across content areas.

a. Students with interrupted formal education are supported through scaffolding of instruction and basic decoding of survival words. Students are offered books on beginners level and proceed toward higher levels of reading, speaking, listening and writing according to teacher observations. The support offered ELLs is extended time on standardized assessments. Our SIFE students require instruction in the basic concepts and skills necessary for academic success, including how to study and take notes, and how to participate in class discussions. Teachers design instructional plans to develop students critical knowledge, using content that reflects students' lives, interests and culture. Teachers, staff and service providers continually reinforce new concepts and language in academic language to help foster greater understanding of contents and language.

b. Students are encouraged to attend new programs offered for the 2013-2014 school year is Medical Mentoring Program (an outside agency), music programs, cultural trips to expose students to museums, shows of their culture and culture of others. Students are encouraged to respond to events, stories and current events in English and work in groups with scaffolding to assist in basic concepts and skills necessary for academic success, including how to study and take notes.

c. Students who are in the country/public school system more 4 to 6 years are offered equal access to all programs and trips during the school year to promote academic success. After school program "Saturday Academy" and music, sports programs offer access to the common core curriculum. Technology programs and websites for ELLs; podcasts in native language (Spanish) is offered to our ELL students.

d) 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. For our long-term ELLs teachers activate 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. 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.

e). Students who achieve a proficiency level on their NYSESLAT are offered supports with extended time on NYS assessments in order to meet their needs of assessing the curriculum and processing the English language test questions to be successful on state exams and class tests. Teachers use a variety The ESL class uses a variety of instructional strategies targeted to all our ELLs. The ESL class instruction is interactive. Advanced ESL students make up story problems and exchange with each other. Testing accommodations for former ELLs are provided for two years after they test out of the NYSESLAT.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instruction is interactive for our students with disabilities. The use of graphic organizers, read overs and think alouds are some of the strategies implemented for our ELLs/students with disabilities. The use of academic language in text complexity in the common core learning standards is utilized along with academic vocabulary, balancing informational and literacy text in chunking pieces, viewing it online and hearing information/content on podcasts to accelerate language development. Students work in pairs to help each other with lists while listening carefully to each other read. All ELL-SWDs receive all services mandated on their IEPs. We ensure these services are provided by using the IEP as a guide. All teachers are provided with access to student's IEPs and understand what services need to be provided.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

According to their IEP, ELLs students receive the mandated English as a Second Language units with their peers and proficiency levels in order to master academic language in the school setting. The school's goal is to show an increase in progress, proficiency level in their NYSESLAT scores until they are no longer ELLs, and make adequate yearly progress in ELA and Math. Literacy is utilized in all content areas; teacher assistants will read aloud instructions and/or directions to ensure students understand the content and are able to identify key questions, make predictions. The use of read alouds, and images help make connections for students as they are asked to classify, take notes, outline, as well as explain their thinking on what they read,

heard or viewed as it helps them build background knowledge. We have placed some ELL-SWDs within ICT classes when the situation would benefit the student. Depending on how the students has performed on both state and teacher made assessments, we make the decision to place ELL-SWDs within ICT classes. We use flexible programming, based on student's streghthens, to allow students to spent time with non-disabled peers.

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

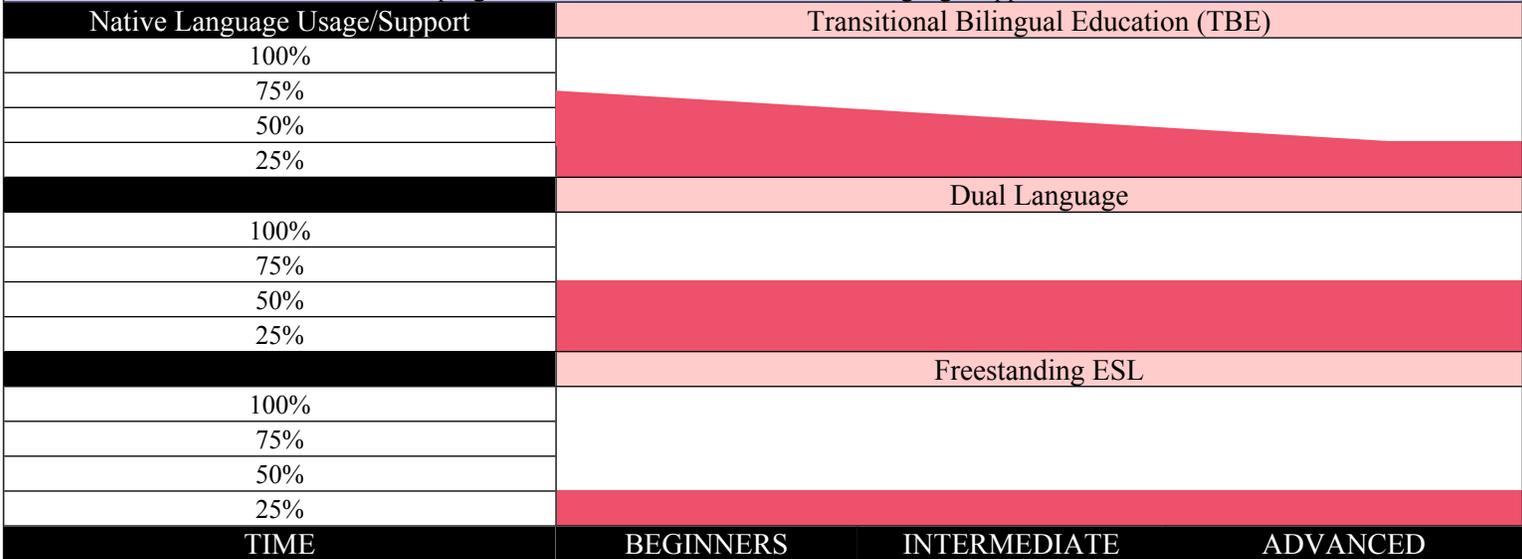
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

We provide our ELL students with pull out services that address both ELA and math difficulties that our ELL students are having. Additionally we offer remediation during our 37.5 minute program which takes place twice per week. We also offer intervention services afterschool to our ELL students. We offer the following targeted interventions in ELA: Wilson Intervention Program, Just Words, i-Ready, AIS, Word Generation and Reciprocal Reading. We offer the following targeted interventions in Math: i-Ready, AIS. We offer the following targeted interventions in Science and SS: Reciprocal Reading, Word Generation.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our Title III 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.

11. What new programs or improvements will be considered for the upcoming school year?

This year we are part of the iLearn program. This program will be used with our ELLs to help support each student at their current level of proficiency.

12. What programs/services for ELLs will be discontinued and why?

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students are provided equal access to all school programs. They receive the same opportunity and access to all programs offered at our school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We are currently using Codex for ELA, CMP3 for math, Rally books for remediation, Pearson's Read-to-Write and Pearson's Math for invention. We use iLearn to provide support of our ELLs. Our students have access to a computer lab and 90 laptops.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language is supported through ESL.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our required services support and resources aligns to the needs based on the data that we currently have for our ELLs. Our services support and resources are aligned to the age and interested of our students. We also use standards based materials to ensure that our ELLs are receiving grade level support and resources.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

None

18. What language electives are offered to ELLs?

None

19. For 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)?

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 2013 – Anita Archer - Reading Comprehension
- 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

2. These professional development help teachers identify gaps and show them how to infuse the instructional shifts into their instruction.

3. School leadership and guidance counselor ensure that staff receive the appropriate support, through professional development, coverages, advice based on their need. Guidance counselor pushes into ESL classes to offer support for the transition of middle to high school. Additionally, we have worked with a community based organization to provide our ELLs targeted assistance on the transition from middle to high school.

4. Our Assistant Principal, Vivian Hernandez, keeps the records on staff training with regards to the 7.5 hours of ELL training and 10 hours for special education teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parents are shown how to access ARIS and view the Parent piece, as well as to view the NYCDOE's English Language Learners Family Resources. We offer translation through staff and hired interpreters. We also use the DOE translation unit when needed.
 2. The school has partnered with Montefior Hospital in the Medical Mentoring Program. An orientation is offered for all parents including some of participants who are ELLs. In addition, 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. We offer translation through staff and hired interpreters. We also use the DOE translation unit when needed
 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. We offer translation through staff and hired interpreters. We also use the DOE translation unit when needed
 4. Parent Coordinator and administrators offer books for younger children and activities when child care is of concern when meetings and workshops are offered. Strategies are modeled and presented to demonstrate how to help students at home--home-school connection. There has been several ARIS workshops for all parents and one support group for Spanish speaking parents presented by the administrator or a teacher who speaks Spanish. Parents are shown the literacy, math, social studies and science tasks students must undertake in each respective grade. Parents are given "Parent Roadmap--Supporting Your Child in Grade 6,7 and 8 in Literacy and Mathematics in their English, Spanish and Arabic. Strategies are modeled so they can implement at home with students.
- :

E. 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 response to question here:

Part VI: LAP Assurances

School Name: School of Diplomacy

School DBN: 11X370

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sean Licata	Principal		1/1/14
Vivian Hernandez	Assistant Principal		1/1/14
Benita Washington	Parent Coordinator		1/1/14
Miguel Fernandez	ESL Teacher		1/1/14
Solange Arroyo	Parent		1/1/14
Daliza Lundy	Teacher/Subject Area		1/1/14
Joanne Vasquez	Teacher/Subject Area		1/1/14
	Coach		1/1/01
	Coach		1/1/01
Khema Chan	Guidance Counselor		1/1/14
Rudy Rupnarain	Network Leader		1/1/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

We utilize the home language survey to identify what languages our families speak. Additionally when we meet with parents we ask them what language they prefer to receive written and oral documentations. If a document needs to be translated, we are currently able to do that in house. When needed, for such events as open school night, or other event, we bring in translators to help speak to parents in a language they understand. This information is recorded and maintained in ATS and on emergency cards.

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.

The majority of our families prefer to receive information in English. When we were sending home documents, in Spanish, parents requested documents to be sent in English instead. We reported this information to families at our PA meetings and open school nights. Our findings show that 11 families speak Spanish, two speak French and two Arabic. Our parents do not require written translation and do not require oral interpretation.

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.

Currently we are able to provide translation services inhouse. We will provide translate of all major documents to parents. If we need to translate documents in other lanugage we will use an outside vendor to provide this service. Our ESL teacher identifies for us if any parent is requiring translated documents and we proceed to have the produced.

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

We are currently able to provide most of our oral interpretation services in house. When we need to provide oral interpretation services that we are unable to do inhouse we currently use parent volunteers or an ourside contractor depending on availability.

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>.

We post a sign in our main offices indicating the availability of interpretation services.

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		