



SCHOOL OF DIPLOMACY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: SCHOOL OF DIPLOMACY
ADDRESS: 3710 BARNES AVENUE
TELEPHONE: 718-994-1028
FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11x370 **SCHOOL NAME:** School of Diplomacy

SCHOOL ADDRESS: 3710 BARNES AVENUE, BRONX, NY, 10467

SCHOOL TELEPHONE: 718-994-1028 **FAX:** _____

SCHOOL CONTACT PERSON: JOHN SCALICE **EMAIL ADDRESS:** JScalic@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Benita Washington

PRINCIPAL: John Scalice

UFT CHAPTER LEADER: Susan Hernandez

PARENTS' ASSOCIATION PRESIDENT: Pamela White

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** Network 608

NETWORK LEADER: Rudolph Rupnarain

SUPERINTENDENT: ELIZABETH WHITE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The School of Diplomacy believes that all children are entitled to a high quality education regardless of any personal factors. All students are expected and required to reach their full potential and meet our highest expectations in all core subjects with the additions of Public Speaking and Technology.

Through the use of field trips for students that follow procedures (uniform, homework, attendance) Diplomacy students discover new ways to understand classroom material that is being discussed in class. In recent years our trips have included the Norfolk Aquarium (in Connecticut), The Coney Island Aquarium, The Bronx Zoo, The Fire Department Museum, Walking Tours of NYC, Rockefeller Center, South Street Seaport, Central Park and many others.

Students at Diplomacy are also offered opportunities to participate in programs sponsored by some of our partners. Over the years we have developed relationships with the Optimists Society, The United Nations Water for Life program, The Norfolk Aquarium Learning Center, The Long Island Science Museum as well as several other organizations. These opportunities present themselves both during the school day and after school for students that want to take a special interest in their academic performance and in areas that interest them the most.

Students who exhibit outstanding behavior as well as success in their classes through homework, class work and participation have the opportunity to be part of the School of Diplomacy's two grade level paperless classes. Students in these 7th and 8th grade classes are issued laptops that are taken to and from school every day. These students have their textbooks and other materials loaded onto their laptops and are expected to complete the majority of their assignments using technology. The expectations for these classes are extremely high and the desire to get into them is very competitive. Students that graduated from this program were admitted into very competitive high school programs at a 100% first choice acceptance rate.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT			
School Name:	School of Diplomacy		
District:	11	DBN #:	11X370
School BEDS Code:			

DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.4	88.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		82	94.33	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	135	157	127	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	148	159		60	63	62.2		
Grade 8	0	0	138						
Grade 9	0	0	1	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	17	TBD		
Grade 12	0	0	0						
Ungraded	0	3	7	Recent Immigrants: - Total Number					
Total	135	308	432	(As of October 31)	2007-08	2008-09	2009-10		

				1	4	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number				
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10	
# in Self-Contained Classes	0	25	40	Principal Suspensions	0	0		TBD
# in Collaborative Team Teaching (CTT) Classes	14	10	11	Superintendent Suspensions	5	27		TBD
Number all others	2	18	26					
<i>These students are included in the enrollment information above.</i>								
				Special High School Programs: - Total Number:				
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0	
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	9	20	33	Number of Staff: - Includes all full-time staff:				
# ELLs with IEPs	0	0	8	(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	19		TBD
				Number of Administrators and Other Professionals	4	6		TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	0	2		TBD
(As of October 31)	2007-08	2008-09	2009-10					
	0	1	TBD					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100		TBD
American Indian or	0	0.6	0.9	Percent more than two	0	0		TBD

Alaska Native				years teaching in this school			
Black or African American	68.9	66.2	66.9	Percent more than five years teaching anywhere	27.3	31.6	TBD
Hispanic or Latino	26.7	29.2	28.5				
Asian or Native Hawaiian/Other Pacific Isl.	3	2.3	2.3	Percent Masters Degree or higher	64	58	TBD
White	1.5	1.3	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Multi-racial							
Male	48.9	55.8	53.9				
Female	51.1	44.2	46.1				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
<input checked="" type="checkbox"/>	In Good Standing (IGS)	
<input type="checkbox"/>	Improvement Year 1	
<input type="checkbox"/>	Improvement Year 2	
<input type="checkbox"/>	Corrective Action (CA) - Year 1	
<input type="checkbox"/>	Corrective Action (CA) - Year 2	
<input type="checkbox"/>	Restructuring Year 1	
<input type="checkbox"/>	Restructuring Year 2	
<input type="checkbox"/>	Restructuring Advanced	
Individual Subject/Area AYP Outcomes:		
Elementary/Middle Level		Secondary Level
ELA:	X	ELA:
Math:	Y	Math:
Science:		Graduation Rate:
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:		
Student Groups	Elementary/Middle Level	Secondary Level

	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	X	√					
Limited English Proficient	-	-					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	5					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09			Quality Review Results - 2008-09	
Overall Letter Grade	A		Overall Evaluation:	√
Overall Score	80.2		Quality Statement Scores:	
Category Scores:			Quality Statement 1: Gather Data	√

School Environment (Comprises 15% of the Overall Score)	5.7		Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	23.4		Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	47.3		Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.8		Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

	Key: AYP Status		Key: Quality Review Score
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

Note: NCLB/SED accountability reports are not available for District 75 schools.

** = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.*

***http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf*

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends

Over the past year, we have made impressive strides towards instituting a rigorous curriculum for both English Language Arts and Math that have alleviated questions about the State and City standards falling into alignment with one another for our teachers. Through this streamlining, we have been able to conduct more meaningful lessons in the classes giving students a strong sense of what the standards are, what they are expected to know, and how they are expected to perform. With our ability to create consistent instruction in the classroom our students have been able to exhibit their knowledge through a wide range of tasks. This includes more complex and multi-stepped projects, daily writing assignments, math exhibitions, and math competitions.

In our effort to gain students interest in reading and math, we have also offered many new books and stories for the students to read that they might not have been exposed to before. Classic stories such as Beowulf on multiple levels have truly intrigued our 6th grade students, including our Special Education sections, and works such as Kafka's Metamorphosis lead to some incredible projects from our 8th grade students. All of this was tied in to our large purchases of books over the last two years that might not resemble normal middle school book ordering.

Although this has been taking hold over the last two years, we were able to identify a student performance trend that has concerned all of us at Diplomacy. Our school has started to see a divide between students that can do the work that they are asked to on their own and students that may need significant amounts of assistance to reach the same levels as their peers. In short, we feel that we had started to move towards a model of "feast or famine" with our students. In placing responsibility on our students to ask for assistance when they need it, we have overlooked the students that may not be confident or secure enough to ask for help out of fear of ridicule or simply peer pressure. These students have slipped back from where they were upon entry and need to be addressed.

In the upcoming school year we have developed a model that is complimented by our budgeting as well as our programming that will provide assistance to these students despite them asking for it or not. By having teachers buddy up with other teachers on the same grade level, teachers will be able to more discuss the same cohort of kids that they share with regard to their strengths and weaknesses. This, supplemented by data from their in class assignments, projects, ITA's and other assessments, will begin to paint a much more accurate description of what each student needs in order to succeed at Diplomacy.

As a result of our discovery of trends there has been a shift in our educational direction which is evident in our programming. As part of next year's program there are several periods per week in each class where teachers will be accompanied by a more seasoned teacher to both assist with lesson development as well as provide additional support to struggling students. This is in addition to our push in AIS teacher and our pull out SETTS program. This has lead to hiring more staff as well as redistributing our existing staff into areas that they are better suited; using data supported by their teacher performance indicators.

To support this change through our budget, we are also allocating funds towards our Saturday program as well as to new forms of technology. This technology such as e-readers, mp3 players, and online learning programs (in the arenas of writing, literacy, and science) will better enable us to meet the demands of both the State and City while reaching a wider range of students that may not succeed through traditional means.

The last prong of our changes for performance will be, again, centered on attendance. Despite our best efforts this year and our institution of a new attendance policy, we were unable to get to the 92% average that other schools in New York City achieve. If students are not here they cannot succeed. Through looking at our school data and environmental learning survey, it is apparent that our school culture needs to be stronger. Students will be part of our PBIS initiative next year which will hopefully get us the last few percentage points we need to have positive attendance. By incorporating parents more through updates on attendance, and not just academic performance, we hope to show parents the correlation between attendance and performance.

Greatest Accomplishments

Over the past three years our greatest accomplishment has been our ability to sustain a system of self reflection, correction and implementation to support our students in the achievement of their goals. By holding regularly scheduled staff meetings where teachers, support staff and school workers are encouraged to offer solutions to problems, we have been able to create and sustain a culture of self improvement. We have acknowledged that creating a school is an ongoing process. We believe that we are always in the state of creation and that each year provides new challenges and insights that will help us improve year after year.

With our students, we were able to achieve a level of over 90% of our first graduating class obtaining first round entry into their first choice high school. Students in other grades were able to see the pressure of this process and quickly noted that if they are to get into the schools that they want to, they needed to push themselves harder in their classes. We were able to use the successes and struggles of students in a mentoring program for underclassman where students were able to hear stories from our 8th grade students about expectations as they progress in our school and what is expected of them by high schools that they visited. Students were able to relate the stories better,

admitting where they went wrong, noticing where they did well, and reflecting on what they would change.

Over the last two years we were also able to develop a paperless class program in which students were issued lap top computers to take back and forth to school on a daily basis. This included the use of the internet while in school, the submission of projects via email, homework done via wiki pages and email, and the ability to view lesson plans that they may have missed on Google Documents. We were able to fund this entirely through our DOE budget and did not use any outside resources to fund this program. This program was used for students with varying levels, varying grades, and some ESL and IEP students as well. Through the creation of this class we experienced significant gains on all levels with many students achieving higher than they had in any other year during their traditional education. Teachers were given professional development on the technology that was used and were expected to make the most use out of their resources while planning for these classes.

All teachers at the School of Diplomacy are issued laptops as well. This provides teachers with multiple resources and pathways to get to information that they may need while planning lessons and creating projects. It also allows teachers to use PowerPoint, Web Quests and other tools with their classes that might not be possible if they had to sign out equipment on a daily basis. The use of laptops has also limited the amount of resources needed for the school to purchase paper for memo's, reduced photocopying and has opened up the creativity of many teachers in their planning.

Finally, and above all else, is the creation of our program for the Mentally Retarded students that attend the MS 113 campus. Hosting the MR program for the area was something that we volunteered for as a way to assist in making sure that these students get not only the attention that they require, but the education that they need in order to succeed once they are done with school. Their room is equipped with a mounted Smart Board, a projector, their own laptop cart, an audio station, their own library of leveled books and a reading area. This room has created an atmosphere where students look forward to coming to school, despite their angst about starting middle school.

Barriers to Success

The greatest barrier to our success is the continued funding cuts that we are experiencing. Although this is not unique to our school, funding is what makes everything possible. Without the funding to try new ideas, many times a school can become stuck in doing things the way it always has because it knows it can be funded. Sacrificing programs is never a popular move, neither is releasing teachers, cutting technology, underfunding materials, or eliminating support roles; however, this is the situation that we are being asked to navigate.

The second barrier to our success is the limited amount of space that we currently have in our building despite our being asked to take on new programs. Our school campus is currently operating at 116% of its intended capacity. This is due in large part to the large population of students that attend this campus that require a self contained setting. Many of the rooms being used for these students are full sized classrooms since the building does not have a large amount of ½ size class space. This displaces 18 students per class that need to be absorbed into other full sized classrooms that are not designated for self contained students. With this happening, we have lost all of our available space. We currently have 19 classrooms and are expected to have 21 homerooms next year putting us at a 2 classroom deficit.

As of June 2010 we had 19 sections of students and 19 classrooms. This meant we had no rooms for AIS, SETTS, Art or any other service for our students except for mandated counseling. We are expecting to operate the same way next year. However, we feel that we would have much greater success if we were able to have separate AIS or SETTS rooms, a computer lab and a language lab for our students.

Aids to Success

The greatest aid to our success on our campus has been working with our Leadership Organization (now Cluster 6), our Superintendent (Ms. White, District 11) and one another (The School of Diplomacy, Young Scholars Academy, GLOBE[®], and FORWARD) in the best interest of our students. All three components have been able to put any disagreements about philosophy aside and work together for the strengthening of our student community. We have been very fortunate to find organizations and community leaders that are willing to take a chance on a campus that had, at one point, such a negative reputation in the community; and a large part of that, I feel, has been our ability to consistently remain united with what works best for our children.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal #1- ELA – Increase the Amount of Students Reading Comprehension Grade Level by at least 10% as assessed on a minimum of three Acuity assessments in ELA through June, 2011.

Goal #2- ELA – Increase the amount of Intervention time given to Struggling Students in ELA by 20%. This will be done through scheduling additional periods on reading and writing, and additional teachers for small group/differentiated instruction, as well as after school programs.

Goal #3- Math – Increase the Amount of Intervention Time Given to Struggling Students in Math by 20% with scheduling additional periods on math skills and strategies, as well as additional teachers for differentiated instruction, and After School Programs. This will be provided the 2010-2011 school year.

Goal #4- Technology – Increase Accessibility to Students in All Grades and on All Levels by 33% with additional periods and After School Programs throughout the 2010-2011 School year. This will be assessed through students' monthly projects submitted and review of students' progress. Students view their progress in all grades through technology based grading information via SnapGrades online. This is evidenced by viewing the amount of times students and parents view school progress online.

Goal #5- Social/Emotional – Decrease the Amount of Level 3 or Higher Incidents by 25% as evidenced in Online Occurrence Report Systems "OORS" reporting by June, 2011.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>ELA – Increase the Amount of Students Reading Comprehension Grade Level by at least 10% as assessed on a minimum of three Acuity assessments in ELA through June, 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students that attend the School of Diplomacy that entered the year at a proficiency level of lower than 3 will experience a 10% increase on the Reading Comprehension section as measured through the Department of Education’s ITA’s and Predictive assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>This achievement will be done through mandated tutoring sessions, increased academic intervention as evident through the new program for the 2010-2011 school year, and through data guided curriculum discussions scheduled with teachers each month.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This increase will be realized by March of 2011, before the New York State ELA exam is administered for the year</p>

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the amount of Intervention time given to Struggling Students in ELA by 20%. This will be done through scheduling additional periods on reading and writing, and additional teachers for small group/differentiated instruction, as well as after school programs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>✓ Students that attend the School of Diplomacy that entered the year at a proficiency level of 2.5 or lower will experience a 20% increase (2 periods) of time spent in a small group situation focused specifically on English Language Arts.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This increased time will be possible through the creation of multiple teachers in the same room for specific classes during the day. This will result in either a content specific teacher or AIS teacher being in the room with specific students twice a week in order to ensure that they are on target to meet the goals for the class. This can take the form of push in, pull out, and Team Teaching during the periods scheduled with multiple teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>This will begin in September of 2010</p>

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the Amount of Intervention Time Given to Struggling Students in Math by 20% with scheduling additional periods on math skills and strategies, as well as additional teachers for differentiated instruction, and After School Programs. This will be provided the 2010-2011 school year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students that attend the School of Diplomacy that entered the year at a proficiency level of 2.5 or lower will experience a 20% increase (2 periods) of time spent in a small group situation focused specifically on math.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This increased time will be possible through the creation of multiple teachers in the same room for specific classes during the day. This will result in either a content specific teacher or AIS teacher being in the room with specific students twice a week in order to ensure that they are on target to meet the goals for the class. This can take the form of push in, pull out, and Team Teaching during the periods scheduled with multiple teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>This will begin in September of 2010</p>

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase Accessibility to Students in All Grades and on All Levels by 33% with additional periods and After School Programs throughout the 2010-2011 School year. This will be assessed through students’ monthly projects submitted and review of students’ progress. Students view their progress in all grades through technology based grading information via SnapGrades online. This is evidenced by viewing the amount of times students and parents view school progress online.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All students, general education or IEP students, regardless of level and performance will have an increase of accessibility to technology (computers, computer teachers, eReaders) by 33% (1 additional period) per week.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>8th Grade students have been programmed to have a separate 8th grade teacher specifically for technology for 3 periods a week. This will allow for more accessibility and an increase in difficulty for projects and content in the technology arena. 6th and 7th grade students have been programmed for 2 classes per week, which is the same as last year. However, they will each have 1 day per week afterschool (Tuesday 6th grade, Wednesday 7th grade) funded through the budget to attend Technology After-School sessions that will give them access to both their technology teacher and technology equipment for 1 hour each week in addition to their classes.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>This will begin in September of 2010.</p>

Subject/Area (where relevant): Social/Emotional Student Behaviors

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Decrease the Amount of Level 3 or Higher Incidents by 25% as evidenced in Online Occurrence Report Systems “OORS” reporting by June, 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students in all grade levels will experience a 25% decrease in Level 3 or higher incidents as described and outlined in the Department of Education Behavioral Guidelines.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Through the implementation of PBIS and a conscious effort to guide our students towards rewards as opposed to levying punishments, students will encounter a significantly less confrontational environment which will promote the philosophy of PBIS. With teacher training, student committees, and a push towards involvement on all angles, students will be less likely to react violently to situations and the number of incidents will decrease.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Data will be completed by June of 2011.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15	10	0	0	6	0	8	0
7	17	20	0	0	15	0	10	0
8	20	15	0	0	10	0	3	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA is a combination of push-in and pull out AIS services. Push in includes small group work, individual assistance and re-direction and team teaching in a non-TT environment. Pull-out occurs in groups of no more than 8 students using Wilson, read-180 and individually designed programs using IA data for each student.
Mathematics:	Math is a combination of push-in, pull out and after-school sessions. Push in includes small group work, individual assistance and re-direction and team teaching in a non-TT environment. Pull-out occurs in groups of no more than 8 students using individually designed programs using IA data for each student.
Science:	Science AIS occurs in a pull out model. Pull-out occurs in groups of no more than 8 students using project based assessment based on NYS and CCSS performance indicators
Social Studies:	Social Studies occurs in a pull out model. Pull-out occurs in groups of no more than 8 students using project based assessment based on NYS and CCSS performance indicators
At-risk Services Provided by the Guidance Counselor:	This is based on the students individual needs and reviews PBIS standards, creates programs for students with like needs, groups centered on behavioral modification, homework improvement, high-school services and readiness, parent-outreach when necessary and student conflict resolution.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	This is based on the students individual needs and reviews PBIS standards, creates programs for students with like needs, groups centered on behavioral modification, homework improvement, high-school services and readiness, parent-outreach when necessary and student conflict resolution
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Home Language Identification Survey
 - Spanish speaking families identified for office/admin translation

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - School growth has identified need for more language translations, i.e., French...
 - Lack of parent communication from different non-English speaking countries led to identifying translation needs; also speaking with students and learning about home life and family members language of use

Part B: Strategies and Activities

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	299,120	42,816	341,936
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,991	428	3,419
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,956	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,341,991.2	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PARENTAL INVOLVEMENT POLICY

The School of Diplomacy will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

School of Diplomacy will take the following actions to involve parents in the process of school review and improvement:

- We will hold an annual meeting for parents of participating Title I students for the purpose of explaining the program offerings at Diplomacy. We will hold this meeting twice during the summer, in July and in August.
- Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs for the upcoming year as part of the SLT.
- Provide parents with the opportunity to meet with staff members to assist parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels throughout the year.
- Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

The School of Diplomacy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted by members of the SLT beginning in January.

The School of Diplomacy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools involved parents and the community to improve student academic achievement through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State’s academic content standards; and Common Core State Standards
- The State’s student academic achievement standards;
- The State and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child’s progress; and
- How to work with educators.
- ARIS Parent Link Hands-on training workshops

Evening workshops held separately from PTA meetings and on occasional Saturday afternoons as part of our Saturday Academy.

The School of Diplomacy will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training through model reading, and using technology to foster parental involvement by:

- Distributing course outlines, test questions, sample projects etc. to familiarize parents with academic requirements.
- Evening workshops conducted by teachers and other staff as well as community based organizations with targeted goals to meet the expressed needs of our students and parents.

The School of Diplomacy will, with the assistance of our Network and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- Workshops will be conducted in conjunction with regularly scheduled professional development.

The School of Diplomacy will coordinate and integrate parental involvement programs and activities with RIF, Balanced Literacy, Barnes and Nobel Outreach Reading and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers that support parents with the education of their children by:

- Having the Parent Coordinator serve as a resource for contacting these activities
- Reaching out to other schools that have exemplary or model programs surrounding the services sought by our parents
- SnapGrades training for parents

The School of Diplomacy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable format in a language the parents can understand:

- Translate all mailings, including e-mail, as necessary.
- Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.

- Develop a uniform format for all mailings.

Adoption

In subsequent years, this School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on particular dates. This year, the administration developed this plans with the intent to discuss it with the parents once the School Leadership Team has been established.

This policy will be adopted by The School of Diplomacy after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before September 18, 2009 in future years and soon after its adoption this year.

Principal's Signature: _____

Date: 11/1/2010 _____

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL - PARENT COMPACT **School of Diplomacy**

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees

To convene four times a year to inform parents of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- Translate all mailings, including e-mail, as necessary.
- Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.
- Having the Parent Coordinator serve as a resource for contacting parents through voicemail, regular mail, and emails
- Reaching out to other schools that have exemplary or model programs surrounding the services sought by our parents

The School of Diplomacy will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable format in a language the parents can understand:

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on literacy and test taking strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Computer activity

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

The School of Diplomacy

John Scalice, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

No scholars.

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	School of Diplomacy					
District:	11	DBN:	11X370	School		321100010370

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.4	88.4	87.2
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		82.0	94.3	91.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	157	127	147	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	148	159	126		60.0	62.2	55.9
Grade 8	0	138	172				
Grade 9	0	1	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	17	28
Grade 12	0	0	0				
Ungraded	3	7	9	Recent Immigrants - Total Number:			
Total	308	432	454	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	4	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	25	40	52	Principal Suspensions	0	0	37
# in Collaborative Team Teaching (CTT) Classes	10	11	0	Superintendent Suspensions	5	27	31
Number all others	18	26	33				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	19	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	6	6
# receiving ESL services only	20	33	TBD				
# ELLs with IEPs	0	8	TBD	Number of Educational Paraprofessionals	0	2	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	31	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	32.3
				% more than 5 years teaching anywhere	27.3	31.6	25.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	58.0	67.7
American Indian or Alaska Native	0.6	0.9	0.9	% core classes taught by "highly qualified" teachers	100.0	100.0	98.1
Black or African American	66.2	66.9	65.6				
Hispanic or Latino	29.2	28.5	30.2				
Asian or Native Hawaiian/Other Pacific	2.3	2.3	2.6				
White	1.3	1.2	0.7				
Male	55.8	53.9	52.4				
Female	44.2	46.1	47.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	X	v					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	4	5					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:	NR				
Overall Score:	10.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment: <i>(Comprises 15% of the</i>	0	Quality Statement 2: Plan and Set Goals					
School Performance: <i>(Comprises 25% of the</i>	4.1	Quality Statement 3: Align Instructional Strategy to Goals					
Student Progress: <i>(Comprises 60% of the</i>	6	Quality Statement 4: Align Capacity Building to Goals					
Additional Credit:	0	Quality Statement 5: Monitor and Revise					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Network 8	District 11	School Number 370	School Name School of Diplomacy
Principal John Scalice		Assistant Principal Vivian Hernandez	
Coach		Coach	
Teacher/Subject Area Miguel Fernandez/ESL		Guidance Counselor Tiffanie Poole	
Teacher/Subject Area Daliza Lundy/Special Ed; ESL		Parent Ms. Pamela White	
Teacher/Subject Area Ariel Enderes		Parent Coordinator Ms. Benita Washington	
Related Service Provider : Ms. Tiffanie Poole		Other Mr. Donald Lanier, MsW	
Network Leader Rudy Rasparian		Other Ms. D. Isaac, ELA	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	496	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	8.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. Upon entering or registering for public school at 370X, parents are given a Home Language Inventory Survey ("HLIS") to fill out to determine how well student understands, speaks, reads and writes English. This information and survey also informs and asks parents/guardians their language preference when sending important correspondence from school. Students are interviewed by the ESL teacher and assistant principal to spanish speaking students in their home language. For other languages, parent and students are asked questions regarding students academic experiences in their respective countries or islands to determine students' knowledge of English strands and native language. Students who enter public school for the first time, are administered the LAB-R after students are enrolled and attending classes within 10-days to determine students proficiency. The NYSESLAT assessment is administered once a year to determine students reading, writing, listening and speaking English proficiency. They are given this test annually until they perform at the Proficient level in all strands.
 2. Parents are given the opportunity to ask questions and are shown a video orientation in their native language for our English Language Learners. This orientation is administered during parent teacher conferences and during periodic parent meetings to explain the programs available for ELLs. Parents are informed of programs available at the school, as well as resources and strategies they can use to encourage reading, writing and comprehension strategies to raise students academic performance in all subject areas.
 3. English and Spanish written communication is used for information to parents. The New York City Department of Education has forms which come in both languages. Continued entitlement letters, entitlement and non-entitlement letters in Spanish and English entitling students to receive services as an English Language Learners (ELL) are sent to parents/guardians based on students' Language Assessment Battery test (LAB-R). A Parent Orientation informational workshop is offered to non-English speaking parents in Spanish. The workshop is conducted by the school's ELLs Coordinator and ESL teacher. The workshop offers parents the opportunity to ask questions about educational programs and services that are available for students and specific instructional programs that are offered for English Language Learners.
 4. Students are placed in Free-Standing English as a Second Language Program after results of the LAB-R assessments determines students proficiency, as well as performance levels on the NYSESLAT test to indicate which will indicate the amount of time spend in their ESL classes across the content areas. Parental notifications are sent in English and Spanish. Translated versions are done by school personnel informing parents progress of their children.
 5. The trend of parents requesting their children to remain in ESL classes throughout students tenure at the School of Diplomacy. They have expressed their children's performance is greater and their self-esteem while in the pull-out ESL classes.
 6. Parents express desire for their students to remain within the ESL program because they have stated that there is more involvement and greater understanding because of the continued scaffolding in social studies, science and language arts and teacher's modifying instruction for the ESL students.

Part III: ELL Demographics

A. ELL Programs

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

K <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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)				0											0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	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	42	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	4
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	13			12			16		2		41
Total	13	0	0	12	0	0	16	0	2		41

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	14	8					35
Chinese														0
Russian														0
Bengali														0
Urdu							2		1					3
Arabic							2							2
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi							1							1
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	18	14	9	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

2. The ESL teacher meets with subject area teachers to facilitate student language learning, understanding of the content areas while maintaining the pacing chart in the English language. The incorporation of technology assists students to enhance vocabulary terms, idioms and phrases with the use of powerpoint presentations, as well as a hard-copy for students to ensure students follow along.

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

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

4. The ESL class instruction is interactive. Students work in pairs to help each other with lists while listening carefully to each other read. Advanced ESL students make up story problems and exchange with each other to provide reinforcement and practice in writing and speaking. Students are encouraged to ask questions, reread, restate and visualize to make text more comprehensible. We also offer after school classes to assist students with developing their language skills in math. Repeating and modeling of correct language usage is

emphasized throughout the ESL classes.

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

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

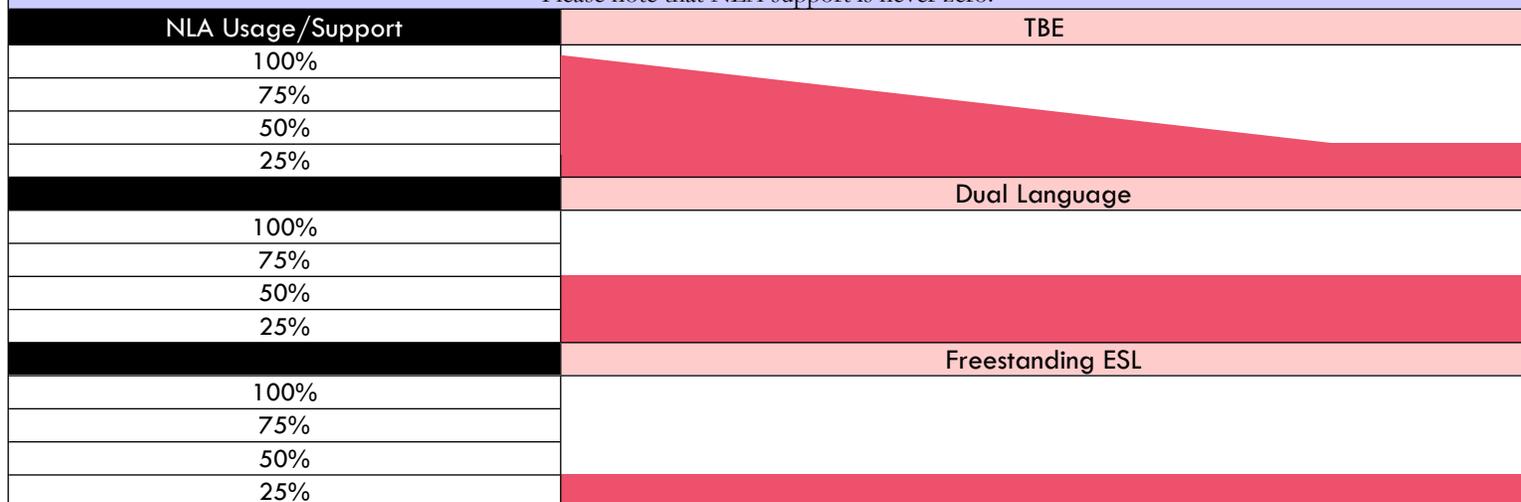
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Targeted intervention for ELLs is through scaffolding instruction in ELA, social studies, math and science. Students are taught in English after all teachers do an in-class assessment in math using both languages. Students are able to take the math test in either English or Spanish to offer a better assessment of knowledge based and comprehension. In ELA and social studies, the ESL teacher gives assessments when students enter school, aside from the LAB-R to assess reading fluency, decoding and comprehension.

6. The support offered ELLs is extended time on standardized assessments. Translation for some of the tests. Students who have reached the proficiency level on NYSESLAT will be offered strategies to help ensure continued success in all academic areas. After school program is offered to ELLs students as well as a Saturday Academy for English Language Learners.

7. Technology programs and websites for ELLs; podcasts in native language.

9. All ELLs are offered equal access to all programs and trips during the school year. After school program "LearnIt" offers support with their ESL teacher to access curriculum and concerns in both languages.

13. A workshop is offered to parents of ELLs in late August and again in mid September for parents of ELLs to information on programs, uniform and school culture. Information is given on how to access school website, snapgrades and testing information throughout school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. ELA, Math and Science Staff Development - weekly team meetings by grade and content area to offer strategies to help ELL students in classes. Maintain Lesson and Performance Tracking Pool for each ELL student with theme, lesson objective, as well as rubric for all ELLs.
2. Staff meeting in late August with staff and a breakdown of incoming students with the ATS Years of Service Report to all teachers of Beginners, Intermediate and Advanced students who will be in their respective classes.
3. Jose P training is offered to new incoming staff on strategies and laws for ELL students.

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

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

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

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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