

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M399

School Name:

THE HIGH SCHOOL FOR LANGUAGE AND DIPLOMACY

Principal:

SARAH HERNANDEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: HS for Language and Diplomacy School Number (DBN): 02M399
Grades Served: 9-12
School Address: 40 Irving Place
Phone Number: 212-253-2480 Fax: 212-253-2539
School Contact Person: Joseph Anderson Email Address: Janders12@schools.nyc.gov
Principal: Amber Najmi-Shadid
UFT Chapter Leader: Bridget Mahoney
Parents' Association President: Luis Mcleod
SLT Chairperson: Joseph Anderson
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Marie Enzano
Student Representative(s): Alexa Macleod
Brandon Welch

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, New York, NY
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-7563 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Ave New York NY
Director's Email Address: Ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 212-356-7564

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amber Najmi-Shadid	*Principal or Designee	
Bridget Mahoney	*UFT Chapter Leader or Designee	
Luis Macleod	*PA/PTA President or Designated Co-President	
Robert Sutton/Octavia Hallett	DC 37 Representative (staff), if applicable	
Marie Ezanno	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alexa Macleod	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brandon Welch	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Daisy McLeod	Member/ Parent	
Melisca Klisanin	Member/ Parent	
Jennifer Rodriguez	Member/ Teacher	
Nicole Asher	Member/ Teacher	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Established in 2009, The High School for Language and Diplomacy (LAD) is a progressive, research-based institution with a particular focus on international studies, service learning, global citizen and bi-literacy.

This school exists for the sake of its students and is committed to a continual re-evaluation of their needs in light of the rapid pace of social, economic and cultural change. In all aspects of its provision our school will strive continually to do better than its previous best.

Our school is ideal for students interested in learning about world affairs and world cultures, studying world languages, wanting to connect global and local issues, and desiring to be engaged in civic responsibility and/ or global citizenship.

The High School for Language and Diplomacy equips students to navigate the international environment in which they will increasingly find themselves living. Our interdisciplinary program exists to guide students to be globally aware, to think critically, to become conversant in global affairs, to be sensitive to the needs and desires of diverse systems and cultures, to become literate in one or more world languages, and to analyze enduring global concerns in a comprehensive manner.

The High School for Language and Diplomacy is located in Manhattan, minutes from Union Square. We strive to serve this uniquely international metropolitan area.

New York City also has its own deep-rooted intellectual, cultural and political traditions. It is this richness and this mingling of global influences that provides the background to the vision of the High School for Language and Diplomacy.

Now, more than ever, it is important to understand the world in which we live: one's position in the world, and how different cultural, economic, political and social systems operate and interrelate. LAD aims to support this understanding in order to prepare students for membership in the world community. This is a vision attained through mutual understanding, open-mindedness, and shared humanitarian values. It respects individual and cultural identity and stresses the importance of exploring and developing one's own interests, views and values while also exploring and appreciating the view sets of others.

While the language of instruction is English, every effort is made to develop students' fluency in either the French language or the Mandarin Dialect and to ensure that they graduate bi-literate.

This vision has shaped the education provided by the school throughout the years since it was founded. It is a vision that continues to inform every aspect of the school's life today.

The mission of the High School for Language and Diplomacy is to support the development of decent, respectful and caring citizens of the world who explore beliefs and values and how they influence actions, policies, and practices around the world. The dimensions of our program are articulated as follows:

- *Encouraging important international values: conflict resolution, human rights, sustainability, global education, and religious and cultural understanding;*
- *Recognizing the importance of global issues;*

- *Showing respect for, and integration with, all cultures.*
- *Serving the international community and those committed to the concept of international education.*

02M399 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	438	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	4	# Drama	3
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.5%	% Attendance Rate			84.2%
% Free Lunch	77.4%	% Reduced Lunch			10.1%
% Limited English Proficient	15.9%	% Students with Disabilities			19.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			19.0%
% Hispanic or Latino	41.1%	% Asian or Native Hawaiian/Pacific Islander			34.1%
% White	3.9%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.23	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.48
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	52.0%	Mathematics Performance at levels 3 & 4			41.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.2%	% of 2nd year students who earned 10+ credits			86.9%
% of 3rd year students who earned 10+ credits	70.5%	4 Year Graduation Rate			56.1%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Analysis of Advance rating reports and observation reports indicate our greatest areas for growth are designing coherent instruction, student engagement, and assessment. By allocating time for content area teacher teams to meet on a regular basis and by providing support and guidance through instructional coaches, we will improve these areas of instruction through the development and implementation of rigorous instructional units of study.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all core content area teacher teams (ELA, math, social studies, sciences) will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve instruction as measured by the development of 6 units of study per grade level in each content area.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continued implementation of Hochman Writing Revolution Program to help ELL, special needs, and all students develop habits of good writers.</p>	<p>9th and 10th grades</p>	<p>August through June</p>	<p>Principal, Assistant Principals, Department Leaders</p>

Weekly department team meetings with instructional coaches to develop, review, revise, and implement units of study.	9 th -12 th grades	August through June	Principal, Assistant Principals, Instructional Coaches, Department Leaders
Cycles of observation and feedback.	9 th through 12 th grades	September through May	Principal, Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
For a second year we have partnered with the Hochman Writing Program to continue to help our teachers develop our students writing skills. The program includes teacher resource materials for classroom use, intensive professional learning throughout the year, multiple site visits with on-going feedback, and opportunities for intervisitations with other Hochman Writing Program schools. We have identified grade level Hochman program leaders and have adjusted our schedule to allow for bi-weekly meetings of these grade level teams to share best practices and continue developing their skills using these techniques.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
December 2015, all departments will have submitted a minimum of 4 instructional unit plans and all teachers will have been observed a minimum of two times. Our target is a minimum of 75% of ratings in the identified domains (coherent instruction, student engagement, and assessment) will be Effective or better.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Having made significant improvement over the past two years in student daily attendance rates (recorded during third period), we analyzed class period attendance and identified 1st period as an area for improvement. Improved student attendance to the first class of the day will have an impact on overall credit accumulation rates as well.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, grade level teacher teams will collaboratively implement a positive behavior incentive system to create a supportive school environment and improve first period student attendance rates as measured by ATS first period attendance reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Continued implementation of PGC program to train 12 th grade students to serve as mentors to 9 th grade students.	9 th and 12 th grade	August through June	Principal, Assistant Principals, PGC Leaders
Weekly grade team meetings to develop incentive systems and identify students for intervention.	All grades	September through June	Principal, Assistant Principal, Guidance Counselors, Attendance Teacher, Grade Leaders, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
For a second year we have partnered with the PGC program which provides intensive training for our two lead PGC instructors and materials for use with PGC student leaders. We have funded the planning retreats for our PGC student leaders and adjusted schedules to ensure they can run weekly freshmen outreach activities (every Friday period 6). Common planning time has been established for the PGC teachers, and bi-weekly grade level meetings allow for adequate time for these two teachers to work with other grade level teachers to monitor impact of the work											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
At the end of each marking period (October, December, February, March, May, and June) we will compare daily attendance rates to first period class attendance rates with the goal of closing the discrepancy between first period and daily attendance by 3% per semester.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

School Learning Environment Survey data has indicated that a majority of teachers feel supported by and trust their colleagues.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the professional development committee will work collaboratively with administration to create a professional learning calendar to improve teaching practice as measured by increased MOTP ratings and a 3% increase in student credit accumulation rates at each grade level.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Establish professional development committee and identify areas in need of improvement based on analysis of MOTP rating distribution.</p>	<p>Administration and identified teachers on PD Committee</p>		

Create calendar of Professional Learning Opportunities	Same as above			
Implement plan and monitor impact through regular cycles of observation and feedback.	Principal Assistant Principals PD committee			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Contracting the services of content area coaches to assist with the delivery of professional learning opportunities. Scheduling time for content teams to meet on a weekly basis for professional learning purposes.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Evidence has shown that all areas of student data have improved over the past two years but there is still a need to focus on skill development in the classroom. With a focus on teacher performance and classroom instruction, we can further close the gaps on student achievement and prepare students for the rigor of the common core and the challenges of post-secondary education. Reviewing the ADVANCE data from the 2013-2014 school year, we have discovered deficits in the areas 1e Designing Coherent Instruction, 3B Using Questioning and Discussion Techniques, 3C Engaging Students in Learning and 3D Using Assessments in Instruction. The use of common assessments is being developed, but the daily formative assessment use is not at the level that it should be. The weaknesses discovered in 1e have a strong effect on the other three competencies.

In terms of the Capacity Framework, all six elements must be kept in mind for this goal to succeed, especially the 6th competency of trust. As a school community, we have made much progress, but the need is there to continue the difficult work of meeting the needs of all students and graduating more than 70% of a cohort

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By May 2015, our administration will have conducted 100% of the required cycles of observations. Feedback will be given in a timely, specific, evidence-based feedback manner, so that teachers can act on the suggestions/critiques to increase the rigor and effectiveness of their instruction. We will utilize this goal to strengthen teacher practice by utilizing the eight mandated competencies of the Charlotte Danielson Framework for Teaching to articulate clear expectations for teachers’ practice and serve as the focus for teacher development. It is expected that by June 2016, our graduation rate will increase by at least 5% as a result of more rigorous classroom instruction and teacher development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Build a school culture whereas administrators and teachers, together, use the competencies of Charlotte Danielson’s Framework as a formative tool designed to strengthen practice through frequent observation, followed by formative feedback and professional development focused on improved student learning.</p> <ul style="list-style-type: none"> • Provide professional development to the staff in terms of the competencies of the framework, in particular, reviewing each of the competencies in order to better understand what is necessary for each of the effective and highly effective rubric grades for each competency. This year’s focus, based on last year’s data will be 1e, 3b, 3c, 3d. • Conduct norming sessions at weekly cabinet meetings • Provide feedback to teachers within two days of observation • Provide teaching staff with professional development and time for collaboration during weekly content area common 	<p>All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2014-15 school year.</p>	<p>October through May</p>	<p>Principal and Assistant Principals Coaches</p>

<p>planning time and Monday and Tuesday extended days.</p> <ul style="list-style-type: none"> •Utilize teacher feedback sessions to provide actionable feedback, allow teachers to reflect on and shift daily practice, as well as to discuss the planning and implementation of Common Core-aligned units. •Provide time for teachers to participate in teacher teams, engaging in inquiry to analyze student work to adjust teaching practice and instructional planning; •Provide time or funding for staff to plan Common Core-aligned units to gain familiarity with key instructional practices; •Review the scope and sequence of each content area as listed on the NY Engage website and plan for the anticipated implementation of the Common Core Standards and the elimination of the Regents Exams 						

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals and coaches will be used as human resources. Teachers will have common planning time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-year conference/checkpoints will be held during Regents week when staff are not proctoring or grading. By midyear, the data should reveal that 90% of the staff has received improved evaluation ratings in two out of the 3 competencies listed above in the goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Analysis of PTA meeting attendance and parent turn out rate for Parent Conference Afternoons/Evenings indicate that we are in need of generating a greater level of parental involvement. As we serve children of all boroughs of the city, attendance at school-based meetings and events may be difficult for many parents. To improve the home to school connection, we have adopted the phone messenger system and Skedula/Pupil Path to allow for greater levels of parental involvement in their child’s academic life.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will see an increase in both the participation rate of parents on the School Learning Environment Survey and on questions specific to communication between home and school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Provide time for staff member to update the on-line grade book for each student in terms of attendance, test grades, classwork and anecdotal and responses to parent emails 			

Provide translated copies of all notices and communication for those families that speak a language other than English

- Schedule IEP Annual Review and Triennial conferences at a time that is convenient for parents, so that they can play a larger role in the planning of the appropriate supports for improved student outcomes.
- Provide incentives for parents of at-risk/high needs students to get involved in their child’s educational program.
- Provide parents with academic progress information on a regular basis
- Schedule guidance conferences with students and parents who are not meeting promotional requirements.
- Invite parents to serve as chaperones on class and grade level trips last year’s data will be 1e, 3b, 3c, 3d.

- Conduct norming sessions at weekly cabinet meetings
- Provide feedback to teachers within two days of observation
- Provide teaching staff with professional development and time for collaboration during weekly content area common planning time and Monday and Tuesday extended days.
- Utilize teacher feedback sessions to provide actionable feedback, allow teachers to reflect on and shift daily practice, as well as to discuss the planning and implementation of Common Core-aligned units.
- Provide time for teachers to participate in teacher teams, engaging in inquiry to analyze student work to adjust teaching practice and instructional planning;
- Provide time or funding for staff to plan Common Core-aligned units to gain familiarity with key instructional practices;
- Review the scope and sequence of each content area as listed on the NY Engage website and plan for the anticipated implementation of the Common Core Standards and the elimination of the Regents Exams

All staff with a focus on those staff members who received an ineffective or developing in one or more competencies throughout the 2014-15 school year.			
October through May			
Principal and Assistant Principals			
Coaches			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
,The resources needed are as follows: common planning time for teachers to update their on-line grade book, answer parent emails and respond to parent calls, translation services, postal budget, per session for evening events, budget for food for evening events and other various supplies for mailings.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Data will be collected throughout the year in terms of the number of parents attending school events and conferences. An excel spreadsheet will be created to monitor the numbers and the progress in achieving this goal. A mid-year check will take place during the last week of January with the appropriate staff members and parent leaders. Adjustments to this goal will be made at that time.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<p>English Language Arts (ELA)</p>	<p>Ninth grade students entering with ELA scores of 2 or below.</p> <p>Students who did not pass the ELA Regents and who need to re-take the Regents.</p> <p>In addition, we will focus on a proactive approach that will identify students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the ELA Regents in January 2016.</p>	<p>Ninth grade students entering with a Reading Score of Level 1 or Level 2 or in the bottom third of the school, have been identified by administration, guidance and teaching staff. They have been provided their content instruction utilizing a prescribed literacy program that has been designed as an interdisciplinary approach to incorporating reading and writing skills across the classrooms. Furthermore, the Hochman Writing Program is being utilized across all content areas in grades 9 and 10.</p> <p>The literacy class is using a research based program called REWARDS to help with decoding and then REWARDS Plus to help build comprehension.</p>	<p>Small group, one on one tutoring</p>	<p>After-School, during lunch periods and on Saturdays</p>

<p>Mathematics</p>	<p>Students who did not pass the Algebra CC and need to retake the exam.</p> <p>In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the Algebra CC in June 2016.</p>	<p>Students who have shown deficiencies in math have been programmed for a 4 semester sequence in Algebra to allow for more time to develop an understanding and master the skills necessary for success on the Common Core Algebra exam.</p>	<p>Small group and one on one tutoring.</p>	
<p>Science</p>	<p>Students who did not pass the Living Environment and/or Earth Science Regents and who need to repeat the Regents.</p> <p>In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by teachers, who need extra support prior to taking the a Science Regents in June 2016.</p>	<p>The implementation of the Hochman Writing Program across all content areas will help students develop the literacy and writing skills necessary for success on the science Regents exams.</p>	<p>Small group and one on one tutoring.</p>	<p>After-School, during lunch periods and on Saturdays</p>
<p>Social Studies</p>	<p>Students who did not pass the Global and/or American History Regents and who need to repeat the Regents.</p> <p>In addition, we will focus on a proactive approach, identifying students of the lowest third as well as those recommended by</p>	<p>The implementation of the Hochman Writing Program across all content areas will help students develop the literacy and writing skills necessary for success on the Global and US History Regents exams.</p>	<p>Small group and one on one tutoring.</p>	<p>After-School, during lunch periods and on Saturdays</p>

	teachers, who need extra support prior to taking the Global History or American History Regents in June 2016.			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals are made by staff, parent request or by student self-referral.	Students are provided individual counseling on a need basis.	5:1 Group services or individual 1:1 counseling	During lunch periods and as needed during the school day.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
On-going school-based professional development, weekly on-site staff development, daily common planning/collaboration, as well as weekly content area collaboration are in place. Teachers complete surveys that indicate their professional needs, they set annual goals for the academic year and the information gathered from informal and formal observations, informs the planning and designing of the appropriate professional development. Every staff member has been provided direct professional development in terms of the Judith Hochman Writing Program with on-going support for the proper implementation of the skill development in the content classrooms. There is on-going curriculum development and the re-alignment of the pacing calendars and curriculum which is led collaboratively by the assistant principals and the lead teachers. Ongoing professional development targeted to individual staff needs, based on student deficits is a regular practice.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
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Part 4: SWP Schools Only

4a. 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.).

4b. 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.
X Utilizing a distributive teacher leadership model, staff create or make decisions on the uniform assessments that are utilized across a grade level content area. For example, the science department utilizes common assessments every three weeks, where the Social Studies department utilizes weekly review of student work and 4 uniform assessments for the school year. Grade leaders (teachers) organize and facilitate this work.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	232,723.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,768,236.00	x	

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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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, School Quality 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 (SPC) Template

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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

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: <u>HS for Language and Diplomacy</u>	DBN: <u>02M399</u>
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: <u>55</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 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

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.

Part C: Professional Development

- 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

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 	_____	_____

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.
<ul style="list-style-type: none"> 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		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Amber Najmi-Shadid	Assistant Principal Lawrence Orr
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Rosemary Fung	School Counselor Stephanie Spoto
Teacher/Subject Area Catherine Carithers/ELA	Parent Luis Macleod
Teacher/Subject Area Bridget Mahoney/Science	Parent Coordinator Diane Schindler
Related-Service Provider Sarah Barnett	Borough Field Support Center Staff Member type here
Superintendent Marisol Bradbury	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	450	Total number of ELLs	45	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	15
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	11	1	0	21	8	4	13	1	11	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	3	1	3	0
Chinese										8	6	5	6	0
Russian														0
Bengali														0
Urdu														0
Arabic										2			2	0
Haitian														0
French										1		1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2		1		0
Emerging (Low Intermediate)										5	1	1		0
Transitioning (High Intermediate)										4	3	3	7	0
Expanding (Advanced)										7	4	3	7	0
Commanding (Proficient)										8	9	1	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										11	14	6	6	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	12		6	
Integrated Algebra/CC Algebra	20		13	
Geometry/CC Algebra	3		0	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	10		2	
Living Environment	14		11	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	14		1	
Geography				
US History and Government	13		4	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
N/A
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our NYSESLAT data show that our students are progressing in their English language acquisition. Generally, our students have higher scores for Speaking than Listening, and Reading than Writing, indicating that our curriculum must stress these modalities to support our students' continued growth. We had no students requiring the administration of the NYSITELL. We are focusing our ENL support in our English Language Arts classes through push-in support and dually certified teachers, and our teachers focus their efforts in those classes as well as our freestanding ENL classes.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
All NYSESLAT scores are shared with the ENL department to review. Recommendations for programming to maximize opportunities for student improvement are shared with administration to allow for the creation of the master schedule in order to individually program students based on their levels and needs.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Our NYSESLAT data show that our students are progressing in their English language acquisition. Generally our students have higher scores for Speaking than Listening, and Reading than Writing, indicating that our curriculum must stress these modalities to support our students' continued growth. 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
Our school uses the Hochman Writing Program in grades 9-11. This program aids students in understanding and internalizing the fundamentals of writing from fragments to sentences to paragraphs to multi-paragraph essays. The structures are scaffolded in ways for students of low literacy, including our ELLs, as we have seen the need for in our NYSESLAT results. Furthermore, our curriculum in Global Studies and ELA includes a diverse range of informational texts from cultures around the world chosen with the specifics of our students in mind. Our curriculum also offers several language and culture classes allowing for students to reflect on their own backgrounds as they meet students from a wide variety of backgrounds.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our school reviews our NYSESLAT results annually for emerging trends and to analyze the efficacy of our previous year's programing and curricular decisions. We also look at our Regents results as well as credit accumulation for our ELLs to better provide them the program needed to help them achieve a 4-year graduation.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

On enrollment, the guardian of an incoming child, is asked to complete a Home Language Identification Survey administered by ESL Coordinator Lawrence Orr. 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. Spoto 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 Lawrence Orr, AP; Ms. Vivian Lu, teacher; and Ms. Susan Wong, paraprofessional each speak Mandarin; Ms. Denise Coronado, teacher; Ms. Nancy Juca, teacher; Ms. Nicole Pollio; Ms. Elizabeth Del Rosario, teacher/dean each speak Spanish. In addition, members of our pedagogical staff speak German, Russian, Arabic, Polish, French. 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 NYSITELL by Ms. Fung or another licensed ESL teacher within 10 days of enrollment. The test is hand-scored by Ms Rosemary Fung to determine eligibility for ELL services. Spanish-speaking students are also administered the Spanish LAB in the same 10 day testing window.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Upon enrollment and within 30 days, the school uses the information from the Home Language Identification Survey on prior schooling. If there are indications in the ELL Identification Process indicating an interruption or inconsistency in formal schooling, we administer the oral interview questionnaire and offer the Literacy Evaluation for Newcomer SIFE for students with a home language of

Arabic, Bengali, Chinese, Haitian Creole or Spanish. Students retain SIFE status until achieving Transitioning or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Our LPT consisting of Ms. Fung, Ms. Spoto, and Mr. Orr reviews incoming students' IEP needs, goals and recommended accommodations to give students an individualized program. In addition, our ICT classes allow Special Education and content area teachers to focus extra effort and attention on meeting these students' needs. We ensure that our ELLs with special needs receive all mandated and recommended services possible. Our Special Education team, including Ms. Dudek, Ms. Barnett, Ms. Czajkowska, Ms. Loftus and Mr. Roberts-Robles meet weekly with our Guidance team of Ms. Spoto, Ms. Pollio and Ms. Cornell and communicate regularly with Ms. Fung, our lead ESL teacher. Assistant Principal Orr is our Special Education liaison as well as ESL coordinator and programmer, ensuring a program for each student that meets demonstrated needs. Parents and students are invited to all IEP Annual Reviews and Triennials, and translation is provided either through a bilingual pedagogue or by phone translation services.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After NYSITELL results are determined, Mr. Orr works with the Guidance department to distribute entitlement and non-entitlement letters, in English and Home Language indicated on the HLIS, within 5 days. The Guidance department monitors the return of letters and places them in students' files.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Students new to the Department of Education, after undergoing the ELL Identification Process, are notified in English and home language of their ELL determination. At that time, parents/students over 18 are informed of their right to appeal the determination within 45 days by contacting Mr. Orr or Ms. Spoto. These documents are all retained in students' files.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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 Ms. Spoto, Mr. Orr and Ms. Fung, and a licensed pedagogue representing the home language of the parent/orientation group or the use of translation services. 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. Any parent who does not return the parent survey is assumed to have chosen a bilingual program. 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Mr. Orr works with the Guidance department to monitor the return of Parent Surveys and Program Selection forms, distributed in English as well as the preferred home language. All forms are placed in students' files.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

After forms are sent home, our guidance department closely monitors the return of said forms and relays information to Mr. Orr. All returned forms are placed in students' files.

9. Describe how your school ensures that placement parent notification letters are distributed.
Mr. Orr works with Ms. Spoto to ensure parent notification letters are backpacked home with students in both English and the preferred home language. Follow-up phone calls ensure the receipt of the letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is placed in students' files by Ms. Spoto, Ms. Pollio and Ms. Cornell, our Guidance Counselors in our filing room.
11. 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.
Assistant Principal Anderson is the Testing Coordinator for HSLAD, and he works closely with the ESL team (Mr. Orr (Coordinator), Ms. Fung, Ms. Pineyro, Ms. Rodriguez and Ms. Dondero (pedagogues)) to administer the NYSESLAT every year. Mr. Orr runs the RLER report on ATS to determine who is eligible for the NYSESLAT, and the testing schedule is devised from there. Every effort is made to administer the Speaking test with as little disruption to students' normal classroom instruction by pulling students out individually during the testing window. We test other modalities (Listening, Reading and Writing) during students' ELA periods.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Each September, Mr. Orr prints continued entitlement and transitional support parent notification letters in English and home language. These are then distributed via the Guidance department: Ms. Spoto, Ms. Cornell and Ms. Pollio.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Currently, our only model is the Stand-alone ESL model. Parents have been provided with printed information in their native language regarding available programs (Transitional Bilingual, Dual Language, and Freestanding ESL) in New York City schools, as mentioned in Question 6 above. 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 as per the ASPIRA Consent Decree. Any parent who does not return the parent survey is assumed to have chosen a bilingual program. 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. As such, parents requesting a bi-lingual program or dual-language program work with our Guidance Department to find a suitable program for the student.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students are individually programmed based on their NYSESLAT results, with integrated ELA/ESL sections supported with free-standing ESL for students who are currently at the Entering or Emerging performance levels. Students are grouped based on their proficiency levels on the NYSESLAT. Students in the integrated classes are grouped heterogeneously, while the free-standing classes offer extra support in homogeneous grouping.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELLs and former ELLs receive 225 of integrated ELA/ESL per week. Our Emerging students receive another 225 minutes per week of free-standing ESL, and our Entering students receive a further 450 minutes per week, surpassing the requirements of CR Part 154.

3. Describe how core content is delivered in each program model. 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.

All integrated ESL and free-standing ESL instruction is delivered in English, with instructional groups within the classroom adjusted based on level, activity, and/or material. Our teachers in 9-11 utilize the Hochman writing method, which equips students with the foundational skills of reading and writing, allowing students to elaborate on their thinking to participate in class discussion. This writing program is aligned with the CCLS.

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

Throughout the year, as new students come into the school, Ms. Spoto, our Guidance Counselor, ensures that students are evaluated in their home languages to determine ELL eligibility as mentioned above.

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

Our ESL teachers work closely in their stand-alone and push-in classes to ensure that all four modalities are evaluated consistently throughout the year. For students who are also SWD, the Special Education department also ensures that student needs are evaluated and adjust instruction accordingly. Our teachers use many informal assessments, such as monitoring class discussions and homework/classwork to gauge student understanding, and our formal assessments are aligned to the CCLS and modalities allowing students to be assessed in Speaking, Listening, Reading and Writing.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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.

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 being programmed into integrated ESL/ELA classes for 225 minutes per week, more than required under CR Part 154. 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Upon receipt of a request for re-identification, within 10 days the school will review documents related to the initial or reentry identification process, review student's work in English and home language, may administer the NYSITELL if it was not administered initially, consult with the parent/guardian, conducts and reviews the results of a school-based assessment, consults with the Committee on Special Education if the student has or is suspected of having a disability. Based on the recommendations, the principal determines whether to change the ELL status or not. Written notification of the decision is sent to the parent in the home language. If the recommendation is to not change the ELL status, this is the end of the process. If we decide to change the ELL status, signed notification acknowledging the principal's recommendation and relevant documents are sent to the superintendent for review and final decision. The superintendent's decision is sent to the principal, parent/guardian

- Chart** and student in home language within 10 days of receipt of documentation from the principal. If the decision is to change the ELL status, the program will be modified accordingly. All relevant documents are kept in the student's file. 6-12 months later, the principal will review the re-identification process to ensure that the student's academic progress has not been negatively affected by the determination. The principal consults with Ms. Fung, lead ESL teacher, as well as the parent and student. If negative effects are found, additional supports are sought, or the principal can decide to overturn the determination after consulting with the superintendent or designee. Final notification will be given to the parent in home language within 10 school calendar days.
8. 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?
Our teachers use grades 9-12 CCLS-aligned curriculum developed with assistance from the EngageNY website as well as instructional and content coaches. Our classrooms all have SMARTBoards to support ELLs in richer visual representation of the material, and our teachers have access to laptop and iPad carts for instruction. Instructional strategies include modification of the content, process or product to allow students to achieve, as well as a constant focus on academic and content-related vocabulary, as well as literacy.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Students are given an individualized schedule rather than cohort-based, allowing each ELL-SWD to receive the individually-mandated services.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

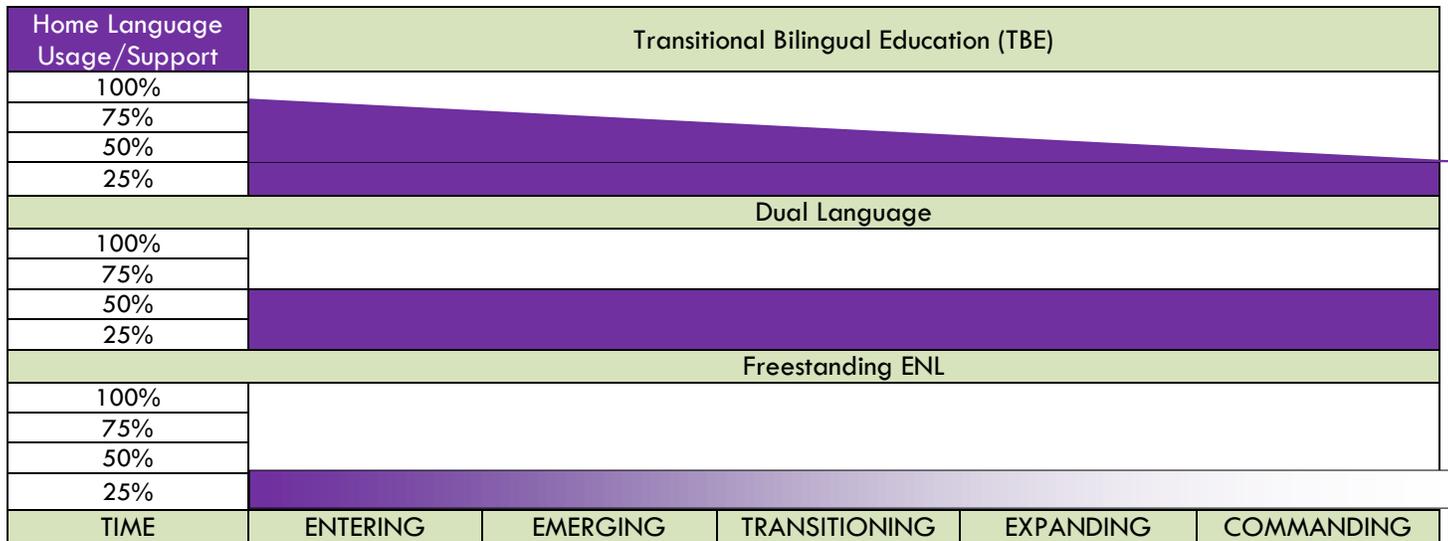


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
 ELA - students are in a push-in/dual-licensed taught ELA class. At the 9th grade, the course is composed of all ELLs. At the 10-12th grades, non-ELL students are included to allow higher-level students to meet on-grade-level targets. In addition, we have a free-standing ESL support class, as well as a Literacy support class taught by one ELA teacher with an ESL teacher push-in. As mentioned above, we have created additional Living Environment and Earth Science courses to allow those students more time with the content, vocabulary and language structures. In Social Studies, we have instituted a 10th grade Global Studies supplemental class to help students with the literacy requirements of the Regents Exam. For Math, we have 4-semester Algebra and Geometry tracks to allow students with difficulties greater time to access the content and vocabulary.

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

Our current program is newly-developed over the past two years, but it has shown results. The most recent data is from the 2013-2014 school year. Below are some data:

	2010 Cohort - %	2009 Cohort - %
ELA Levels 3-4	50	41
Global History 3-4	56	50
US History 3-4	50	45

Credit Accumulation	2014-2015	2013-2014	2012-2013
9th Grade (10 or more)	88.1 %	82.2 %	77.3 %
9th Grade (lowest third)	75 %	68.6 %	60 %
10th Grade (10 or more)	87.5 %	86.9 %	60.2 %
10th Grade (lowest third)	72.7 %	78.1 %	27.6 %
11th Grade (10 or more)	86 %	70.5 %	60.4 %
11th Grade (lowest third)	75 %	53.3 %	25 %

12. What new programs or improvements will be considered for the upcoming school year?
 In order to meet the requirements of CR Part 154, we program all ELLs and former ELLs for 225 minutes of integrated ELA/ESL per week. This exceeds the requirements for current and former ELLs, but we want to support them with their language needs.
13. What programs/services for ELLs will be discontinued and why?
 We are discontinuing push-in ESL services in content area classes as we feel that the results did not demonstrate effectiveness, as can be seen by the above data.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ENL programming aside, our ELLs are given individualized programs designed to help them achieve 4-year graduation, and hopefully an Advanced Regents diploma, as many students come in with the ability to pass the LOTE.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
 All classrooms have SmartBoards, and our school has multiple iPad and laptop carts available for teachers to use in class.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
 Home language support is delivered through the use of bilingual dictionaries, as well as laptops and iPads, available to students in class.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
 Serving ELL needs does not necessitate an easier or lower-level curriculum. Rather, teachers work with students to equip them to with the skills needed to handle grade-level-appropriate work. The support of the Stand-Alone classes provide additional literacy and grade-level appropriate vocabulary support for students across content areas.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
 Our guidance counselor Ms. Spoto assists all newly enrolled ELLs in their transition to the school both before and during the year. In addition, our parent coordinator, assists in communicating with families in the preferred home language.
19. What language electives are offered to ELLs?
 French, Mandarin Chinese, Spanish, Arabic and German
20. For schools with dual language programs:
 a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As our entire school has a focus on literacy, all 9th, 10th, and 11th grade teachers have received professional development around the Hochman method of literacy instruction. These trainings take place throughout the year, starting before the beginning of the year in August/September, during the November, and January Chancellor's PD day, and at our Monday Faculty conferences, content team and grade team meetings. Mr. Orr, our ESL Coordinator, attends monthly coordinator's meetings to ensure compliance as well as to gain information to turnkey to our school's staff, as well as to gain information to lead professional development. Our secretaries, guidance counselors and parent coordinator all attend ongoing Department of Education professional development in helping serve the needs of our ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As our entire school has a focus on literacy, all 9th, 10th, and 11th grade teachers have received professional development around the Hochman method of literacy instruction. This program aids students in understanding and internalizing the fundamentals of writing from fragments to sentences to paragraphs to multi-paragraph essays. The structures are scaffolded in ways for students of low literacy, including our ELLs, as we have seen the need for in our NYSESLAT results.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our Guidance department assists our ELLs as they transition to our school from wherever they come from, at whatever grade level. Upon intake, Ms. Spoto meets with all parents and students to introduce the school and provide an overview of the programs we offer, as well as extra-curricular activities that can engage students' own interests.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school is implementing a Professional Development Committee, as per the UFT, and teachers will take a lead in researching and implementing staff professional development during our weekly Monday meetings, as well as our Chancellor's PD Days. We create and maintain agendas of these professional development opportunities to ensure that our teachers receive their 15%/50% requirement. On Chancellor's PD days, our ENL teachers go for day-long ENL-specific PD.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Our Parent Coordinator ensures parents of ELLs are notified for Department of Education ELL information sessions, and our Guidance Counselors reach out to ELL parents throughout the year with the assistance of an in-house or over-the-phone translator, if necessary.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
All records are placed in a student's cumulative file by either Mr. Orr, ESL Coordinator, Ms. Schindler, Parent Coordinator, or Ms. Spoto, Ms. Pollio or Ms. Cornell, Guidance Counselors..
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
We have monthly Parent Association meetings along with our Open House and Parent Conference dates to foster parental involvement for all parents. Translation is provided either in-house or over-the-phone.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We work with the Coalition for Asian American Children & Families to provide support for our Asian parents and students.
5. How do you evaluate the needs of the parents?
Upon intake, Ms. Spoto conducts an oral interview with parents, with the assistance of an in-house or over-the-phone translator, if necessary, to assess parent needs.
6. How do your parental involvement activities address the needs of the parents?
Parent needs are shared by Ms. Spoto with Administration, as well as with Ms. Schindler, our Coordinator, and Mr. Macleod, our Parent Association President.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.
Paste response here:

School Name: High School for Language and D School DBN: 02M399

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Amber Najmi-Shadid	Principal		10/29/15
Lawrence Orr	Assistant Principal		10/29/15
Diane Schindler	Parent Coordinator		10/29/15
Rosemary Fung	ENL/Bilingual Teacher		10/29/15
Luis Macleod	Parent		10/29/15
Jennifer Rodriguez/ELA	Teacher/Subject Area		10/29/15
Bridget Mahoney/Science	Teacher/Subject Area		10/29/15
	Coach		10/29/15
	Coach		1/1/01
Stephanie Spoto	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M399

School Name: HS for Language and Diplomacy
Superintendent: M. Bradbury

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon intake, the Parent Coordinator, Diane Schindler, and the Guidance Counselor, Stephanie Spoto, administer the Home Language Questionnaire, as well as conduct an informal interview in English, or a native language with the assistance of a translator. For Spanish, pedagogues Elizabeth Del Rosario, Denisse Coronado, Josefina Pineyro and Nancy Juca assist with translation. Vivian Lu assists with Chinese. Medhat Said assists with Arabic. Jennifer Rodriguez assists with French. For all other languages, we utilize the Department of Education's over-the-phone translation services. For documents sent home, those generated in-house are either translated in-house, or we complete a Translation Request Form through the DOE's Translation Services. DOE-generated documents are sent home in both English and the home language. We also regularly run the RPOB to see our students' preferred home languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian
Amoy
Arabic
Bengali
Bulgarian
Cantonese

Chinese/Any
English
Ewe
French
Hungarian
Japanese
Mandarin
Mossi
Polish
Spanish
Urdu
Vietnamese
Wolof

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Emergency Blue Cards - September
Lunch Forms - September
Parent Newsletters - Monthly
Permission for Photography - September
Walking Trip Permission Slip - September
Emails sent by School Messenger - as needed
Testing Dates, Conference Announcements, Calendar of Events - all translated into the Parent Newsletter

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Open House Night (Fall and Spring), Parent Conferences (Fall and Spring), School Messenger phone calls, Attendance phone calls, College Night (Fall and Spring)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

School-generated materials are translated in-house by our bi-lingual staff. When needed, materials are translated by the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School-based staff translate when possible. Otherwise translation is provided over-the-phone via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff are informed of Translation and Interpretation services at a Professional Development meeting in the fall, as well as again before each formal parent meeting afternoon/evening.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We have posted the Welcome Poster at our main elevator. The Parents' Bill of Rights is distributed at the first Parent Teacher Conferences. The Parents' Guide to Language Access is provided in the Welcome Packet distributed to every incoming student.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school welcomes feedback from all parents, which can come either through contact with our Parent Coordinator, or at the monthly PTA meetings. We also have a website and utilize PupilPath, through which parents can contact the school with feedback.