

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY
DBN (i.e. 01M001): 02M399
Principal: AMBER NAJMI-SHADID
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Superintendent: MARISOL BRADBURY
Network Leader: CRISTINA SOLIS

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
Amber Najmi-Shadid	*Principal or Designee	
Bridget Mahoney	*UFT Chapter Leader or Designee	
Marie Ezzano	*PA/PTA President or Designated Co-President	
Glin Coaxum	DC 37 Representative, if applicable	
Alexa Macleod Brandon Welch	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Brad Orr	Member/ Teacher	
Nicole D’Ancona	Member/ Teacher	
Joseph Anderson	Member/ Assistant Principal	
Luis Macleod	Member/ Parent	
Paula Farley	Member/ Parent	
Susan Tendler	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Through consistent cycles of observation and feedback, professional development based on the Danielson rubrics for effective teaching, and department-level team work around the development of rigorous and common core aligned units of study, we will increase the percentage of effective ratings in components 3a., 3b, and 3c. by 10% from last year's percentages by June 2015.

Comprehensive Needs Assessment

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

Analysis of last year's Advance teacher observation data shows the following:

- After the first round of observations (September through November) ratings in Domain 3 were as follows:
 - 12% of All Domain 3 Ratings were Ineffective;
 - 47% of All Domain 3 Ratings were Developing;
 - 37% of All Domain 3 Ratings were Effective;
 - 4% of All Domain 3 Ratings were Highly Effective.
- Between December and April, as a result of regular feedback, consistent and targeted professional development, and clear communication of expectations, ratings in Domain 3 were as follows:
 - 3% of All Domain 3 Ratings were Ineffective;
 - 35% of All Domain 3 Ratings were Developing;
 - 58% of All Domain 3 Ratings were Effective;
 - 4% of All Domain 3 Ratings were Highly Effective.
- As a result of professional development opportunities and the system of observation and feedback cycles we have seen a **21%** increase in the number of teacher ratings in Domain 3 at the Effective and/or Highly Effective level and a **9%** decrease in the number of teacher ratings in Domain 3 at the Ineffective level.
- More specifically, we have seen the following shifts in Domain/Components 3a, 3b, and 3c:

	September - November		December through April	
	<i>Developing</i>	<i>Effective</i>	<i>Developing</i>	<i>Effective</i>
3a.	30%	56%	17%	77%
3b.	64%	21%	51%	46%
3c.	52%	31%	44%	47%

- In 3a. we saw an increase of **21%** at the level of Effective. In Domain 3b. we saw an increase of **25%** at the level of Effective. In Domain 3c. we saw an increase of **16%** at the level of Effective. We attribute these gains largely to the frequency of observations and feedback and the professional development opportunities provided to faculty members specific to these components.
- Similarly, in Domain 1 we saw a significant decrease in the number of Ineffective ratings.
 - Between September and November, 15% of all Domain 1 ratings were Ineffective.
 - Between December and April, 3% of all Domain 1 ratings were Ineffective.
- More specifically, between September and November **12%** of ratings in Component 1a. were Ineffective. Between December and April, **0%** of ratings were Ineffective, **16%** were developing, and **76%** were Effective, showing significant progress of teachers in regards to planning and preparation.
- Likewise, in Component 1e. we moved from 28% of teacher ratings falling at the Ineffective or Developing level between September and November, to 68% at the level of Effective between December and April.
- Continue to conduct regular and frequent observation and feedback cycles.

As we continue to increase the level of rigor in instruction, we will:

- Continue to analyze data from these observation cycles to revise our existing professional development calendar and prepare our professional development calendar for next year.
- Continue to use this data to use our resources to provide additional targeted professional development.

- Analyze and assess the correlation between improved teacher practice and student performance.
- Review School Learning Environment Survey results to measure progress toward our annual CEP goals and create new goals for the 2015-16 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

- Establish regular (at least one per week) formal meetings with Assistant Principal to share calendars, action plans, and assess progress toward school goals.
- Daily informal meetings with Assistant Principal to check on daily progress and issues.
- Calendar a series of joint observations so both the Principal and Assistant Principal observe each teacher at least once by the end of October, and follow each observation with a norming meeting to ensure we are on the same page in regards to feedback and teacher ratings.
- Each marking period teachers will meet with administration to review current scholarship reports and share intervention plans for students not passing. Goals will be set and assessed at each of these meetings (total of 6 per year).
- Weekly department meetings dedicated to understanding the Common Core, Instructional Shifts, and Citywide Instructional Expectations.
- Analysis of baseline assessment and Acuity assessment results to target specific areas of concern.
- Scholarship meetings every marking period to discuss current levels of student performance and design interventions to meet the needs of struggling students.
- Weekly grade team meetings to discuss student levels of performance and follow up on interventions.
- Regular cycles of observation using Danielson framework to provide feedback on teacher practice

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

- Teachers
- Assistant Principal
- Principal

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

- Marking period and semester scholarship reports.
- Acuity and baseline assessment results.
- Teacher developed assessments including midterm and final exams.
- Observation reports.
- Monthly analysis of reports produced through Advance portal to monitor the observation process.
- Weekly norming meetings to ensure feedback is clear and consistent.
- Monthly faculty meetings and weekly newsletters addressing expectations.
- School Learning Environment Survey results.
- Bi-weekly meetings with UFT representative to monitor progress.

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

- August 2014 through June 2015.

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

- DOE Principal Coach
- Principal and AP Professional Development provided by CFN, CSA, and DOE.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Hired a Parent Coordinator who is responsible for coordinating efforts with the PTA, creating monthly newsletter, and reaching out to parents via school email lists, phone lists, and letters/postcards. Collaborate with PTA president to schedule informational meetings regarding ways to support student success on Regents exams and publicize available resources.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Through the implementation of the Peer Group Connection program, by June 2015 9th grade daily attendance will be 90% or better.

Comprehensive Needs Assessment

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

According to the 2012-13 School Progress Report, our school's daily attendance rate for the year was **82.3%**, significantly below both our Peer Group Average of 86.4% and the Citywide Average of 87%, and a significant decline from our 2011-12 rate of 86.7% and our 2010-11 rate of 86.3%.

During this same three year period there was a decrease in the percentage of students earning 10 or more credits per year – for example, in 2010-11 72.7% of all students earned 10 or more credits in their first year; during their second year (2011-12) that percentage dropped to 64.7%; in the third year (2012-13) that number dropped again to 60%.

We therefore concluded there was a strong correlation between student daily attendance and credit accumulation, and if our goal was to ultimately improve upon our four year graduation rate (66.7% for the 2012-13 school year), we needed to start by addressing our daily student attendance rates.

- In September 2014, we reviewed existing procedures and practices of recording student attendance. We created and implemented new structures to more accurately capture daily student attendance. These structures include:
 - Assigning a specific school aide responsible for the collection, scanning, and reviewing of ATS scan reports on a daily basis;
 - Daily phone messages to parents of all students marked absent or late for the school day;
 - Distribution of Daily Student Absence list for teachers to review;
 - Distribution of weekly Attendance Verification forms to correct any teacher errors in regard to student attendance;
 - Assigning Assistant Principal to oversee student attendance, monitor attendance rates, identify target populations, distribute attendance data to teacher teams, and collaborate with teacher teams/guidance staff to develop intervention programs.

As we continue to build a supportive school environment, we have taken the following steps:

- Creation of bulletin board recognizing students with attendance rates of 85% or better (updated every marking period).
- Honoring student attendance at our Awards and Recognition Ceremony at the end of each semester.
- Establishing an attendance mentoring programming in which teachers “adopt” identified at-risk attendance students, help them set attendance goals, monitor their progress toward these goals, and provide support to students and parents.
- Application for Start Success Mentor Program Grant to expand upon the success of the attendance mentor program.
- Continue to monitor daily attendance rates to identify trends and develop necessary interventions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. All students with an average daily attendance rate between 65% and 84% have been assigned attendance coaches. Attendance coaches are responsible for following the progress of their individual students and communicating with family and school administration and supports.
2. Assistant principal tracks attendance trends daily and maintains public displays acknowledging students who have achieved attendance goals. Assistant principal communicates with attendance coaches on a weekly basis providing updates of student progress toward their attendance goals.
3. Guidance counselor coordinates with social worker and parent coordinator to develop intervention plans for students who fail below 65% daily attendance mark.
4. Assistant principal coordinates bi-weekly attendance team meetings to analyze trends, monitor progress, and revise intervention plans.

5. Grade level teams meet weekly to analyze impact of attendance rates on credit accumulation.

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

- 1. Attendance coaches
- 2. Guidance counselor
- 3. Social worker
- 4. Grade Team Teachers
- 5. Assistant Principal
- 6. Principal

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

- 1. Progress toward goal will be monitored on a monthly basis with a target of reaching a daily attendance rate of 87% by December 2013 and maintaining or improving upon that rate throughout the remainder of the school year.

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

- 1. August 201 – June 2015

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

- 1. Schedule time in teacher’s day to meet at department and grade level.
- 2. Teacher per session for after-school outreach
- 3. C-6 assignments for translation services related to attendance outreach.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

In addition to daily phone messenger calls for late/absent students, attendance coaches will provide email/phone/written reports of student progress. At the end of each semester parents will be invited to participate in school celebration of students who have met or exceeded attendance targets.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

Through the implementation of the Hochman Writing Revolution program and on-going assessment at the grade-team level, by June 2015 a minimum of 85% of our current 10th grade students will earn a minimum of 10 credits during the 2014-15 school year.

Comprehensive Needs Assessment

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

According to the 2012-13 School Progress Report, **77.3%** of students earned 10 or more credits in their first year; **60.2%** of students earned 10 or more credits in their second year; and, **60.4%** of students earned 10 or more credits in their third year. Credit accumulation rates for students in the lowest third were significantly worse (**60%** of students earned 10 or more credits in their first year; **27.6%** of students earned 10 or more credits in their second year; **25%** of students earned 10 or more credits in their third year).

These percentages are below both our peer group average and the city average and are inconsistent with the school's 2012-13 student daily attendance rate of 82.3%. Operating under the belief that if students come to school, work hard, are provided clear expectations, and receive proper instructional supports they should achieve success, we concluded that teacher grading practices, student programming, and clear communication of student progress among grade level teams and to students and their parents were major contributors to the school's poor credit accumulation rate percentages.

Our efforts to create greater levels of teacher commitment to the success of our students and improvement in their classrooms include:

- In September 2014, we reviewed existing teacher grading policies and assessment practices, the purpose of grade level and department level teacher teams, the structure of parent teacher conferences and sharing of student academic progress, and teacher assessments. Upon completion of our review, we instituted the following changes:
 - Department teams developed uniform, department level grading policies which were reviewed for uniformity across disciplines by administration prior to approval;
 - Report card grades were changed from the existing practice of using letter grades to a system using numerical averages to more accurately reflect student work;
 - Structure of Parent Teacher Conferences was changed from a system where the parents met with a single teacher who provided a general, overall report on student progress to one in which parents had the opportunity to meet with each of the student's teachers to receive feedback specific to the subject and concrete next steps toward academic success;
 - The principal and the assistant principal schedule scholarship report meetings at the end of each marking period where teachers provide evidence to support grades of failing students, describe interventions and supports they have tried with the student, and plans for helping failing students succeed the next marking period (Success Squares);
 - Grade teams are provided with data for target groups of students every six weeks (recent target groups were students whose daily attendance rates were 80% or better during the first semester but earned five or less credits) and work with administration and guidance department to develop interventions and monitor student progress toward meeting our 10 or more credits earned goal;
 - School's master program was dramatically changed, shifting from a schedule of blocked classes that met on alternating days to one in which classes meet for single periods on a regular five-day basis, creating consistency and continuity of instruction, making following up on student progress easier and more timely, allowing for greater flexibility in providing students with the courses they need in order to graduate within four years, and maximizing the use of our existing teacher power;
 - All teachers were trained and provided with access to Skedula to record student progress online. Students and parents have been provided with opportunities to learn how to access and use this system through afterschool workshops and Parent Association meetings so they can monitor student progress in real time;
- Regular and frequent cycles of teacher observations are in place, and teachers are receiving timely and relevant feedback regarding their instructional practice.
- Internal and external professional development is provided on an ongoing basis and is targeted to both teacher and student needs.
- Creation of bulletin board recognizing students who are on track to meet or exceed our credit accumulation goal for the 2013-14 school year.
- Honoring student academic success at our Awards and Recognition Ceremony at the end of each semester.
- Publication of a monthly student and parent newsletter to keep the school community abreast of school activities, events, upcoming exams, and to highlight student success.
- Grade teams continue to review progress toward their action plan goals and make revisions to plans as necessary.
- Established PM School program to provide students with the opportunity to earn missing credits.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. As stated in goal #2, targeting student daily attendance is essential to improving credit accumulation rates.
2. Weekly department meetings dedicated to understanding the Common Core, Instructional Shifts, and Citywide Instructional Expectations.
3. Analysis of baseline assessment and Acuity assessment results to target specific areas of concern.
4. Scholarship meetings every marking period to discuss current levels of student performance and design interventions to meet the needs of struggling students.
5. Weekly grade team meetings to discuss student levels of performance and follow up on interventions.
6. Up to four periods per week of AIS services for identified students.
7. After-school subject specific tutoring.
8. Lunch period study halls.
9. Regular cycles of observation using Danielson framework to provide feedback on teacher practice.
10. Redesign of school schedule/student programs to create greater opportunities for students to accumulate necessary credits.
11. Maximization of teacher power to ensure instructional needs of all students, particularly ELL and IEP students, are effectively met.

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

1. Teachers
2. Assistant Principal
3. Principal
4. Guidance Counselor
5. School Social Worker
6. CFN Support
7. CSA Support

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

1. Each marking period teachers will meet with administration to review current scholarship reports and share intervention plans for students not passing. Goals will be set and assessed at each of these meetings (total of 6 per year).
2. Weekly department meetings dedicated to understanding the Common Core, Instructional Shifts, and Citywide Instructional Expectations.
3. Analysis of baseline assessment and Acuity assessment results to target specific areas of concern.
4. Scholarship meetings every marking period to discuss current levels of student performance and design interventions to meet the needs of struggling students.
5. Weekly grade team meetings to discuss student levels of performance and follow up on interventions.
6. Up to four periods per week of AIS services for identified students.
7. Regular cycles of observation using Danielson framework to provide feedback on teacher practice.
8. Work with school programmer, guidance counselor, and outside consultants to create a school program for February 2014 that better serves our students and more efficiently and effectively uses teacher time.

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

1. Scholarship meeting with teachers in October, December, February, March, April, and June.
2. New school program developed by mid-January 2014
3. New program implemented in February 2014.
4. Analysis of credit accumulation rates in February and June 2014

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

1. School program will be redesigned for February 2014 to ensure a majority of teachers are teaching 5 periods per week in their license area.
2. Program will be designed to allow for greater flexibility in student scheduling to ensure students are provided the opportunity to earn a maximum number of credits per semester.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PTA meeting to be held in December 2013 to discuss the credits needed to graduate on time and our plans to meet/exceed our stated goals. Parent coordinator will work with guidance and administration to communicate with parents via progress reports/report cards about student progress.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

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

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

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

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Regular PTA Meetings and Parent Newsletter to make all community members aware of academic and instructional expectations.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	During the Spring term, the ELA department will aim at developing a more unified and integrated program curriculum, including vertically aligned planning, thematically diverse and integrated progression of acquired knowledge, and inclusion of consistently progressive pedagogy. The department will also offer after school and Saturday academies for ELL students, SWD, students off track for graduation	Small group instruction, tutoring, partner after-school tutoring	Lunch and learn tutoring session will be provided for identified students. Saturday Academies will run throughout the year After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.
Mathematics	The mathematics department will implement formal tutoring hours where students can sign up for extra help. Selected students will serve as peer tutors and receive community service hours for their time. After school and Saturday academies for ELL students, SWD, students off track for graduation	small group instruction, tutoring, partner after-school tutoring	Lunch and learn tutoring session will be provided for identified students. Saturday Academies will run throughout the year After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.
Science	After school and Saturday academies for ELL students, SWD, students off track for graduation	small group instruction, tutoring, partner after-school tutoring	Lunch and learn tutoring session will be provided for identified students. Saturday Academies will run throughout the year After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.
Social Studies	After school and Saturday academies for ELL students, SWD, students off track for graduation	small group instruction, tutoring, partner after-school tutoring	Lunch and learn tutoring session will be provided for identified students. Saturday Academies will run throughout the year After school tutoring sessions will be provided Monday, Tuesday, and Thursdays after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Parent Outreach, referrals and follow-up to other agencies (422 Health Center), college counseling, advising	Group and Individual	Pull-out program for mandated students, lunch sessions, before and after school.

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

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).
The High School for Language and Diplomacy has an extensive and diversified teacher development system to support all teachers, especially new hires. In addition to the mandated one year of official mentoring, new teachers are immediately attached to both a grade level and department level team for additional support and mentoring. The following system is utilized for all staff members regardless of the years they have been teaching: <input type="checkbox"/> Differentiated PD sessions based on school goals, NYSED and DOE expectations, as well as staff needs' assessment. <input type="checkbox"/> The school wide annual teacher goals are set and modified throughout the school year, based on supervisory observations, coaches' viewing of instruction and the teachers' goals as part of the ADVANCE Evaluation system. <input type="checkbox"/> Supervisors use the teacher goals as a tool to set future goals for PD sessions, and develop action plans to improve teachers' effectiveness on an individual basis. <input type="checkbox"/> Coaches will be assigned to support teachers based on the goals they have set and we have agreed upon. <input type="checkbox"/> Structure schedules facilitate weekly Teacher team sessions in order for teachers to engage in the inquiry process, aligning instruction with the CCLS, CIE, as measured by the Danielson Framework.

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.).
Federal, State and local funds, are used to support the Students in Temporary Housing by ensuring that they are provided with additional instructional support as part of the Extended Day, AIS, RTI, and/or academies throughout the 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.).

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.
All decisions regarding the selection of assessments are made in conjunction with the teachers' input. Assessment options are presented as part of the School Leadership Team that contains representatives of all stakeholders; in turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured teacher team sessions. Similarly, the administration shares assessment options as well as the final selections made via faculty conferences. Finally, this year, a MOSL Committee was formed to evaluate assessments and make recommendations for the school year to the principal; the principal elected to adhere to the MOSL committee's recommendations.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

Parent Involvement Policy (PIP)

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 the school. **The High School for Language and 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 the school and the families. The 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 the school community. **The High School for Language and Diplomacy** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 02M399

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$197,439.66	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,302,807.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

DBN: 02M399

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$197,439.66	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,302,807.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 55
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

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: Our ELL Saturday Academy program will run for a total of twenty 4 hour sessions beginning Saturday, January 10th through Saturday, June 13th from 9:00 - 1:00. Our rationale for this program is based upon our June 2014 Regents results where our ELL and former ELL students dramatically underperformed when compared to the general education population, particularly on literacy-rich exams (ELA, Global History, US History). 100% of our ELL students scored under 75 on the ELA Regents and only 40% earned a passing score on this exam. 40% of our ELL students failed the Global History Regents exam. 80% of our ELL students failed the US History Regents exam.

Schoolwide, our average student score on the ELA Regents was 75.2 - indicating that on average our students are performing at a college-ready level. When filtered by ELL status, the average score drops to 59, indicating our ELL students are not performing at a college ready level. Similarly, the average score on the US History Regents was 70.3 (whole school), but dropped to 51.3 among our ELL students.

The first ten weeks of our Saturday Academy will be targeted toward our 10th grade ELL students (Global Prep), our 11th Grade (ELA Prep), and 12th grade (US History prep). During the second 10 weeks, we will regroup according to student progress and needs at the end of January with the intention of offering 9th grade ELL students prep in Living Environment, 10th Grade Global, 11th grade US History.

Primary language of instruction will be English with co-teaching by a certified ESL teacher. Content area teachers of Science, Math, and Social Studies teacher will be paired with ESL teachers in a co-teaching environment.

Teachers in the Saturday Academy will use the Hochman Writing Revolution Program to help strengthen the writing skills of our ELL population and help better prepare our ELL students for success on the Regents exams. Will we use the Hochman Program Materials - student workbooks, posters, and digital content and support materials including bilingual English-Chinese and English-Spanish dictionaries, consumable Barons Regents prep workbooks.

Part C: Professional Development

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:

All teachers will participate in ongoing professional development provided through the Hochman Writing Revolution Program. Monthly professional development workshops by the Hochman consultants Toni-Ann Vroom and Dina Zoleo have also been scheduled and will take place the second Monday of every month from 2:45 - 4:00 beginning Monday, January 15th through Monday, May 11th. All teachers who participate in the Hochman program are part of Hochman teams which meet every other Monday to assess student work samples and share best practices.

Professional development is targeted toward improving the writing skills of our ELL students with a focus on the following topics:

January 15th - Sentence Expansion

February 9th - Quick Outlines

March 9th - Revision and Editing Practices

April 13th - Transitions

May 11th - Multi-Paragraph Essays

The rationale, as stated above, is that our ELL population is vastly underperforming when compared to the general school population in regards to pass rates on literacy-rich Regents exams. The gap is even greater when we compare college readiness levels between these two populations.

All five Title III teachers and a total of 20 teachers - 3 ESL, 5 ELA, 4 Social Studies, 4 Science, and 4 Special Education will participate in the professional development program.

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: To foster greater levels of ELL student parental engagement, we have partnered with Mitch Wu Coalition for Asian American Families to collaboratively provide workshops with our Parent Coordinator Diane Schindler for the parents of our ELL students on a monthly basis immediately following our Parent Association meetings (3rd Wednesday of the month from 6:30 - 7:30). Topics of workshops include preparing for college application process, financial aid resources.

Topics of workshops are as follows:

January 21st - How to Support Your ELL Child When Selecting A College

Part D: Parental Engagement Activities

February 25th - Helping Our ELL Child Succeed on the SAT
 March 18th - Working With Your ELL Student to Develop A Personal Narrative

Parents are notified of these events via traditional mail, email, phone messenger, and school website - all notices are translated to target languages. Interpretation services will be provided by school staff and the partner organization.

Part E: Budget

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

Allocation Amount: \$0

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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 399
School Name High School for Language and Diplomacy		

B. Language Allocation Policy Team Composition [i](#) 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 Amber Najmi-Shadid	Assistant Principal Joseph Anderson
Coach type here	Coach type here
ESL Teacher Catriona Marshall	Guidance Counselor Stephanie Spoto
Teacher/Subject Area Brad Orr/ELA	Parent Ms. Frasier
Teacher/Subject Area Bridget Mahoney/Science	Parent Coordinator Diane Schindler's
Related Service Provider Sarah Barnett	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.	3	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	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)	358	Total number of ELLs	52	ELLs as share of total student population (%)	14.53%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										4	7	6	10	27
Discrete ESL class										1				1
Total	0	0	0	0	0	0	0	0	0	5	7	6	10	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	10
SIFE	21	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	8

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	37	10	5	11	4	3	4	1	2	52

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	37	10	5	11	4	3	4	1	2	52
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	4	4	1	14
Chinese										7	8	4	14	33
Russian														0
Bengali														0
Urdu														0
Arabic											2			2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	13	16	8	15	52								

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)										3		1	2	6
Intermediate(I)										4	9	3	5	21
Advanced (A)										5	6	1	5	17
Total	0	12	15	5	12	44								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
7					0
8	5	5			10
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									0
7									0
8	6		5						11
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	15		4	
Integrated Algebra	8	8	4	8
Geometry	1	2	0	2
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	4	5	2	4
US History and Government	6	8	4	6
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
. Incoming students have tested at varying levels on the LAB across grade levels. In previous years four newly enrolled students all

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

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 [AMAQ tool](#))

Paste response to question here:

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?

4. In terms of summative data, regents results reveal that of the number of ELL students taking the Living Environment Exam, 3 took the exam in English and 8 took the exam in the native language. Of all ELL students taking the exam, 1 passed in English and 8 passed in the native language. Of 16 ELL students to whom the Algebra 1 regents exam was administered, 12 passed.. Two of three ELL students who took the geometry regents passed the exam with a 65 or higher. Of nine ELLs taking the Global History exam, 6 passed. Of 14 ELLs taking the US History Exam, 10 passed. Classroom assessments, periodic assessments and Regents exams are different scales of measurement that cannot be combined without a data transformation of the classroom grades since the Regents results are using an established scale. In addition, the content of these courses are not completely aligned with the constructs being measured in the Regents exams. At Language and Diplomacy, that transformation occurs during curriculum mapping when teachers extract high leverage learning goals from the ESL and content learning standards and map these to the tested curriculum. Our ESL staff follows a co-teaching and planning model for the push-in component of their programs and use this information to align instruction to ELL needs during teacher co-planning sessions. Our school program is designed to allow for this effort. Summaries and recommendations based on performance and affective trend analysis will continue to inform decisions regarding programming, staffing, professional development, and resource alignment plans. An analysis of ELL periodic assessment reveals that ELL students are consistently advancing across and within proficiency levels. Data including teacher anecdotes, program assessment, and student participation in co-curricular activities and school-wide events- further reveal that our ELLs are fully integrated members of our school community. We pride ourselves on this fact.

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](#).)

Information from the HLIS screening and student/parent interview as well as previous transcripts from US and/or native country schools are used to inform programming and instructional support. We use this information to determine the level of familiarity with content in each of the four grade strands as well as home language academic literacy levels. Should a student appear to be struggling according to anecdotal and/or assessment data in content classes, we respond with targeted intervention in one or all of the following forms: increased access to levelled readings or content material in the native language, additional small-group or one-on-one support during AIS, supplemental software programs such as PLATO and/or school-mandated PM school targeted specifically for struggling ELLs. We would like to explore additional options for RtI-specific screening tools.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Language development is now a core component of all content classes. Content-specific reading, writing and listening/speaking skills are woven into each core curriculum. All faculty and staff are cognizant of the fact that we are now ALL responsible for the literacy development of our students. The increase in content-wide dialogue, debate and discussions is also providing our ELLs the opportunity to bolster their confidence in communicating effectively in their new language. We have found that our Native Speakers have been helpful and encouraging and use data and observation in creating heterogenous collaborative grouping within classes, providing our ELLs with peer support and modeling as well as peer-based native language support when possible.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Success of our programs for ELLs will be determined through ongoing formal and informal assessments by both ESL teachers and content area teachers with needs assessments and goal setting for each child. In addition, we use the AMAO Estimator, developed by the Office of ELLs to help make data driven decisions. Though the ATS RNMR report was not populated with data from the 2013 administration of the NYSESLAT, previous years showed that we were exceeding AYP for ELLs and manual analysis of data from the RESI and the RLAT showed that this trend is continuing.

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](#).)
On enrollment, the guardian of an incoming child, is asked to complete a Home Language Identification Survey administered by ESL Coordinator Catriona Marshall. This form is used to determine if the student speaks a language other than English. The form consists of two parts. Part one has four questions and part two has four questions. If the parent answers "other than English" to one of the first four questions and "other than English" on two of the second four questions, then an oral interview will be conducted..The informal oral interview is administered by Ms Marshall or another trained pedagogue in both English and the preferred home language. For high-incidence languages at our school, (Chinese and Spanish) we have several members of staff who speak each: Mr Brad Orr, teacher; Mr. Steve Scheno, teacher; Ms. Vivian Lu, teacher; Ms. Lydia Li, teacher; and Ms. Susan Wong, paraprofessional each speak Mandarin; Ms. Denise Coronado, teacher; Ms. Nancy Juca, teacher; Ms. Nicole Pollio, Mr Frank Fuentes, teacher/guidance counsellor;; Mr Ignacio Domench, teacher each speak Spanish. In addition, members of our pedagogical staff speak German, Bulgarian, Russian, Arabic, Polish, Korean, Italian, French and Portuguese. If there is not a pedagogue on staff who speaks the home language of the incoming student and parent then the DOE translation services will be made use of. The HLIS form and the interview determine the child's language use at home/exposure to a language other than English. Should the results of the interview and the HLIS determine that the child uses a language other than English at home/exposure to a language other than English, the student is administered the LAB-R by Ms Marshall or another licensed ESL teacher within 10 days of enrollment. The test is hand-scored by Ms Marshall to determine eligibility for ELL services. If the home language of the child is Spanish then, within the same time frame, the Spanish LAB is administered, and handscored by Mr. Frank Fuentes.
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.
The entitlement letter includes an invitation to a parent orientation, the parent survey and the program selection form which latter two documents the parents are requested to bring with them to the orientation. The purpose of the parent orientation is to inform the parent/guardian of the various ELL programs available in the DOE. This communication to parents is sent in the preferred language as indicated by their response on the HLIS. The letter is available on the DOE site in 13 languages. If the parent's preferred language is not on the site arrangements will be made to have the letter translated in the parent's preferred language.
If the child is eligible to receive ELL services, parents are invited to attend an orientation session, hosted by ESL Coordinator, Ms. Marshall and a licensed pedagogue representing the home language of the parent/orientation group. In the beginning of the year, parents are invited to the orientation as a group according to language shortly after the eligibility of their child has been determined. In the course of the year, parents are invited individually as needed shortly after the eligibility of their child has been determined. Eligibility letters are sent home with the child and via US Post and calls are placed to determine the availability of the parent(s) and to make adjustments in the time and date of the orientation accordingly. During the orientation parents take part in a informational question and answer session, view the Program Orientation Video which describes the three program choices

(Transitional Bilingual Education, Dual Language, Freestanding ESL) available in New York City Schools and review other materials and information, such as the parent brochure, all presented in their native language or with an interpreter if necessary. Parents are also provided with printed information in their native language regarding available programs (Transitional Bilingual, Dual Language, and Freestanding ESL) in New York City schools.

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

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 [\[see tool kit\]](#).)

If the student scores below the indicated cut score according to hand scoring or ATS report RLAT for the child's grade level then they are entitled to ELL services and an entitlement letter is sent to the parent who are invited to attend an orientation session (see response to prompt two). Parent Survey and Program Selection forms are then completed, signed and returned. If parents are unable to be present at the Parent Orientation, information will be sent home and a telephone orientation will be conducted regarding program models after which the Survey and Selection Form are to be returned once completed. Our community outreach coordinator will keep in contact with the parents to encourage the return of the forms. Once forms are completed and signed, copies are maintained in both the ESL office and the cumulative file of the student. Parent choice is also entered in the ELPC screen of ATS where ELL program parent choice for all new admits with a home language other than English is recorded. Currently HSLD offers Freestanding ESL Services. If the parent selects another program, they are given information on other schools in the district that offer that choice. The parent may then return to the Office of Enrollment with their choice for ELL services. The student will be placed on a waiting list for their preferred choice of ELL service. The list will be maintained by the ESL Coordinator. As described above, once 20 students in the same grade and representing the same language are on the list, programs reflecting their choice will be opened. Parents will be sent written notification that the program is available at HSLD. In addition, students' continued eligibility is determined through the ATS reports RELC and RLAT. Families of students who are still eligible for services receive a continued eligibility letter in the home language. Families of students who are no longer eligible receive the non-entitlement letter hand-signed with a congratulatory note. Copies of all letters are kept on file in the ELL office until one year after the student has aged out of the system.

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.

Once the LAB R is administered, the result of the Listening, Reading and Writing components of the exam are totaled. If the total score is above the cut score indicated for the child's grade level, then the student is not entitled to ELL services. A Non Entitlement letter is sent to the parent. If the student scores below the indicated cut score for the child's grade level then they are entitled to ELL services and an entitlement letter is sent to the parent. In addition, students' continued eligibility is determined through the ATS reports RELC and RLAT. Families of students who are still eligible for services receive a continued eligibility letter in the home language. Families of students who are no longer eligible receive the non-entitlement letter in the home language hand-signed with a congratulatory note. Copies of all letters are kept on file in the ELL office until one year after the student has aged out of the system.

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.

After the initial assessment, the NYSESLAT is administered annually in the Spring by the ESL Coordinator and ESL teachers Steve Scheno and Elena Boyadjieva to determine both the English proficiency and continued entitlement to ELL services for the following school year. If the child continues to be entitled per the NYSESLAT score retrieved from ATS report RLAT and RNMR a continued entitlement letter is sent to the parent. If the child tests proficient according to the NYSESLAT score, a non-entitlement/transition letter is sent to the parent in the parent's preferred language. The Listening, Reading and Writing modalities of the NYSESLAT are administered over a three day period with each modality administered to ELLs in all four grades-on each of the three days. Students are supplied with "tickets" naming the dates, times and locations of the assessment 2-3 days before testing commences.

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. 
At this time, the majority of parent requests at HSLD indicate a preference for ESL programming. As such, Language and

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

Part 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])?
1. The organizational model at the High School for Language and Diplomacy is a combination of Push-in and stand alone ESL. Because of the large number of ELLs representing a single cultural group and to facilitate intercultural awareness, integrated peer-assistance, and improved communicative competence, the High School for Language and Diplomacy has opted to program our ELLs largely according to an heterogenous integration model in Math and Science classes. Careful consideration was given to student programming in order to include students at all four levels of English proficiency in each class so that group-work within content-area classes may include peer-assistance.
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)?
 2. Literacy-heavy courses like Global and ELA are either supported by push-in ESL co-teachers or taught as stand-alone classes depending of the level of the group. In addition, one of our ESL teachers is a proficient speaker of Mandarin.. Native Language push-in support is also provided where possible.This year we are following an A/B schedule in which A and B days interchange over a period of two weeks. Thus programming for ELLs was considered over a two week period with a minimum of 1080 minutes over a two week period (or 540 per week) for beginners, a minimum of 720 minutes over a two week period (or

360 minutes a week) for Intermediates, and a minimum of 360 minutes over a two week period (or 180 minutes a week) of each of ESL and ELA for Advanced students.

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.

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We are served by three licensed ESL teachers who currently push in with content-area teachers in each of Global History, ELA, Living Environment and Math and/or teach stand alone ESL with Native Language Support. ESL teachers co-plan and –teach with content-area teachers to provide content-area instruction using ESL methodology and instructional strategies following the sheltered instruction approach. Because ESL teachers work collaboratively with content-area teachers, our ELLs not only receive the mandated number of Units of Support but also are also ensured academically rigorous instruction which is carefully scaffolded and differentiated within content-area classrooms and supported by the Native Language in order to help them meet or exceed New York State and City standards. Teachers work collaboratively to ensure that curriculum challenges all students without overwhelming them, keeping in mind the need for student choice and for presenting materials in multiple ways and creating activities that appeal to students of different intelligences. Discreet language skills are interwoven into curriculum using scaffolding such as sentence stems, differentiated graphic organizers and the inclusion of tier one and two vocabulary in addition to the content specific. In adherence with the Common Core, Reading, Writing and Listening/Speaking skills are continuously assessed in all content classes using formative and summative assessments such as quick-writes, presentations, debates and discussions. Each

lesson plan incorporates these assessments, therefore the frequency of assessment is determined by the number of periods a week each lesson takes. Lesson plans usually span one or two class periods.

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).

Most of our SIFE students are at or approaching grade-level performance in their core-content area classes and according to their assessment results and had been coded as Previous SIFE according to the RBPS. Students who still present with an achievement gap would be targeted for small group instruction as well as after-school programming. Instructional focus for these students would include decoding and encoding skills, reading and writing strategies such as scanning for information and outlining and word recognition and vocabulary skills.

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

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

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

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

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?
 7. Instructional strategies and grade-level materials used by teachers of ELL-SWDs include station work, video with subtitles in the native language, audio and print versions of books, text in both the native language and english, special pairings and groupings of students, levelled readings, personal dictionaries in content area notebooks. These include but are not limited to Visions, Longman Science, Longman History, Teacher Created Materials (TCM) levelled texts and primary source readers, Oxford content picture dictionaries, a variety of grammar resources and the Great Writing series as well as teacher-created materials.
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?
 8. All our students are programmed in the least restrictive environment possible. ELL-SWDs are serviced by push in instructional support specialists and ESL teachers. We have a block schedule and are able to allow time for students to workshop to work on their language skills. Editing can be done within the class on a one on one conference basis. Most core content classes are cotaught by a content area teacher and an ESL teacher which provides immediate and effective instructional intervention. Grade level teachers and instructional specialist (IEP and ESL teachers) meet once a week for an hour to discuss student progress and concerns with all students of special needs. During this time, instructional specialist discusses individual students and focus on their particular needs and strategies they have found successful in working with that student.

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

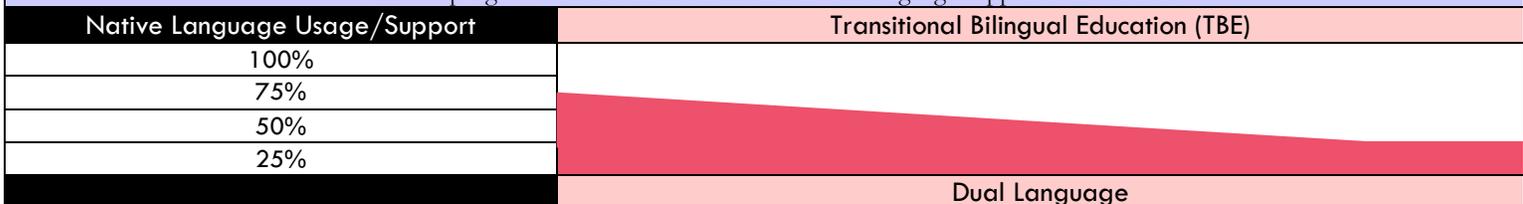
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

We have experienced success with the current model of ELL services at HSLD. However we would like to acquire additional support software and develop a bridge program specific to newly enrolled ELLs. In addition to researching products, we are looking into fundraising opportunities to enable purchases and funding for these improvements. In addition, we will be partnering with the Internationals Network to assist our content area teachers in integrating ELL-specific strategies and methodologies into all planning. Results this semester show that our content area teachers, many of whom are new, need some assistance in scaffolding and differentiation beyond what cooperating ESL teachers can contribute. We hope that our partnership with the Internationals Network professional development, which will include content-specific coaching sessions in addition to workshop time will help our teachers improve in this area. Classroom observations by Internationals coaches in addition to HSLD administration (based on the Danielson domains) will inform teacher practice

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

When funding allows, we will be integrating Access 3000 into content instruction

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

we do not plan to discontinue any programs or services

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

Most teachers at Language and Diplomacy make themselves available for small-group tutoring during zero- and lunch-period or after school and ELLs who are struggling work with their Embassy leaders to devise a schedule for meeting with teachers of classes in which they are experiencing difficulties or for arranging peer tutoring sessions with heritage language students. In addition to the variety of afterschool programs offered on our campus and made use of by our ELLs, such as sports teams, dance, community service and tech clubs, we are currently offering two ELL-specific afterschool programs. The Thursday program is a language-exchange program in which native language speakers will peer tutor each other in both Chinese and English. Under supervision of a teacher, English Proficient speakers will converse with ESL students in English and assist them with assignments and projects. By providing one on one meetings to talk and practice English/Chinese, the participants benefit from each other's linguistic and cultural knowledge. It further provides an academic peer support system in which ELLs would enhance both their listening and speaking skills and receive extra help on English-language schoolwork. The focus of the Friday program is on improving academic reading, writing, listening and speaking skills through Global content. Students will learn reading comprehension strategies and vocabulary as well as strategies for improving their listening and speaking skills and will work towards mastery of the content. In addition, our campus offers after-school programs and extra-curricular activities including but not limited to campus sports teams, dance, art, and YMCA-affiliated programs such as SAT prep. Our ELLs are afforded the same information on and access to these programs as our GE students.

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

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

and at an Intermediate level in Spanish. In all content areas class's bilingual glossaries are found in each room as well as bilingual dictionaries and English dictionaries. The Penguin Readers series is utilized as a supplemental resource in their ELA course. This series presents classic texts with a step-by-step approach in a traditional ELA curriculum fashion aligned with state standards.

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

Our ESL program supports negotiating and meaning of language through group pairings, differentiated materials, bilingual teaching staff, bilingual paraprofessional staff, content area glossaries, bilingual dictionaries and bilingual internet search engines. Each content area teacher is supported in the decision making of lesson preparations, group pairings, presentation of content and how to support the content with grade level assigned ESL teachers. Grade level teachers and instructional specialist (IEP and ESL teachers) meet once a week for an hour to discuss student progress and concerns with all students of special needs. During this time, instructional specialist discusses individual students and focus on their particular needs and strategies they have found successful in working with that student.

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

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

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.

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

18. What language electives are offered to ELLs?

Language Electives offered to our ELLs include French, Spanish, Arabic and American Sign Language

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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.

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

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

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

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?

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

Parents are informed of school-related issues by phone calls made by the staff listed above. In addition, our automated phone system allows us to send messages in both English, Spanish and Mandarin. In addition to being invited to all Parent related interactions with the school, each of which is presented in both English and Mandarin, over the course of the year families of ELLs will be invited to attend workshops facilitated by an ESL teacher experienced in Family Literacy. During these workshops, participants will be role-playing parent teacher conferences, learning language needed to interact and interface with the child's school and teachers, understanding how to read their child's report card and how to access their child's ARIS profile and Skedula on the computer as well as receiving clarifying information on credit/graduation requirements and Regents examinations. The faculty member providing these workshops has had extensive previous experience working for a the community-based organization Department of Youth and Children. Because experience has shown that the extensive working hours of our ELLs parents often does not allow for visits to the school during normal school hours, we have offered these programs on evenings and weekends to encourage attendance. For example individual guidance conferences are set with all senior and junior ELL students and their families to review attendance, credit accumulation, and regents requirements for graduation. In addition, we will be sending out forms with requests for information on the times the parents are available and will structure future workshops around that information. If necessary, we will hold multiple sessions so that all parents have an opportunity to attend the workshops. Our parent coordinator Ms. Schindler ensures that all communications disseminated are translated into the dominant languages represented at our school. In addition, Mr. Scheno, Mr. Fuentes, Ms. Lu and Ms. Li communicate directly with parents to help to identify their needs. We are a small community and we use direct over-the-phone or in-person communication as much as possible, particularly as some of our parents are non-literate. Forms, surveys and other tools may be developed in the future by Ms. Schindler.

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 DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02m399 School Name: High School for Language and Diplom

Cluster: 01 Network: CFN 101

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.

1. On enrollment, our students' parents are asked to indicate their preferred language and method of communication. Some of our parents are not literate in their home language and have indicated that they prefer communication by phone. All written communications are produced and distributed in the predominant languages at our school, as are clerical forms such as free- or reduced-lunch applications, blue cards, permission slips, etc. Our Spanish- and Chinese-literate faculty assist in translations of documents not already provided by the city or state

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.

2. The predominant languages at our school are Chinese and Spanish, less common but increasingly more frequent languages spoken by our students' families include French and Arabic. Faculty and staff understand that English is not the first language of many of our students' families and are aware of which families will require translation/interpretation in communication. The pupil-personnel secretary, Ms. Soocka, keeps records of languages spoken by the families of all our students (GE and ELL-SWD) and communicates with our Parent Coordinator accordingly. Teachers and other staff communicate with the HSLD ELL Office as well as with students to determine whether translation services will be needed in communication with their students' families. As of this year, of the Home Languages of 358 student families, 132 indicated English, 101 indicated Spanish, 51 indicated Mandarin/Chinese(any), 40 indicated Cantonese, 9 indicated Fukienese, 3 indicated Arabic and 2 indicated Bengali, 2 indicated French, 2 indicated Russian. Families remaining speak additional languages at home but indicated English as the preferred language of communication.

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.

1. All written communications are produced and distributed in the predominant languages at our school, as are clerical forms such as free- or reduced-lunch applications, blue cards, permission slips, etc. Our Spanish- and Chinese-literate faculty assist in translations of documents not already provided by the city or state. We also avail ourselves of the Department of Education's Translation and Interpretation Unit and, on occasion Legal Interpreting Services.

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.

2. Phone blasts follow written communication with recorded calls made in the preferred languages to homes that have indicated this is their communications mode of choice. In addition, all staff have been provided with the number for the Translations and Interpretations Unit for over-the-phone consecutive interpreting when communicating with students families.

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>.

Translated copies of the Bill of Parent Rights and Responsibilities are provided to families in their preferred language. Signs in each of English, Spanish and Chinese indicating the availability of interpretation services are posted prominently. Phones are programmed to include messages and directions in English, Spanish and Chinese. Signage, forms and all written communications are provided in the predominant languages.