



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>11X370</b>
<b>School Name:</b>	<b>SCHOOL OF DIPLOMACY</b>
<b>Principal:</b>	<b>SEAN LICATA</b>

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: School of Diplomacy School Number (DBN): 11X370  
Grades Served: 6-8  
School Address: 3710 Barnes Avenue, Bronx, NY 10467  
Phone Number: 718-994-1028 Fax: 718-994-1890  
School Contact Person: Sean Licata Email Address: SLICATA@SCHOOLS.NYC.GOV  
Principal: Sean Licata  
UFT Chapter Leader: Robert Grippo  
Parents' Association President: Damian Garcia  
SLT Chairperson: Nicole Cameron  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jonathan Robles  
Student Representative(s): \_\_\_\_\_  
CBO Representative: **Jeremy Kaplan (Phipps)**

**District Information**

District: 11 Superintendent: Meisha Ross Porter  
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, NY 1469  
Superintendent's Email Address: [mlopez9@schools.nyc.gov](mailto:mlopez9@schools.nyc.gov)  
Phone Number: \_\_\_\_\_ Fax: 718-519-2646

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRUIZ2@schools.nyc.gov  
Phone Number: 718-828-776 Fax: 718-828-6280

## **Section 2: Executive Summary and Organizing Principles**

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

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

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

### The Framework for Great Schools and RSCEP Development



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

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

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

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

### NYCDOE’s Quality Review (QR)

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

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

### **Title I Requirements and Strengthening Title I Parent Involvement**

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

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

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Sean Licata	*Principal or Designee	
	Robert Grippo	*UFT Chapter Leader or Designee	
	Damian Garcia	*PA/PTA President or Designated Co-President	
	Dalton Alexander	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Joel Sanchez	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	Nicole Cameron	Staff	
	Coleen Campbell-Allen	Staff	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Dary Ponce	Parent	
	Belinda Jennings	Staff	
	Roxanne Joseph	Parent	
	Jonathan Robles	Parent	
	Shelia Thomas	Parent	
	Lawrence Collorafi	Staff	
		Staff/Parent/Other Contributor	

#### Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The School of Diplomacy (SOD) is located at the Richard R. Green Campus in the Williamsbridge area of the Bronx. The school is co-located with three other middle schools including the Forward School of Creative Writing, Young Scholars Academy, and the Globe School for Environmental Research. The campus is located in the northeast section of the Bronx and currently services approximately 242 students in grades 6-8.

The School of Diplomacy is comprised of 61.4% Black, 31.9% Hispanic, 4.6% Asian/American Indian/Pacific Islander and 2.1% White. Boys account for 50% of the student body and girls account for 50%. As part of our demographics our student body also includes 11.9% English Language Learners (ELLs) and 26.1% of our population is comprised of Students with Disabilities (SWDs). The average attendance for the 2014-2015 school year was 89%.

Over the past year, our school has made the most progress in our students' progress measure on the NY state ELA and math exams. For the 2013-2014 school year, we met our target in the area of student progress. We are still working diligently to raise our student proficiency levels as they currently are at 8.4% for ELA and 5.6% for Math. Progress has also been made over the last few years in regards to parent engagement. Parent engagement has risen from 3% of parents answering the Learning Environment Survey to 34% answering it in 2014-2015.

At the School of Diplomacy our scholars are taught to think critically. Our young scholars are also taught to become problem solvers. Our students are being prepared for high school and college through our emphasis on aligning instruction in all content areas to rigorous standards, the Common Core Learning Standards (CCLS). We celebrate student success through student of the month, quarterly Honor Roll, 100% attendance celebrations, and multiple PBIS initiatives.

In the 2014-2015 school year, our scholars engaged in rigorous activities as well as a variety of extra-curricular activities include: Dance, Step, TEEN Action, Music, 12 Comics, Leadership program, Art, Teen Council, Hip Hop, Robotics, Fitness, Flag Football, Homework support, and Test Prep. Students also attended multiple field trips this year such as trips to: New Roc City, ice-skating, and the Museum of the Moving Image. Our students also attended PBIS trips this year that included a trip to One World Trade Center and The New York Liberty.

The School of Diplomacy believes keeping open lines of communication with our parents and families. The school uses multiple ways to keep parents informed. Our Parent Coordinator collaborates with school leaders to help provide parents with a monthly newsletter that informs them of upcoming meetings, workshops, and special events. Our faculty also notifies parents of student progress through the use of SKEDULA, our school APP, and through weekly parent engagement sessions set-forth on Tuesday afternoons. The School Messenger system is used to remind parents of upcoming school events.

In the 2015-2016 school year the school will be partnering with a new CBO, Phipps Neighborhoods. Our school's partnership with Phipps will help to bring academic, socio-emotional, mental-health services and support staff to help our school in its transformation into a Community School model. The school currently has partnerships that include the Middle School Quality Initiative (MSQI) and iLearn. The partnership with MSQI and iLearn will continue into the upcoming school year. The school also received a School Improvement Grant (SIG), 21<sup>st</sup> Century, and Achieve Now grant, which have helped to bring in critical partnerships into our school community including: Ramapo for Children, Generation Ready, The Leadership Project, Creative Connections, Mentoring in Medicine, Stella Adler Studios, Omnilearn and the New York Hall of Science.

Through the Renewal School initiatives, the school is also receiving MyOn. MyOn is an interactive digital online library that will be used by all our students. Additional library books have been ordered and will be used to enhance our classroom libraries throughout the school. The school is also receiving professional development from Teachers College

to begin integrating Teachers College writing units of study for the upcoming school year. These additions will help to support our school-wide focus on literacy across the content areas. Over the summer and throughout the upcoming school year, the school will be participating in Teacher College training sessions. Our school will also be attending the Science-Technology-Engineering-Mathematics (STEM) Summer Institute to promote STEM within our school for the 2015-2016 school year.

During the 2013-2014 school year, our school professional development focused on the new observation tool used for evaluating the instructional practices of our teachers, the Danielson Framework for Effective Teaching. In 2014-2015 we continued using the Danielson Framework and will continue to use it in the upcoming school year. After review of teachers' Measure of Teacher Practice (MOTP) data, the school leaders determined a need to focus on Domain#3 of the Danielson Framework, as we believe these are the critical Danielson components that directly impact student achievement. Danielson Components 1e, 3b, 3c, and 3d have also been selected as the focus evaluation components for the 2015-2016 school year based on our Measures of Teacher Practice (MOTP) data findings.

In order to build teacher capacity, the School of Diplomacy works with outside coaches and consultants to support teacher development including coaches and consultants from Generation Ready and Ramapo. The school is also developing and promoting our own teachers into teacher leadership roles through the Teacher Career Pathways incentive program. All our teachers also receive Professional Development (PD) sessions on Monday afternoons and Tuesday afternoons. On Thursdays, our teachers meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers meet a minimum of once a week to collaborate on lesson plans and adjustments to their curriculum. As we are focusing on literacy, our Science and Social Studies teachers participate in weekly teacher team meetings with the English Language Arts (ELA) teachers. School leaders and the School Leadership Team will be collaborating on enhancements to the school's curriculum and programming to further support student achievement before and throughout the upcoming school year. Professional development will continue for our teachers next school year but will undergo some scheduling modifications due to the new mandate for the addition of the 'Renewal School Hour.' The additional hour of instructional time will be integrating Monday-Friday beginning in the 2015-2016 school year, and will be mandated for all students. Teachers will still receive time in the 2015-2016 school schedule and program to continue the Professional Development, Parent Engagement, and other Professional Work as they did this year.

The School of Diplomacy also has a partnership with the Middle School Quality Initiative (MSQI), which will continue into the 2015-2016 school year. Through this partnership, the understanding set-forth is that all teachers are teachers of literacy. Teachers are using an interdisciplinary vocabulary and literacy program, Word Generation. Word Generation was expanded to all grades this school year and will continue to be used throughout the 2015-2016 school year. SOD monitors our student progress in literacy through the use of the Degrees of Reading Power (DRP) assessments administered across all grades; the DRP assessment was introduced to us through our partnership with MSQI and has provided our teachers and students with tracking data on students' reading levels.

Our school's Instructional Focus for the 2015-2016 school year is: "If we focus on building a culture and community that promotes student-centered learning and engage our students in higher-order questioning and discussions that leads to authentic writing, then our scholars will develop the critical speaking, listening and writing skills they will need on their path towards high school, college and career readiness."

At the School of Diplomacy, the school leaders and staff believe the following:

- It is important to know our students
- Students need time to practice basic skills
- Students benefit from opportunities to discuss content with their peers
- Students learn when instruction includes scaffolds
- Students take ownership of their learning when they are part of the decision making process

As a Renewal School, we are excited to begin and/or expand the implementation of the following school improvement strategies into the 2015-2016 school year:

- Expanded Learning Time opportunities for all students, including additional instruction provided during afterschool and/or summer programming, provided in collaboration with the CBO
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students

- Additional, focused strategies to increase parent and family engagement with support from our CBO

In the 2014-2015 school year, the School of Diplomacy also participated in a comprehensive needs assessment conducted by the American Institutes for Research (AIR). The needs assessment was across all six elements of the Capacity Framework for Great Schools (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community ties, and Trust). The comprehensive needs assessment conducted by AIR helped to inform further refinement of our 2015-2016 Renewal School Comprehensive Education (RSCE) plan. The School Leadership Team (SLT) will conduct monthly progress monitoring throughout the 2015-2016 school year and the District 11 superintendent's team, to ensure the school is making progress towards our Renewal School benchmarks and metric targets.

The School of Diplomacy team is looking forward to continuing our work and collaboration within the Richard R. Green building to make our campus a more welcoming and inclusive learning environment for all our stakeholders. The school leaders within the campus are currently collaborating, planning and discussing ways to work together to share resources for the benefit of our entire school community. Together we know we can make a difference within our campus for our entire school community. We embrace the new initiatives and supports brought forth through the Renewal School and Community School initiatives and look forward to our partnership with Phipps in supporting our transformation into a model Community School campus.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	I
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	I
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	I
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Based on our school’s 2014-2015 School Renewal Assessment (SRA) conducted by the American Institutes for Research (AIR), teachers reported receiving regular instructional feedback, support and professional development from administrators, colleagues and outside providers.</li> <li>Based on our Middle School Quality Snapshot data, 8% of our students met State standards on the State English exam; the average score at this school was 2.1 out of 4.5 and 6% met State standards on the State math exam; the average score at this school was 2.1 out of 4.5</li> <li>Our 2013-2014 School Quality Guide findings show that our school ‘met’ our student progress targets but is still ‘approaching targets’ in regards to student achievement.</li> <li>According to our Middle School Quality Snapshot data, 77% of our school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.</li> <li>A young staff and unaligned curricula in some content areas pose capacity challenges for the school. (SRA 2014-2015)</li> <li>Teachers regularly differentiate instruction and adapt curriculum to ensure access for ELLs, students performing below grade level and students with special needs. (SRA 2014-2015)</li> <li>Our teachers are committed to the success and improvement of their classrooms and school. At our school, everyone works towards the goal of improving student outcomes and preparing students for success in school</li> </ul>		

and beyond. Our teacher teams meet twice per week to plan and implement new lessons and to examine student data. (SRA 2014-2015)

- School leaders and teachers are collaborating on improving our system for collecting and using formative and summative assessment data for the upcoming school year.
- Findings from an external curriculum audit, the Survey for Enacted Curriculum (SEC), identified a need for developing rigorous instruction, improving teacher practice, and strengthening assessment practices to inform instruction. Findings also showed that there is a need for ELA and math teachers to modify their curriculum so that they are focusing and spending more time on higher leverage standards. (SEC 2014-2015)
- The school's 2014-2015 School Improvement Grant (SIG) and 2015-2016 RSCEP outline our plans for improvement including two goal areas specific to rigorous instruction: (a) teacher effectiveness and (b) Common Core aligned curriculum units with multiple entry performance tasks.
- The School of Diplomacy received an Integrated Intervention Team (IIT) review during the 2014-2015 school year. In our Diagnostic Tool for School and District Effectiveness (DTSDE) report from our IIT review, findings showed a need for the school leader to provide explicit expectations to the school and teacher leaders for monitoring the curriculum implementation and articulating a school-wide instructional focus.
- Based on the above DTSDE recommendation for Tenet 3, the principal will implement a routine and protocol to review with school leaders and teacher leaders the outcomes of monitoring activities. The principal will hold all leaders regularly accountable for implementation through daily walkthroughs and weekly reviews of planning materials and student work.
- Based on our 2014-2015 Quality Review, the school received a 'Proficient' in two of the three instructional core indicators 1.1- Coherent Curricula and 2.2- Assessment. The school received a rating of 'Developing' in QR indicator 1.2- Pedagogy.

The above recommendations and findings have informed our development of the vision, goal and action plan below for the Rigorous Instruction element of the Framework for Great Schools.

## **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

SOD's 2015-2016 curricula will incorporate strategically chosen CCLS focus standards and units from Code X, Engage NY resources, Teachers College Writing Units, Word Generation, novel study units, and interdisciplinary units created by teacher teams aligned to the school's selected CCLS focus standards and the instructional shifts. 'Strategic Reading Time' and writing periods will be embedded to promote time for additional independent reading and writing across core subjects. The Social Studies and Science curriculum will be aligned to the NYC Social Studies Scope and Sequence and Science Scope and Sequence and will incorporate focus literacy standards selected by the school leaders and teachers. All other subjects will be aligned to the CCLS literacy focus standards and the content standards for their subject. Common CCLS aligned rubrics from TC will be used to track progress on selected writing standards across grades and subjects. An additional hour of Expanded Learning Time will be embedded in the school's program Monday-Friday to allow for RTI, AIS, and/or

additional learning activities and opportunities for students. Saturday Academy will also help provide students with additional learning time and activities open to all our scholars.

School leaders and staff will collaborate with our selected Community Based Organization (CBO) to integrate learning experiences that include blended learning opportunities in order to enhance student engagement and learning. The CBO will also help to support and provide learning opportunities, workshops, and services for our students and parents based on their interests and needs.

Pedagogical practices will incorporate an emphasis on lesson planning, teacher collaboration, independent reading, discussion opportunities for students, writing within subject areas aligned to Teachers College writing units, use of common CCLS aligned rubrics, and continuation of Word Generation.

Teachers will target the three major learning modalities of students within their lesson planning to provide a common school-wide Universal Design for Learning (UDL) instructional strategy that provides multiple entry points, ensuring that each child can access the curriculum. The RICE strategy, Accountable Talk strategies, Talk Moves, effective questioning, and checks for understanding will continue to be used as common school-wide instructional practices. The school is working towards reducing the percent of students performing at Level 1 by 20% on the ELA and Math state exams

The school leaders and lead teachers/coaches will monitor consistency of school-wide instructional strategies, so that teachers are provided with actionable feedback and resources to support the continued practice of chosen school-wide instructional strategies.

The school will have common assessments, Degrees of Reading Power (DRP) and MyOn, to determine and track progress on student reading levels (Lexile levels). RALLY and/or i-Ready will serve as benchmark assessments to monitor and track predicted student performance on state tests, and will serve as data for teachers to determine modifications needed within their lessons and/or units. Teachers College (TC) rubrics will be used in ELA, Science, and Social Studies to assess student-writing products. InCommand program will be purchased for our most struggling student groups and the entire incoming 6<sup>th</sup> grade to help teach them better planning and time management strategies. Access Code will also be piloted to help target the language and reading acquisition needs of our ESL, bilingual, and SWD students. School leaders and teacher teams will collaborate to review data findings from these programs, and will assess level of impact to make instructional adjustments, as needed.

The principal will implement a routine and protocol to review with school and teacher leaders the outcomes of monitoring activities to hold all leaders regularly accountable for implementation through daily walkthroughs and weekly reviews of planning materials and student work

We expect that our performance index on the State ELA exam will grow from 54 in 2013-14 to 58 on the 2015-2016 test. We also expect that our performance index on the State Math exam will grow from 52 in 2013-14 to 55 on the 2015-2016 test.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, school leaders and teachers will collaborate to enhance the existing Common-Core aligned curricula for all scholars, to support meeting our metric target in increasing the average student proficiency rates to 2.15 for ELA and 2.14 for math, as evidenced by data from the NYS ELA and math exams .

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School leaders and teachers will collaborate to develop vertically and horizontally coherent curricula aligned to Common Core Learning and content standards. Curriculum maps will be posted and modified by teachers within Atlas Rubicon. TC writing units and strategic reading time will be included within the curriculum. <b>(QR 1.1)</b></p>	<p>All students  including ELLs and SWDs</p>	<p>June 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- School Leaders</li> <li>- Lead teachers</li> <li>- Teacher teams</li> <li>- External consultants</li> <li>- Central Team - District Team</li> <li>- Borough Field Support Center liaison</li> </ul>
<p>School leaders will develop and integrate a 2015-2016 Assessment Plan that includes formative, summative, and benchmark assessments. School leaders will also select and use an inquiry protocol to share with teachers (aligned to Data Wise). The inquiry cycle protocol will be used to look at student portfolio work and data to inform planning and refining of curriculum, instructional practices, and/or promotional student portfolio tasks. <b>(QR 1.1)</b></p>	<p>All students  including ELLs and SWDs</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> <li>- School Leaders</li> <li>- Lead teachers</li> <li>- Teacher teams</li> <li>- External consultants</li> <li>- Central Team - District Team</li> <li>- Borough Field Support Center liaison</li> </ul>
<p>School leaders and faculty will develop and share a common belief as to how students learn best that is informed by the Danielson Framework (considering components 1e, 3b, 3d, ad 3c). Shared beliefs will result in common teaching strategies and practices evident in the vast majority of classrooms . <b>(QR 1.2). School leaders will create their</b></p>	<p>All students  including ELLs and SWDs</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> <li>- School Leaders</li> <li>- Lead teachers</li> <li>- Teacher teams</li> </ul>

<p><b>school's 2015-2016 Professional Development Plan for teachers in alignment to these beliefs, and to the teachers' needs identified during classroom observation findings.</b></p>			<ul style="list-style-type: none"> <li>- External consultants</li> <li>- Central Team - District Team</li> <li>- Borough Field Support Center liaison</li> </ul>
<p>Teacher instructional practice will include critical thinking and text-dependent questioning when developing student work products and discussion opportunities, so that students participate and are engaged in their own learning. <b>(QR 1.2).</b> Blended Learning programs and multiple entry points that target the three major learning styles will also be integrated by teachers to target a diversity of learners, with an additional emphasis for ELLs and SWDs, so that all our scholars have access to the curricula and are given opportunities to work on rigorous student promotion portfolio tasks in order to produce rigorous (DOK level 3/4) learning products.</p>	<p>All students including ELLs and SWDs</p>	<p>September 2015-June 2016</p>	<ul style="list-style-type: none"> <li>- School Leaders</li> <li>- Lead teachers</li> <li>- Teacher teams</li> <li>- External consultants</li> <li>- Central Team - District Team</li> <li>- Borough Field Support Center liaison</li> </ul>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Teacher’s College writing units/materials, school program/scheduling including ELT, strategic budget allocations, CBO support staff , per-session for professional development opportunities for staff after-school and/or for Saturday Academy and summer trainings, Teachers College materials, ATLAS Rubicon, Mathletics, i-Ready and/or RALLY, supplies for classroom libraries (bookshelves and bins), Generation Ready consultants, (or a similar program), and Mastering the Standards.</p>											
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, modifications and enhancements to the ELA and math curriculum maps for grades 6-8 will show evidence of all of the following: emphasis on Common Core focus standards for ELA and math {as per School Enacted Curriculum (SEC) findings}; scaffolds included for ELLs and SWDs; integration of Teacher's College writing units; embedded strategic independent reading time; and DOK level 3/4 end of unit performance tasks.</p>
<p><b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	I
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>According to findings from our 2014-2015 School Renewal assessment conducted by the American Institutes for Research (AIR), the School of Diplomacy has guidelines and procedures that enhance school safety. Social-emotional supports include participatory programs (e.g. drums group), programs for troubled students and counseling.</li> <li>Due to the relatively small size of our staff, multiple adults know students’ strengths and needs. (DTSDE, 2014-2015, Tenet 5)</li> <li>The school has adopted positive behavioral interventions and supports (PBIS), although this and other strategies related to social and emotional supports are individualized and need to be expanded. (DTSDE, 2014-2015, Tenet 5)</li> <li>Recommendations from our 2014-2015 DTSDE review included a push for our PBIS committee to identify three positive, pro-social student skills as a school-wide focus. Based on this recommendation our school leaders, in collaboration with our PBIS team, will help teach and model the positive skills and behaviors outlined within the school’s PBIS matrix. The PBIS team and staff will also acknowledge students through positive feedback and a rewards system when they demonstrate positive academic achievement and behavior. The principal will ensure that the PBIS team and staff collect data to analyze and monitor the implementation of the positive skills taught to track student progress.</li> </ul>		

- Based on our 2014-2015 Quality Review, the school received a rating of 'Proficient' on QR indicator 3.4- Establishing a Culture for Learning.

The above recommendations and findings have informed our development of the vision, goal and action plan below for the Supportive Environment element of the Framework for Great Schools.

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

The School of Diplomacy believes that the 're-branding' of our school through multiple PBIS initiatives will support our school in continuing our positive movement towards creating a safe and inclusive learning environment for all our students. The school leaders also believe that outside partnerships are critical for bringing in various programs, services, enrichments, and support staff to meet the needs and interests of all our students.

Currently the school has a partnership with Building Educated Lifelong Learners (BELL). This program provides the following for our students: Dance, Step, TEEN Action, Music, 12 Comics, Leadership program, Art, Teen Council, Hip Hop, Robotics, Fitness, and Flag Football, Homework support, and Test Prep. BELL will no longer be serving as one of our CBOs in the 2015-2016 school year. The School of Diplomacy also has a partnership with the Middle School Quality Initiative (MSQI) that it will be continuing into next year. We also currently have several grants including a School Improvement Grant (SIG), 21<sup>st</sup> Century grant, and Achieve Now grant, which have helped us to bring in critical partnerships into our school community. These partnerships include the following: Ramapo for Children, Generation Ready, The Leadership Project, Creative Connections, Mentoring in Medicine, Stella Adler Studios, Omnilearn and the New York Hall of Science.

In the 2015-2016 school year, the School of Diplomacy will be partnering with a new CBO, Phipps Neighborhoods. Our school's partnership with Phipps will help us to bring academic, socio-emotional, mental-health and other services and support staff to target the socio-emotional and mental health needs of our students, as needed. The school is also transitioning into a Community School model beginning in the 2015-2016 school year.

Student voice and leadership is supported through our partnerships with our CBOs. The Leadership Program provides a leadership skills program for our scholars. A debate team has also been created this year through our partnership with MSQI and our students placed on one trophies this year. School leaders are working to coordinate a Student Council for next year that will promote students having a voice in PBIS initiatives at the school. The school is also looking into integrating a school-based youth court for the campus to create a restorative justice alternative to traditional school disciplinary responses for the 2015-2016 school year.

School leaders in collaboration with the CBO will make attendance and chronic absenteeism a focus goal for the 2015-2016 school year, so that students do not continue to lose instructional time. The school expects to meet the attendance benchmark and metric targets for both the 2015-2016 school year and the 2016-2017 school year.

Our PBIS team and staff for the 2015-2016 school year will also develop a school-wide PBIS behavior matrix. The matrix will be used to set clear expectations for all staff and students regarding behavior and building a positive learning culture and environment. Teachers and students will align to the high expectations outlined within the matrix. Our CBO will help to support us in determining community educators / partners to support a collaborative teaching approach regarding our PBIS initiatives, as needed.

## **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, our PBIS team in collaboration with our Community Based Organization (CBO) will continue to develop our positive behavioral interventions and supports initiatives to target our chronically absent students, and other identified students with poor attendance, resulting in our school's movement from a 86.4% student attendance rate to a 90.7% attendance rate.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engage families and expand their understanding of a supportive environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The school's staff will integrate Positive Behavioral Interventions and Supports (PBIS) to support a school environment that fosters a sense of safety and belonging among students and adults through clear expectations, progress monitoring, common expectations/language, a sense of community, and student voice.</p>	<p>All students, parents, staff and community</p>	<p>June 2015- June 2016</p>	<p>- School Leaders - PBIS team - Teachers - CBO Director - Parent Coordinator - PBIS consultants</p>
<p>During weekly meetings, the school staff in collaboration with the school's CBO will coordinate personalized attendance, guidance, discipline, and advisement supports. The New Visions-Student Sorter and ATS reports will be used</p>	<p>All students, parents,</p>	<p>June 2015- June 2016</p>	<p>- School Leaders - PBIS team</p>

to monitor and track student attendance in order to identify students at risk and those that are chronically absent. CBO and school attendance team will collaborate to assign each student to a staff member that will help monitor the students attendance.	staff and community		- Teachers - CBO Director - Parent Coordinator - PBIS consultants
School leaders, school staff, and the CBO support staff will collaborate to provide workshops and/or informationals, classes, and events throughout the year for parents and family members in order to help support the needs of parents and their children.	parents	June 2015- June 2016	-School Leaders -PBIS team -Teachers -CBO Director -Parent Coordinator -PBIS consultants
Expectations around middle school, high school and/or college and career readiness will be communicated to families who will be provided with guidance and support in understanding and helping their children meet those expectations.	All students, parents, staff and community	June 2015- June 2016	-School Leaders -PBIS team -Teachers -CBO Director -Parent Coordinator -PBIS consultants

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO support staff, Guidance Counselor/s, Social Worker/s, PBIS Team, CBO support staff to reorganize our PBIS store, supplies for PBIS store, custodial staff to help paint classrooms, ‘school beautification’ supplies (for classrooms, lobby, and exterior of school), banners for exterior of school, WhizFish school App, Student Council, school-based Youth Court for restorative justice, and data tracking tools.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February 2016, the school will have an average student attendance rate of 90%. The CBO Director and school leaders will use the New Visions-Student Sorter to monitor student attendance data for each identified chronically absent and at risk student. Interventions provided to each of the identified at risk and chronically absent students will also be entered into the New Visions tool. Each identified student will be assigned to a school or CBO staff member to help monitor the student's attendance.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	I
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Based on our 2014-2015 School Renewal Assessment (SRA) conducted by the American Institutes for Research (AIR), respondents indicated that there are regularly scheduled, purposeful collaboration opportunities led by teachers.</li> <li>Weekly collaboration in professional development between teachers and administration is provided. (SRA, 2014-2015)</li> <li>Interdepartmental collaboration is still challenging due to schedules. (SRA, 2014-2015)</li> <li>The school also received a ‘Proficient’ rating on our 2014-2015 Quality Review for indicator 4.2 for structured professional collaboration.</li> <li>Recommendations from our 2014-2015 DTSDE for Tenet 4 included that the school leader should facilitate all common planning meetings at least once weekly for each team to model effective planning for learning, including:             <ul style="list-style-type: none"> <li>o model facilitation of an outcome-based agenda;</li> <li>o formal protocols for analyzing formative student data to explicitly differentiate instructional plans; and</li> <li>o steps for school leaders to monitor the implementation of differentiated plans.</li> </ul> </li> </ul> <p>The above recommendations and findings have informed our development of the vision, goal and action plan below for the Collaborative Teachers element of the Framework for Great Schools.</p>		

**Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Our teachers receive Professional Development (PD) sessions on Monday and Tuesday mornings. On Wednesday, our teachers meet in collaborative teacher teams based on subject matter and by grade level. During the day, teachers meet a minimum of once a week to collaborate on lesson plans and adjustments to their curriculum. A School Based Option (SBO) will be conducted in June (2015) to decide on the professional development and Expanded Learning Time schedule for the 2015-2016 school year.

The School of Diplomacy’s focus has been on literacy, and our Science and Social Studies teachers participate in weekly teacher team meetings with the English Language Arts (ELA) teachers. School leaders and teacher teams collaborate to enhance the school’s curriculum and programming to further support student achievement, and will begin curriculum planning for the upcoming school year. Collaborative teacher teams will review data, current curriculum maps, and student work to determine the needed modifications to our curriculum maps, units of study, assessments, and promotional portfolio student work products.

Our curricula will give all our scholars access to learning whether they are in the lowest performing or highest achieving groups of students through a rigorous and engaging curriculum for all levels of learners. Teachers will also collaborate on using and expanding use of common ‘best-practice’ teaching strategies school-wide. Teachers will also collaborate within teacher teams on an ongoing basis to review student work products, Lexile level growth, and performance on extended writing pieces. Teachers will use data tools to track student progress and will analyze data findings to support planning for individual student needs and for groups of students, using an inquiry protocol and approach.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

During the 2015-2016 school year, all teachers will collaborate within teacher teams to complete a minimum of two inquiry team cycles aligned to one of the school’s Danielson Framework focus components (1e, 3b, 3c, or 3d).

### **Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will be engaged in weekly team meetings using an inquiry protocol approach (aligned to Data Wise). This approach will be driven by authentic student work and aligned to school-wide instructional priorities that improve student achievement. Team analysis of student work will result in agreed upon shifts in units, lessons, and pedagogy that improve student outcomes. Teacher teams will present their inquiry work and findings to the school leaders and their colleagues. Progress monitoring will be conducted by school leaders, central team, DSR, PLF, and superintendent.</p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- School leaders</li> <li>- Central Team</li> <li>- DSR</li> <li>- PLF</li> <li>- Superintendent</li> </ul>
<p>Distributed leadership structures will be in place so that teacher teams have a clear process for key decision-making and implementation that holds everyone accountable for student learning. Assistant Principals will coordinate teacher inter-visitations within the school and with other co-located schools within the campus.</p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- School leader</li> <li>- Central Team</li> <li>- DSR</li> <li>- PLF</li> <li>-Superintendent</li> <li>-Assistant Principals</li> </ul>
<p>Opportunities will be provided for job-embedded professional development on instructional leadership skills for school and teacher leaders (model teachers, peer collaborative teacher), principal, APs, mentor teachers and content coaches.</p>	<p>Teachers</p>	<p>Sep 2015- June 2016</p>	<ul style="list-style-type: none"> <li>- Teachers</li> <li>- School leaders</li> <li>- Central Team</li> <li>- DSR</li> </ul>

			- PLF - Superintendent
Teachers will collaborate with school leaders to determine a common grading policy and will use common rubrics across departments, grade levels, and/or the entire school that provide teachers and students with a clear picture of progress towards Common Core focus standards and student promotional portfolio completion.	Teachers	Sep 2015- June 2016	- Teachers - School leaders - Central Team - DSR - PLF - Superintendent

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development Planning Team, UFT chapter leader support, Assistant Principals to sit in on teacher teams, schedule/programing adjustments, SBO, per-session opportunities for teams to meet after school and/or over the summer.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, a minimum of one inquiry team cycle will be completed by each teacher team, as evidenced through presentations developed and shared by each teacher team on their inquiry work and findings.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	I
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	I
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	I
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>Based on our 2014-2015 School Renewal Assessment (SRA) and AIR co-interpretation findings, the principal of the School of Diplomacy received overwhelmingly positive feedback from staff members, who describe their leader as capable, effective and committed.</li> <li>The principal and administrative staff support teachers in many ways. (SRA, 2014-2015)</li> <li>Communication between teachers and administrators is open. (SRA, 2014-2015)</li> <li>Professional growth is supported by the principal. (SRA, 2014-2015)</li> <li>According to the 2014-2015 preliminary NYC School Survey findings, 99% of teachers trust the principal.</li> <li>Recommendations from our 2014-2015 DTSDE stated the school leader should provide explicit expectations to the school and teacher leaders for monitoring the curriculum implementation and articulated school-wide instructional focus. The school leader should implement a formal routine and protocol to review with school and teacher leaders the outcomes of monitoring activities to hold all leaders regularly accountable for meeting these expectations.</li> </ul> <p>The above recommendations and findings have informed our development of the vision, goal and action plan below for the Effective Leadership element of the Framework for Great Schools.</p>		

**Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

School leaders have collaborated with staff and have shared the school’s Instructional Focus, vision and mission to the entire school community. The principal will ensure our new CBO aligns to the school’s vision and mission and will maintain a strong and inclusive partnership with our CBO Director. Our CBO will collaborate with school staff to ensure that students’ academic and social-emotional needs are being met through the school’s ELT and PBIS initiatives. School leaders will use evidence-based systems to ensure that the school and individuals continue to improve and work towards meeting our school’s targets set forth within our RSCEP. The school leader and SLT will work closely with the CBO Director to support the school’s Renewal School Comprehensive Education Plan (RSCEP).The school leaders and CBO Director will also work together to organize student and teacher programs to ensure students’ needs are met. Fiscal capital will be monitored and discussed between the SLT and CBO Director. School leaders will continue to conduct teacher observations and informal observations during ELT to ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback. School leaders will progressively monitor teachers after feedback sessions to support a shared accountability. At the start of the 2015-2016 school year, the principal will delegate specific responsibilities to the Assistant Principals and the Community School Director, and will hold them accountable for developing systems to share academic, behavior, Social Emotional Learning (SEL), and attendance data with staff, so that strategies can be created and assessed to support growth throughout the school year.

### **Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Throughout the 2015-2016 school year, school leaders collaborate with teachers in the development and integration of school-wide student promotional portfolios that will include Depth of Knowledge (DOK) level 3/4 student learning products, supporting our school's movement towards meeting our benchmark performance index metric target of 58 for ELA and 55 for math.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>School leaders and staff will collaborate to identify students with special needs and those at risk of failure early so that tiered interventions meet the needs of students in an appropriate and timely manner. The New Visions-Student Sorter, ATS reports, and multiple formative and summative assessment data will be used by school leaders, CBO, and staff to identify students at risk and to align interventions to the students as needed. <b>(QR 1.3)</b></p>	<p>Tier 2 and Tier 3 students</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>- School leaders</li> <li>- Teachers</li> <li>- CBO Director</li> <li>- RTI team</li> </ul>
<p>School leaders will delegate responsibility, clarify decision-making authority, and will build organizational and instructional capacity and internal accountability for all staff members. School leaders including the principal, Assistant Principal, Leadership Consultant, Peer Collaborative and Model teachers, and other external coaches will provide feedback aligned coaching through actionable and resourced feedback, collaborative lesson/unit planning, focused teacher inter-visitations and/or other forms of individualized supports. <b>( QR 4.1)</b></p>	<p>All Staff</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>- School leaders</li> <li>- Teachers</li> <li>- CBO Director</li> </ul>
<p>The organizational structure and master schedule will support:</p> <ul style="list-style-type: none"> <li>- Student interventions (tiered supports through blended learning programming and ELT)</li> <li>- Remediation and enrichment during the regular school program or during the ‘Renewal School’ hour and Saturday Academy</li> <li>- Common planning and collaboration periods for teachers</li> </ul>	<p>Students, Teachers</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> <li>- School leaders</li> <li>- Teachers</li> <li>- CBO Director</li> </ul>

- Professional development and learning opportunities for teachers and staff members			
The school leaders and SLT in collaboration with the DSR will develop five focused school-wide goals and action plans that will be shared with the entire school community to improve current practices and student achievement.	Students, Staff, Parents and Community	September 2015 to June 2016	- School leaders - Teachers - CBO Director - SLT

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, teacher leaders, coaches, DSR, Generation Ready Consultants, Borough Field Support Center, student promotional portfolio supplies, NYC data tools, professional learning plans, Parent Association, and CBO.											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A quarterly review of student promotional portfolios will be conducted by the school's instructional cabinet during the 2015-2016 school year. Two of the four portfolio checks should be completed by the February progress monitoring check-in. School leaders must include feedback to teachers regarding their student portfolio progress within their observation feedback. Feedback given to teachers regarding their portfolio progress, as well as sample ELA and math portfolios from each grade, will be collected and reviewed by the school leaders and DSR during the February progress monitoring period.
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	I
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>		
<ul style="list-style-type: none"> <li>According to findings from our 2014-2015 School Renewal Assessment, 2014-2015 NYC School survey data, and parent attendance rates at school events and meetings this school year and in previous year, creating strong family and community ties remains a challenge for our school. Our school has integrated multiple ways to communicate important information to parents in order to involve them within our school community; however, there are still very few parents that attend our parent informationals and activities provided by the school. For the 2015-2016 school year, we will be partnering with our new Community Based Organization to make this a focus area of support during our school’s transition into a Community School model.</li> <li>According to our 2014-2015 School Renewal Assessment (SRA) findings within the Supports and Structures report, although family engagement is an ongoing concern for the school (and campus), several school strategies encourage more family involvement. Our school’s efforts have been met with mixed success. Respondents during the interviews indicated that the school is making significant efforts to strengthen and support community ties. However, much more work and attention needs to be focused in this area.</li> <li>Based on our 2014-2015 Quality Review, the school received a rating of ‘Proficient’ on QR indicator 3.4- Establishing a Culture for Learning and a ‘Proficient’ on 1.4- School Culture/Environment. School leaders at the School of Diplomacy (SOD) maintain an open door policy for families so that that they feel welcomed and supported by the school. SOD also uses a variety of resources to communicate with parents on a daily, weekly, and monthly basis utilizing both technology and backpacking information for parents.</li> <li>In order to promote our home-school connection, parents have access to students’ grades and assignments via our online grade book, Skedula. Students also receive monthly progress reports. Parent newsletters are sent out and student homework and progress is posted on Jupiter grades. Families are informed of student attendance</li> </ul>		

including absences and lateness through SchoolMessenger. The school also created a school App through WhizFish in order to incorporate an additional way to communicate with our students and families. A new city data tool for parents (NYS School account) has been developed by the city to replace ARIS Parent Link, and it will be shared with all of our parents.

- Recommendations from our 2014-2015 DTSDE stated that at parent conferences, teachers should provide written tips for parents to support academic progress and the parent coordinator should conduct a survey to learn about the communication needs and preferences of families. The school leader, student support staff, teacher leaders, and the parent coordinator should analyze the survey data and use this information to plan the next steps to increase parent engagement.

The above recommendations and findings have informed our development of the vision, goal and action plan below for the Strong Family and Community Ties element of the Framework for Great Schools.

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Within the Community School model, all families will be welcomed into our school community. School safety officers and staff will support and promote our PBIS initiatives, to create a welcoming environment for all. School leaders, staff, our Parent Coordinator, and our CBO will collaborate to provide supports to families so that they understand and can take an active role in their child’s academic and socio-emotional development.

The school leaders, Parent Coordinator, and CBO Director will collaborate to engage the community and families by developing interest surveys to gather data for development workshops, informationals, and support services based on the needs and interests of our parents to increase parent involvement and engagement. We will also continue to use a variety of communication sources to keep our parents and community informed Teachers of all school events. Parents will also be able to learn about their children and their learning through more student-centered and student-led Parent/Teacher conferences.

Our CBO will help us to find effective ways to partner with families to support student success. School leaders will ensure that there is a dedicated space for the CBO and for families within the school building. Our CBO will also help us to gather information from our parents on programs, workshops, trainings, and services they would like to participate in to engage and increase parent involvement with our school community.

Dataation/Skedula and new school and parent data tools created by the city will be used to provide access for schools and parents to student data. The school will provide access and training opportunities for students and parents in understanding and using Skedula and the new NYC data tool for parents.

The School of Diplomacy has positive behavioral interventions and supports (PBIS) currently in place, and will be expanded PBIS initiatives over the next couple of years. The focus on PBIS is a result of the need for our campus to ‘re-brand’ itself. There is an urgent need to reverse the negative ‘word-of-mouth’ and reputation the school was stigmatized with years ago, which is still impacting our school’s reputation. The campus is a much different campus then it was many years ago and we are working diligently to collaboratively start advertising and promoting all the positive movement that has been going on within our school and campus. We will also be collaborating with the other schools within the campus and our CBO to begin a ‘School Beautification’ initiative to improve the exterior and interior of our school environment over the next two years. We will also continue to

advertise our successes and other areas of celebration through our parent newsletters, our school App, our PBIS bulletin board, and the Renewal in Action newsletter.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Throughout the 2015-2016 school year, school leaders in collaboration with the school’s Community Based-Organization (CBO) will use multiple means of communication to inform parents and families of their child’s progress, school events, programs, and services available to them in or near the school, resulting in a 10% increase of parents responding positively on the ‘Strong Family & Community Ties’ section of the NYC School Survey.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Expectations around middle school, high school, and college expectations and standards will be aligned to curriculum that integrate the focus CCLS and College and Career Readiness Anchor standards for the grade levels within the school.</p>	<p>Parents/families</p>	<p>September 2015 to June 2016</p>	<p>- School Leaders - Teachers - Parent Coordinator - CBO Director</p>
<p>The school leaders will convey high expectations to staff and will provide professional development and learning opportunities, and will hold staff accountable for those expectations.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<p>School Leaders</p>

Teachers will have high expectations for learning, student work, and behavior. Actionable feedback and individualized supports, provided by the teacher, will enable students to progress towards the next level. School leaders will help to monitor this progress through student portfolio checks, progress report and Report Card checks, and progress monitoring of work produced by teacher teams.	Teachers Students	September 2015 to June 2016	- School Leaders - Teachers - CBO Director
Expectations around middle school, high school and/or college and career readiness will be communicated to families and they will be provided with guidance and supports in understanding and helping their children meet those expectations.	Parents/Families	September 2015 to June 2016	- School Leaders - Teachers - Parent Coordinator - CBO Director

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
CBO Director, Datacation/Skedula, SchoolMessenger, NYC data tools, Parent Coordinator, parent newsletters, parent workshops and/or programs, budget allocations for 'school beautification' initiatives											
<b>Part 5b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the school will have attendance records that show that at least three of their parent events had a minimum of 25 parents in attendance.
*The school leaders, Parent Coordinator, and the CBO Director will present the multiple means by which the school has worked to increase parent involvement for the 2015-2016 school year (Examples: School Messenger, Jupiter Grades/Skedula, NYC Schools Account access, interest surveys, parent workshops, CBO services, school events, Family Nights, informationals, etc...) and will provide documentation of parent outreach and parent participation for the September 2015-February 2016 time period.
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Expanded Learning Time (ELT) Program Description**

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

**Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
The school staff will work in partnership with our CBO to coordinate and integrate the one hour of Expanded Learning Time each school day. The school will offer activities that capture student interests and strengthen student engagement in learning so as to promote targeted interventions for students that help increase our student attendance to 90.7% for the 2015-2016 school year.

**Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?	<input type="checkbox"/>	Voluntary	<input checked="" type="checkbox"/>	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

**Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day? <ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>

The School of Diplomacy’s Expanded Learning Time (ELT) will include a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce reported incidents and suspensions, and increases the likelihood of students meeting promotional criteria. Our ELT will actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. Our partnership with our CBO will help us to plan, coordinate and address these needs. Multiple content areas academic support for students and extra-curricular opportunities will be offered to students

SOD’s ELT will contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art, in collaboration with our CBO. School leaders in collaboration with our CBO Director will ensure our ELT instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. School leaders and the CBO Director will discuss and create a plan for how community educators will receive professional development. Plan will include joint PD to school faculty and community partner staff, as needed. A School Based Option (SBO) will be conducted by our staff in June (2015) to decide on the school schedule for the 2015-2016 school year.

Our Parent Coordinator, school leaders, and the CBO director will collaborate on multiple ways to keep parents informed of ELT opportunities for their children provided by the school.

**Part 4 – ELT Program Implementation and Oversight**

<p><b>Part 4a.</b> Who will implement the ELT program? Who will oversee the program?</p> <ol style="list-style-type: none"> <li>1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.</li> <li>2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.</li> <li>3. Explain how you will evaluate the program to assess impact on student achievement.</li> </ol>
<p>The CBO Director, school leaders, school staff will be responsible for implementing and overseeing the ELT program. The CBO Director, school leaders, school staff, and DSR will evaluate the program throughout the 2015-2016 school year to assess impact on student achievement.</p>
<p><b>Part 4b.</b> Timeline for implementation and completion, including start and end dates.</p>
<p>September 2015- June 2016.</p>

**Part 5 – ELT Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p>																								
<p>CBO Director and support staff, teachers, schedule adjustments (SBO), programming and budget adjustments, per-session postings</p>																								
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  <i>Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.</i></p>																								
<table border="1"> <tr> <td>X</td> <td><b>21<sup>st</sup> Century</b></td> <td>X</td> <td><b>Tax Levy</b></td> <td>X</td> <td><b>Title I SWP</b></td> <td></td> <td><b>Title I TA</b></td> <td></td> <td><b>P/F Set-aside</b></td> <td></td> <td><b>C4E</b></td> </tr> <tr> <td></td> <td><b>Title I 1003(a)</b></td> <td>X</td> <td><b>Title III</b></td> <td></td> <td><b>PTA Funded</b></td> <td>X</td> <td><b>SIG or SIF Grant</b></td> <td></td> <td><b>School Success Grant</b></td> <td></td> <td><b>Other</b></td> </tr> </table>	X	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>		<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
X	<b>21<sup>st</sup> Century</b>	X	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>C4E</b>													
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>													

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, school leaders and the CBO Director will review the student attendance for the September-January time period for each chronically absent student to determine which students need additional interventions.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By October 2016, the School of Diplomacy will have employed the four components of the community school model (family engagement, mental and physical health services, extended learning and academic enrichment, and community engagement) to promote academic achievement for all students.

By July 2016, the school in collaboration with Community Based Organization (CBO) will have conducted ten (10) family engagement activities that will increase parental awareness and understanding of the school’s curriculum and how parents can support their children’s education.

Throughout the 2015-2016 school year, the Community School will provide mental health services specific to the needs of students utilizing a combination of community partners and community school personnel.

During the 2015-2016 school year, the Community School will engage a medical provider to provide annual screenings and preventative services to students, using needs assessment data.

Throughout the 2015-2016 school year, the Community School will provide academic enrichment to all students in the school, as measured by program attendance.

By November 2015, the Community School will have a fully operational leadership team comprised of local CBOs, parents, local business partners, and community members.

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population(s) to be served by the Community School program are all students, chronically absent students, students in need of socio-emotional and/or mental health services, parents, families, and teachers.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. As a Renewal School we are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. Our school will be partnering with Phipps. The principal and CBO Director will lead implementation of the

needs and asset assessment, and other critically important coordinating activities, this information will be shared with the SLT at the monthly SLT meetings.

2. As a Renewal Schools we are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessments. We will be embedding Expanded Learning Time (ELT) and mental health programming in partnership with our CBO. Over the summer of 2015, school leaders will inform the CBO of the needs of the school and will share their RSCEP with the CBO. The school leaders and CBO director will meet to maximize the use of the additional 'Renewal Hour' embedded within the school schedule. School leaders and CBO Director will align the supports and budget to help meet the goals within the school's RSCEP.

3. As a Renewal School we are expected to emerge as a Partnership School, where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Our CBO will help to provide Monthly Forums to engage families and community stakeholders in order to increase parent engagement. Parent interest surveys will be created and distributed by our CBO to gather important information that will help us determine what support services are most needed by our families. The surveys and community outreach will help us to develop a plan with our CBO to improve parent involvement and engagement within our school and campus.

4. The principal will meet on a weekly basis with the Community School Director, Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. The school will use the new data tool, School Performance Data Explorer, provided to all schools this year and will share the training webinar with the CBO Director and other staff members, as needed. The data tool will be used as one source to streamline tracking of student progress.

**Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

- The key personnel that will be responsible for implementing and overseeing the Community School program will be our school's CBO Director in collaboration with the principal, Assistant Principals, SLT, DSR, school-based support staff, and other CBO partnerships from this school year that will also extend into the upcoming school year.
- Our CBO will be a critical partner in increasing our parent involvement and engagement. The CBO Director will also be an integral partner in the programming, planning, and integration of our ELT and Saturday Academy academic supports and activities.
- During the 2015-2016 school year, the SLT and CBO Director will conduct an evaluation of the ELT program, Saturday Academy, and the partnership with the CBO to assess overall impact on student achievement.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program are as follows: CBO, CBO Director, school-based support staff, budget/programming for ELT and Saturday Academy, and data tracking tools.

**Part 3c.** Timeline for implementation and completion, including start and end dates.

May 2015- June 2016

**Section 8: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State Test/Grades/Teacher Observations	Word Generation/i-Ready/Comprehension Strategies/Writing Strategies	Whole class, Small group, one-to-one, tutoring	During the day, afterschool, Saturday
<b>Mathematics</b>	State Test/Grades/Teacher Observations	Word Generation/i-Ready/ Writing Strategies	Whole class, Small group, one-to-one, tutoring	During the day, afterschool, Saturday
<b>Science</b>	Grades / Teacher Observations	Word Generation/Writing Strategies/Reading Strategies	Whole class, Small group, one-to-one, tutoring	During the day, afterschool, Saturday
<b>Social Studies</b>	Grades/Teacher Observations	Word Generation/Writing Strategies/Reading Strategies/Speaking Skills	Whole class, Small group, one-to-one, tutoring	During the day, afterschool, Saturday
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Teacher Referrals/Administrative Observations/Attendance Data/Grades	Conflict resolution/mentoring/AIDP	Whole class, Small group, one-to-one, tutoring	During the day, afterschool, Saturday

## Section 9: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Attend teacher fairs to recruit teachers and other pedagogues</li> <li>• New Teachers are assigned a coach during their first two years. A log of assistance is completed and submitted to the school leaders each month.</li> <li>• New Teachers and mentors log in their hours on the (Teacher Mentoring System) to meet their requirement.</li> <li>• Teachers attend in-house and outside Professional Development</li> <li>• Use of teacher professional development</li> <li>• A program schedule that builds common planning time, departmental conferences, and grade conferences</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Professional Development Plan (developed monthly) for professional development sessions for staff</li> <li>• Instructional Rounds</li> <li>• MSQI Training</li> <li>• Teachers College Writing training</li> <li>• Borough Field Support Center instructional supports</li> <li>• Professional learning provided by UFT Chapter Leader and selected lead teachers</li> <li>• Teacher inter-visitations for peer feedback</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

N/A

#### Part 4: SWP Schools Only

##### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

##### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Measures of Students Learning (MOSL) Committee along with administration attended previous summer training that focused on selecting MOSL performance assessments. Following the training, the committee provided the professional development and all related materials to the staff regarding MOSL. Teachers were informed of their MOSL state and local selections, and adjustments requested by teachers were made as needed. School leaders will collaborate with teachers to continue refining end of unit writing tasks, assessments, and performance tasks based on review of student work products.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) 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<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	255,685.00	x	3,4,7,8
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	\$50,889		

Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	3,4,6,7,9
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,864,388.00	x	3,4,7,8,9

**<sup>1</sup>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 enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

**Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**The School of Diplomacy: Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The School of Diplomacy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The School of Diplomacy will support parents and families of Title I students by:

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

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

Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **The School of Diplomacy: School-Parent Compact (SPC)**

The School of Diplomacy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>20</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

The program commenced on October 22, 2014 and will finish second week in May, 2015.

\* The program will assist students in reading, listening, speaking and writing to raise students' English language proficiency. The program will facilitate their language proficiencies to raise their academic performance.

\* Grade levels and groups to be served are 6, 7th and 8th graders.

\* Teacher's focus is further use of effective teaching strategies in small groups for scaffolding reading, listening, speaking and writing development.

\* The program will take place on Wednesdays and Thursdays, from 2:30 PM to 4:30 PM.

\* There will be a total of three teachers working the Title III program. Their certification are as follows: 1 Common Branch teacher with a Bilingual Extension, 1 ELA teacher with a special education license, 1 technology teacher.

The Common Branch teacher with a Bilingual Extension will coteach with the ELA teacher for the first hour of the program for all 51 sessions. During the second hour of the program, the teachers will work with two groups differentiated according to language proficiency levels as well as their performance on our internal reading and writing assessment.

Every other Wednesday, the technology teacher will join the program, and coteach with the other two teachers. The ELA and Common Branch teacher continue to build upon the work they are doing in the computer lab with small groups. The technology teacher will work for approximately 13 sessions.

\* Bilingual teacher and math teacher plan together on the pacing and the use of hands-on activities and visual cues for the ELLs (at no cost to Title III). Together they compare what the unit will be about and help connect pictures, manipulatives and graphic organizers to connect language to the content. Content Area teachers plan together the reading, writing and listening.

\* Teachers will collaborate on the units the respective grades are working on and have extensions with the use of grammar, read alouds with a focus on pronunciation and vocabulary-building. Teachers will use fluency packets with short stories and close readings as they do read alouds and shared reading.

\* Non-fiction books--Code X Common Core.

-----  
The Common Branch teacher with bilingual extension collaborates fully with the technology teacher who is listed in Galaxy with a Common Branch license; she also has a teacher of technology license. They collaborate on reading and writing with differentiation to reach students. In addition, the common branch with a bilingual extension plans lessons with math teacher with license in mathematics (at no cost to title III). They plan and discuss pacing for 6, 7 and 8th graders incorporating different strategies for our ELLs and students with disabilities.

Teacher's focus is to further use effective teaching strategies in small groups for scaffolding reading, listening, speaking and writing development.

## Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

## Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: At the beginning of the school year, teachers are given a list of all ELLs in their respective classes.

- Schedule -- September 2014 (beginning of school year); during Monday Professional Development (2x)

Topic 1 -- Best Practices for Instructing and Supporting English Language Learners

Rationale--- Teaching practices to support ELLs to all teachers

Provider -- Assistant Principal, V. Hernandez

Audience -- all teachers and paraprofessionals (September)

Date---September 5, 2014

- The audience for the remaining Mondays - teachers of ELA and mathematics; technology; dance (2x), common branch with the bilingual extension

- TOPIC 2: Common Core Learning Standards Scaffolding Strategies for ELLs and SwD

Rationale -- ELA strategies using common core standards in reading, writing, listening and speaking

Date: October 27, 2014

Provider--- Assistant Principal, V. Hernandez

Audience: Teachers who service English Language Learners and Students with IEPs

- TOPIC 3: Election Day PD -- Developing Common Core Writing Skills for Bilingual Students with Disabilities.

Rationale: Scaffolding, support and access to help ELLs students succeed in middle school. Address the challenging learning needs of mastering academic content and performance in reading and writing.

Date: November 4, 2014

Provider--- Assistant Principal, V. Hernandez

Audience: All Teachers

- TOPIC 4: Differentiation across the content area

Rationale: Support ELLs literacy development. Teach students the vocabulary of assessments such as documents, analyze, evidence, solve problems; viewing graphs and tables to gain greater understanding for class and state assessments.

Date: Monday PD -- January 19, 2015

Provider: Assistant Principal, V. Hernandez and Mr. M. Fernandez

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

- NYSESLAT Staff Development for ESL teacher and test coordinator

### Part C: Professional Development

- ELA Staff Development: Strategies to move our ELLs, this occurs during our monthly meetings.
- November 2014 - Developing Common Core Writing Skills for Bilingual Students with Disabilities.
- \* December 2014 - Close reading for the development of fluency.
- Response to Intervention Video Series provided by the NYC DOE. Teachers will be provided time through coverages to watch and discuss this professional development series developed by the DOE.
- Differentiated instruction for ELLs in the classrooms, as well as common planning meetings by grade and English Language Arts, Mathematics and Science. Teachers meet weekly by department to discuss and plan how they will instruct ELLs within their classroom. Teachers meet weekly by grade to discuss and plan how they will instruct ELLs within their grade. The school meets monthly to discuss and plan school wide issues related to ELLs.
- ELL workshops offered by the Department of Education through Protraxx connecting ELLs to science through the study of animals and plant life. Strengthening background knowledge in science and builds capacity to raise the academic achievement of ELLs in science.
- Support from the Division of Students with Disabilities and English Language Learners, Special Education School Improvement Specialist. Professional development with teachers of self-contained teachers and English Language Learners.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

Rationale: Parents are sent out letters in Spanish, Arabic and French regarding program placement and entitlement. This is also done as students register to the school and indicate a language other than English is spoken at home according to their Home Language Inventory Survey.

School has a meeting end of August. Translation is done in Spanish by Assistant Principal. Parents of ELLs are included as part of the school environment. The school offers workshops for parents for ELLs on entitlement, common core standards and use of the on-line grading system—Jupiter Grades.

-  
\* Parents are notified by flyers sent home; Newsletters send via email by Principal; Phone calls in both English and Spanish.

Parent workshops are done monthly. Meetings are done after school from 5:30 -- 6:30 pm.

-  
Topic 1: Welcome to Middle School's Challenges

Rationale: Programs and family resources offered by the NYCDOE -- ARIS Family Resources Common Core Learning Standard -- Use of Common Core Library and tasks by grade

Date: August 31, 2014

Audience: Parents of ELLs

-  
Topic 2: Strong Instruction Decision for Parents of ELLs

Rationale: To expose parents to the research behind remaining in the same program overtime. Parents in our school often want to change their students between programs; this session is conducted in response to this.

### Part D: Parental Engagement Activities

Date: September 18, 2014

Provider: Ms. Hernandez and Mr. Fernandez (teacher of ELLs)

Audience: Parents of ELLs

-  
Topic 3: Celebration -- Afternoon Cultural Potluck

Rationale: Celebration of different cultures, languages, music and different recipes. Parents will bring in foods from different nations represented within our ELLs population. Parent involvement.

Date: November 7, 2014

Provider: Mr. Fernandez, parents of class 784

Audience: Parents/teachers of ELLs.

-  
Topic 4: Promotional Criteria for ELLs

Rationale: Parents are informed of ARIS Family Resources; school-wide jupitergrades.com where they can view students assignments, grades, and attendance on a daily basis. View information on DOE website. Parents will have access to technology.

Date: November 20, 2014

Audience: Parents of ELLs

-  
\* TOPICS COVERED: Understanding the Common Core Standards; Information Sessions on choosing High Schools; Trips to local high schools/open-houses; Math Workshops; Understanding the Special Education Process; Selection programs for ELLs; Family Math Night; Family ELA Events; Multicultural Evening with books, foods and music from respective countries represented in classroom. Promotional Criteria and Jupiter Grades access; How to Navigate the ARIS Parent Link--an online system with data and information on how to help their children; Workshops on Strategies ELL parents can implement at home. Student Recognition/Award Assemblies for parents of all students. Parent Leadership Workshops;

-  
\* Parent workshops/meetings are by Parent Coordinator; school administrators; outside--community based organizations; School Guidance Counselors and teachers. Translators attend for Arabic and French-speaking parents.

-  
\* Parents are notified by phone via School Messenger; email; school newsletter; backpack letters, etc. English Language Learner parents filled out 2013-2014 school survey 100%. Parents stated they would recommend School of Diplomacy to other parents. and ELA.

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>370</b>
School Name <b>School of Diplomacy</b>		

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

Principal <b>Sean Licata</b>	Assistant Principal <b>Vivian Hernandez</b>
Coach <b>Sabrina Romano</b>	Coach <b>Faye Lewis</b>
ENL (English as a New Language)/Bilingual Teacher <b>Susan Malinauskas/ESL</b>	School Counselor <b>Khema Chan</b>
Teacher/Subject Area <b>Miguel Fernandez</b>	Parent <b>Rachel Joseph</b>
Teacher/Subject Area <b>Nicole Cameron/ELA</b>	Parent Coordinator <b>Benita Washington</b>
Related-Service Provider <b>Yesenia Simon/SETSS</b>	Borough Field Support Center Staff Member <b>Rudy Rupnarain</b>
Superintendent <b>Meisha Ross Porter</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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

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

**D. Student Demographics**

Total number of students in school (excluding pre-K)	294	Total number of ELLs	49	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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"/>

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	49	<b>Newcomers</b> (ELLs receiving service 0-3 years)	29	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	29			16			4			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	10	15					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2	3						0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	2					0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	0	1		0
7	13	3	1		0
8	13	1	0		0
NYSAA			5		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5								0
4									0
5									0
6	17		1		1		1		0
7	10		7		0		0		0
8	13		4						0
NYSAA					5				0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	7							
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Assessments the school uses is Teachers College Assessment for Independent Reading Levels to assess our students literacy skills in decoding, comprehension and oral reading fluency. We find that our ELLs are reading on average five years below grade level and reading Levels J - M. In response to this data, we have created time within our day for our ELLs to get ELA remediation using, Pearson's Read to Write and choice with the use of myOn digital reading program to help cultivate reading and comprehension of different genres in both English and Spanish, or bilingual. This data shows us that our ELLs need more time to develop their literacy skills. In addition, school uses Word Generation and myOn reading program wich is a digital program students can access on laptops, computers and cellphones. This is an initiative in our school and gives real time data as students read. It offers reading activities and tracks reading growth. Books are available in boh English and Spanish at different interest levels and genres.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data patterns demonstrate that our English Language Learners increased in performance levels on the NYSESLAT. Students have achieved proficiency levels consecutively. This information is discussed at grade and/or content area meetings to view how instruction will be targeted to raise performance in reading, writing and listening. Teachers are given this data, as well as grades across as they do average comparison. In addition, the data given helps teachers to target students for extra supports, such as extended day, Saturday Academy and Mid-Winter Academy for remediation and enhancement. Teachers look at tasks/projects alignment to Common Core Standards. Students arrive from other countries with prior knowledge. During instructional time, teachers scaffold new information based on student's past experiences with the use of classroom discussion, think alouds, graphic organizers such as KWL charts, venn diagrams, prediction, as well as picture walks to help master academic content and performance in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Students have moved on the literacy performance as data confirms on their NYSESLAT. Students have attained English proficiency scoring a Proficient on the NYSESLAT and have attained grade level in Math and one student has achieved a level 4 on the NYS Math Assessment. Students receive FreeStanding ESL instruction. Students literacy growth across the content areas help them to gain understanding from texts with understanding and knowledge that they use to read and write about the content in the other subjects/contents.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a) Scaffold instruction across curricula students build understanding, academic skills and language as it helps with social interactions while learning. Teachers use best practices as per inquiry teams looking at performance levels, grades and years in NYC public school system. Oral language with wait time is given to students during instruction for processing information and language. Teachers view students performance levels on state exams to know how best to support students. Teachers use digital to allow ELL students to gain access to complex practices and explicit instruction to teach for understanding. They use content specific academic language for literacy and language development. The use of visuals, graphic organizers tables and charts/graphs are discussed to allow students to identify important information and gather main idea, as well as teaching students to ignore less important information. During instructional time, teachers scaffold new information based on student's past experiences with the use of classroom discussion, think alouds, graphic organizers such as KWL charts, venn diagrams, prediction, as well as picture walks to help master academic content and performance in reading and writing.

b) School leaders and teachers view quarterly periodic assessments to check for growth. Students are given extra time when taking state assessments, as well as ensuring the school acquires a translator for Arabic and French speaking children for greater opportunity for understanding when taking their tests. Teacher utilize the DOK-Depth of Knowledge chart to further have English and Spanish speaking students gain understanding when answering or asking questions. The use of accountable talk stems are structured into all classes to provide opportunities for students to talk about what they are reading in small groups Teachers use graphic organizers to assist students in gaining understanding across content areas to help them organize their thinking and writing. School administration and teachers look at students progress in their reading and writing assessments through myOn technology-based digital reading program that has books at different levels to help cultivate a culture of reading. There is real-time data tracking of students reading time and growth.

c) Home language is used when speaking with parents and/or students. Digital reading program myOn have books available in Spanish, as well as English/Spanish bilingual books. In the school there are several Spanish speaking adults who can assist students to gain greater understanding. During periodic assessments, translators are requested to read directions and/or questions in the first language to help students with listening, speaking and writing. The use of dictionaries for English/Spanish translation is also available.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The school views students' grades on Skedula, an in-house grade-book with detailed information on assessments, levels, absences, home language, and other pertinent data. Teachers examine and analyze the progress in the classroom, monitor progress over time in order to adjust and deliver instruction effectively. The school also uses data from periodic assessments in order to inform the school which students will benefit from additional instruction during the school day with academic intervention. School looks at test data and for those students who previously scored higher on assessments offer them enrichment; supports for those who have maintained below grade level, or have not demonstrated progress in their core subjects. ELLs who have been in the New York City Public School System more than 4 years we look at Tier 1 intervention to promote literacy skills, particularly vocabulary.

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

As teachers plan lessons they view students progress, performance and proficiency language levels to guide them in differentiating their instruction with supports. They incorporate principles of rigorous instruction aligned with the common core standards

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

ELLs are evaluated in their native language with the Spanish LAB when they first come to register in the school. We view their performance levels on the NYSESLAT exams in the four competencies. The school evaluates the success of ELLs by analyzing exam history reports which give the type of tests administered, grade, percentile and performance level during data meetings at content and grade meetings. Three times a year we look at student work portfolios and grades to view students performance.

## Part IV: ELL Identification Process

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

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

When students first come to a NYC public school they are administered a home language survey interview (HLIS) with parent and child to determine the student's home language. This determines students eligibility to take the NYS Identification Test for ELLs--NYSITELL which will give us a proficiency level in reading, writing, listening and speaking. The Assistant Principal and/or ESL teacher administer the HLIS at registration. The NYSITELL is administered by a licensed Teacher of English as a Second Language. An interview with both the parent and student in their native language and in English is done when student registers for school. An interpreter is provided for languages other than English or Spanish through telephone interpretation services to allow the parent to answer questions on the survey. The assistant principal speaks Spanish and has a license in special education; the teacher of ESL administers the Spanish LAB and often does interviews with parents/guardians upon registration. TEOSL and assistant principal review the video. Students who have returned from out of the City (if within 2 years) do not have to retake the NYSITEL

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

Students are given a reading and writing test when they enter the school from countries outside of the United States. School asks parents to bring in report cards/grades when they first register their child. Within 10 days of registration a language assessment is done in Spanish to those students who speak Spanish. The NYSITELL is administered for those who speak other languages other than English. The Home Language Survey is given to parent, as well as conversations with child and parent are done during intake. Once student is registered to a class, teacher administers a basic reading and writing assessment--teacher made questionnaire with short responses with questions such as what is their favorite subject in school; what was the most important thing they learned last year; favorite color, food; how many brothers and sisters they have and favorite food. Teacher offer students a choice to answering orally to describe what they do upon waking up in the morning, describe their last classroom or school, as well as their favorite movie or TV show. This form of informal assessment allows them to see their literacy skills in English and Spanish. Teachers will also administer a reading running record for independent reading, fluency and understanding.

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

The Committee on Special Education team assesses students for evaluation and the Home Language Information Survey (HLIS) determine the language to assess student. ELL students with IEPs take the NYSESLAT yearly until they demonstrate proficient language skills. They continue to receive the required level of ELL services according their proficiency level from the NYSESLAT. The NYSITELL is administered by a licensed Teacher of English as a Second Language. An interview with both the parent and student in their native language and in English is done when student registers for school. An interpreter is provided for languages other than English or Spanish through telephone interpretation services to allow the parent to answer questions on the survey. The information is inputted into the ATS system. The assistant principal speaks Spanish and has a license in special education; the teacher of ESL administers the Spanish LAB and often does interviews with parents/guardians upon registration. TEOSL and assistant principal review the video

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

We have parent meetings regularly as new students register for school with video, information on on the programs available and what their children are entitled to know. Parents are notified of the results of assessments for language proficiency with notification letters informing them of entitlement or non-entitlement. Letters can be downloaded in parents' first language. Letters are maintained with parent choice of program and attendance of meetings. Parents make the choice of program for the student. In addition, the school holds parent meetings 3 times a year where a video is shown to parents in their home language on program selection and entitlement of program parents have option to select the program.

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

Effective the 2015-2016 school year, parents are informed that they may go through a ELL Re-identification process for those parents who believe their child may have been misidentified incorrectly. The school initiates the review within 45-days if they receive a written request from the parent or a teacher. The schools contacts the parent as a result of student work and another NYSITELL will

have to be administered after parental consent . If change is warranted, the information must be uploaded into the ATS system.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
At registration, parents are informed of programs the NYCDOE has available for ELL students, as well as the program the school has available, which at the present time is Freestanding ENL. Parents are given an orientation of what programs are available for ELL students within 10 days of registration, but the orientation is most often done at registration. A letter of invite for parent orientation is sent home in parent's home language. Parents are given letters of entitlement or non-entitlement after students are assessed and the tests are scored. Parent makes a choice of program, with entitlement letter option and placement letter. Student is placed in a class and receive services according to their proficiency levels.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
During school orientation the first week of school, parents are requested to fill out surveys and program selection forms. If they are not given in to the school, the main office reaches out to parents to ensure the forms are returned to the school. The Freestanding ENL teacher also reaches out to the parents who have not returned their forms. Parent Coordinator also reaches out to parents via newsletter, phone messaging, backpack letters.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parent Survey and program selection forms are maintained in a binder. Students who have not completed forms, are resent to parents with an invitation to a meeting for ELL parents. Teacher assistants help with filling out the forms with the parents. Parent choice is also inputted into our automated system.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Letters are sent out in the Fall when school opens. During parent-teacher conference, school administrator and TEOSL teacher give out placement parent notification letters again. Letters are maintained in a binder with the class roster to ensure they have received the notification letters and signed placement letters. Letters are sent home in the parent's home language as indicated on the HLIS. If parent wants a bilingual program for their child, they are informed that the school does not have the program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The HLIS, entitlement and non-entitlement letters are maintained in a binder in the Assistant Principal's office. Information on
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
A breakdown of students proficiency levels on the NYSESLAT and new incoming students entitled to take the test are administered the test in the Spring. All Students who are ELLs must take the NYSESLAT which measures English language proficiency which determines their ELL status.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Letters are sent out in the Fall when school opens with continued entitlement letters for those students who still require ELL services based on their NYSESLAT scores. During parent-teacher conference, school administrator and TEOSL teacher give out placement parent notification letters again. Letters are maintained in a binder with the class roster to ensure they have received the notification letters and signed placement letters. Letters are sent home in the parent's home language as indicated on the HLIS. If parent wants a bilingual program for their child, they are informed that the school does not have the program.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
Parents survey and program selection, and interviews with parents, they want their children to learn English as they will have to be tested in English. They want them to proficient in the second language--English. Some parents request a non-bilingual program for their Spanish speaking children; they want their children to immerse themselves in the English language. Our school has had a Stand-alone ENL program and we have not received more than 2-3 families in the year who may wish to have their children in a bilingual program. Several of our Arabic families have requested information on schools that have bilingual programs in Arabic. They are informed the school needs to have a certain number of students in order to offer a bilingual program. They have been given information, but decide to remain in the Freestanding ENL program. Meetings are held with parents and an interpreter for our Arabic-speaking parents is utilized.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

Freestanding ENL is delivered to students as a class. All students who are ELLs are in a class together, as per parents placement request to have their children an Freestanding ENL program. Class travels together as a group. Students who are ELLs and in non-ENL classes, receive their allotted periods of instruction as a Instruction is delivered by two teachers in the classroom. They teach according to proficiency levels and grade level. Teachers work with students on projects while developing their language and writing skills. The ESL teacher is given the breakdown of NYSESLAT and NYSITELL scores to identify the units students must receive according to their English proficiency levels.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

There are two teachers in the room servicing/teaching students according to the language proficiency levels. The ESL teacher is given the breakdown of NYSESLAT and NYSITELL scores to identify the units students must receive according to their English proficiency levels. Students in the Freestanding ENL class are in a self-contained classroom with different proficiency levels such as beginners and intermediate--Entering/emerging levels; they receive a minimum of 360 minutes of instruction in ELA, ENL in reading, writing, listening and speaking; the common branch teacher works with the students who scored as Transitioning or Intermediate with the TESOL teacher to further prepare students for state exams and the NYSESLAT.

Students not in the ENL class receive instruction receive integrated English as a new language by the TEOSL teacher for students identified as Transitioning and/or Advanced/Expanding as a push-in model
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Core subjects such as ELA, Math, Science and Social studies are delivered in English with many instructional supports and scaffolds to help build language development with rubrics aligned to the Common Core Standards. Teachers collaborate with other classroom content area teachers to better support the students not in the FreeStanding ENL class. Instruction is delivered in English. Teachers use myOn--a computer digital reading program which can support different contents by reading information according to their lexile levels which delivers the content in a audio and reading digital format.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students arriving to the school and only speak Spanish are administered the NYSITELL in English. Spanish speaking ELLs are appropriately evaluated in their native language with the the Spanish LAB when they first enter the NYC Public School system. If students who are going to be evaluated for special education services, they are evaluated in their native language when identified in the Home Language Survey.

The ESL class uses a variety of instructional strategies targeted to the subgroups: Newcomer, Developing, Long term ELLs and SIFE students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students take the NYSESLAT test yearly to assess their proficiency levels in reading, writing, listening and speaking are analyzed. During class instruction teacher administers beginning of the year student inventory/surveys. Teacher reads aloud instruction/directions and supports students with vocabulary words to encourage students to complete tasks in class. Spanish speaking students asks teachers (both Spanish speakers) to assist them in completing in-class assignments. Teachers also do running records with students to assess their independent reading levels and comprehension. Assessments are administered periodically to the ELLs students, as well as the entire school. The self-contained ENL class is allowed to have extended time, directions read aloud, as well as the use of a dictionary.

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

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

The ESL class instruction is interactive.

a) Students entering school from out of the country are asked questions such as what was the last school they attended and what grade had they were in last for middle schoolers. about their reading habits, what they like to read, what do they read, and in what language they read. The prompts help students answer questions. When students enter school, they are asked informal questions about their education history and asked to write a short autobiography narrative about themselves if they can. Also, for the Spanish speaking student, if they ask to write in Spanish, it is allowed. Small group instruction occurs to help create relationships with the teachers.

b) and c) Newcomers and Developing students work in pairs to help each other with lists while listening carefully to each other read. The use of graphic organizers is incorporated into all contents to help students use their prior knowledge, understand and gather their thoughts. Teachers use "wait time" to allow students to process information given to them orally, visually and graphically.

c) Developing students make up story problems and exchange with each other to provide reinforcement and practice in writing and speaking across the contents. Theatre as a content is used to help build language through an outside agency Stellar-Adler. Students are encouraged to ask questions, reread, restate and visualize to make text more comprehensible.

d) We offer after school classes to assist students with developing their language skills in math, science and social studies. Repeating and modeling of correct language usage is emphasized throughout the ESL classes. Students are assessed both formally and informally for each modalities (listening, speaking, reading, and writing) of English acquisition throughout the year. Teachers assess students formally and informally in class weekly. They are allowed extra time for state and periodic assessments.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

The parent has been informed to the reidentification of student's ELL status as per their request and teacher's concerns, student is administered the NYSITELL again to determine the level of language proficiency. School looks at the HLIS and students' NYSITELL level as well as views students grades/in-house diagnostics and report cards to see their progress.

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

Teachers review students individual education plan and assure they are receiving the recommended services as per their IEP. The use of graphic organizers, visuals, digital programs, audio books via myOn program and dictionaries is utilized to accelerate language development.

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

The speech teacher pushes in to help students with receptive and expressive language proficiency. Students in the FreeStanding ENL use visuals and sign off on Chapter 408 to know what students performance, management needs and IEP goals are for reading, writing, listening and speaking. Testing accommodations according to their IEP are secured during state and city assessments, as well as tests over 45-minutes.

Chart

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

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

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

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



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

Chart

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

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

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

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

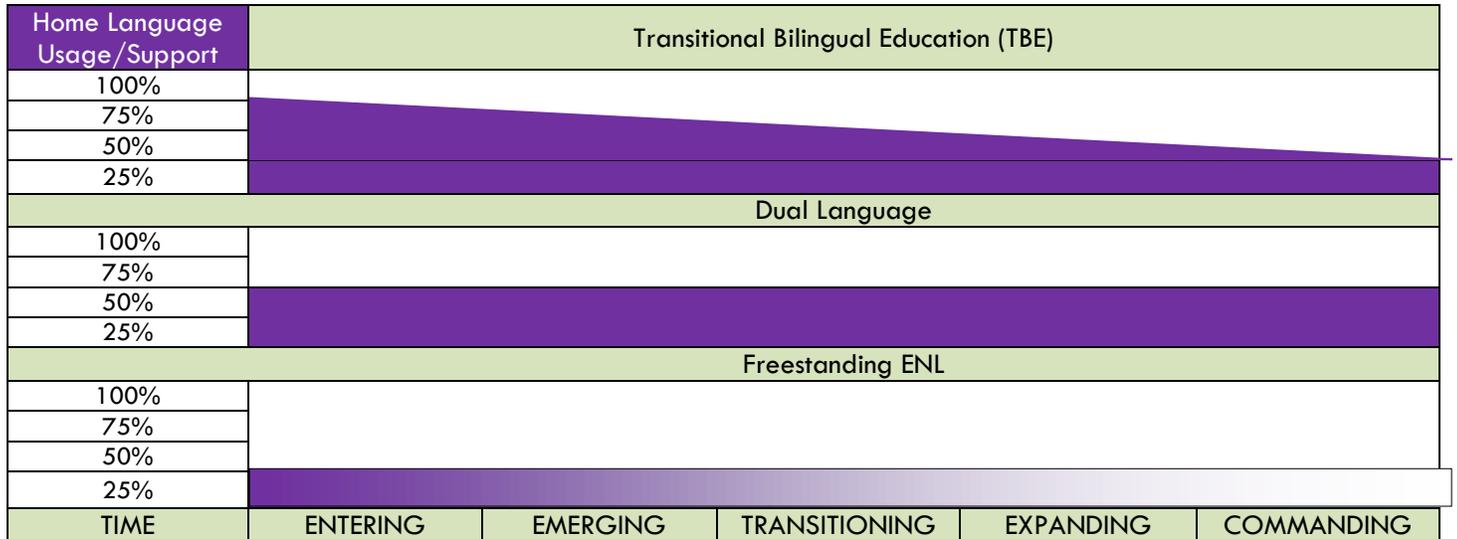


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The school provides "Extended Learning Time" for students in English. During that time students work in small groups with teachers. Teachers look at data of student work in ELA, math, science and social studies. They give extra support during 9<sup>th</sup> period; and academic intervention during the school day to support language development. They offer more intensive and individualized instruction to small groups during the school day's extended learning time. Data for these students is reviewed during inquiry team meetings with pedagogues to review students progress.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Students have moved in proficiency levels with the variety of individualized and small group instruction. Students are writing more and contributing to group conversations in their groups.
12. What new programs or improvements will be considered for the upcoming school year?  
Teachers College Writing Workshop is used for the 2015-2016 school year. Students start with a narrative essay and assessed with a rubric. Teacher College Independent Reading running records are administered in November and again in March, 2016 to view growth.
13. What programs/services for ELLs will be discontinued and why?  
All programs and services used with the ELLs will continue.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. They have technology to research and write reports, they use interactive programs such as BrainPop. They receive awards during monthly assemblies celebrations as the school acknowledges all students successes and awards.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Teachers use Mastering the Standards books for ELA and Math. Students use blended learning with myOn. Students take assessments to start reading the technology-digital reading program. myOn incorporates all content areas through access to different books while tracking students reading time and built-in reading activities. Students are able to select books from many different genres and of interest to them. Spanish speaking students are able to select books in Spanish, Spanish and English or English only. They can use audio to read, listen and hear proper enunciation and pacing of stories.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Parents have access to a grading/reporting system--Skedula. They can access students grades, attendance and anecdotes from teachers in their home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Students receive instruction in English according to their level of language proficiency. The data is kept up to date with information of incoming students and their scores. Extra time, separate location, directions read aloud and dictionaries, as well as interpreters are used for students who are identified as ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
The school has an open-house in March for incoming 6<sup>th</sup> graders, and an orientation in late August. During the orientation information is made available to parents in Spanish, French and Arabic from the NYCDOE. The main office is staffed with Spanish speakers to assist in the filing out of forms and answer school-based questions. During the school year in November, the ESL teacher sponsors a multicultural luncheon for and by parents of ELLs. The event introduces all students to each other and to the staff and students give a brief introduction of where they are from and the food they brought in. In September/October a multicultural presentation is done with the ESL teacher, math teacher, physical education, school counselors, assistant principals, principal, parent coordinator and other staff are invited to
19. What language electives are offered to ELLs?  
The language offered as a course is Spanish, and last year during the 2014-2015 school year, Italian was offered.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
During Monday professional development morning a PD on myOn is presented to teachers on how to create a culture of reading with the use of myOn. The teachers of ELLs are shown how to best scaffold and support students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  - \* Teachers are taught how to administer Teachers College running records for independent reading levels.
  - \* How to foster the love of reading with professional development for myOn. Teachers can gather data from myOn and celebrate top readers; students who read the most books, etc.
  - \* Teacher of technology will attend the outside professional development and turn-key the PD to staff on how to give assignments and projects for continued reading.
  - \* Best Practices for Instructing and Supporting English Language Learners to all teachers and paraprofessionals to support ELLs.
  - \* Developing Common Core Writing Skills for ELLs and SwD (students with disabilities).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teachers/staff are provided with information on how to access interpretation unit to share articulation information at parent workshops and/or meetings.  
The guidance counselor and teacher of ENL class visit high schools which offer ENL, Dual Language and bilingual programs in the community school district.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Agendas are maintained of all workshops/professional development along with attendance sheets. Teachers of ELLs are informed of workshops they should attend or registered for ELL specific professional development. Information is maintained in common planning binders with agendas and attendance sheet.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school sends out letters in Spanish, Arabic and French regarding meetings for parents on program placement and entitlement. This is also done as students take the NYSITELL to inform parents of students entitlement. There are additional meetings with parents on how to best support their children at home.

Information meetings on how to seek out community based services that service ELLs.

Meetings are held in the beginning of the school year with parents of ELLs to inform them of the criteria and goals of ensuring students learn and their progress

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records are maintained digitally from the School Messenger system which allows other languages to be used informing parents of upcoming meetings. Letters are also pack-packed and mailed to parents. This information is maintained in a binder with the Parent Coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Multicultural luncheons with brief sessions on academics-common core learning standards, graduation and promotion criteria. We also offer Parents Rights guides in all languages.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is partnered with Phipps Neighborhoods community based organization, as well as Astor.
5. How do you evaluate the needs of the parents? Assisting parents' needs during a meeting, the concerns or issues are evaluated. The parent(s) are offered next steps on how to best resolve their concerns.
6. How do your parental involvement activities address the needs of the parents? The school holds monthly meetings addressing some of the concerns parents have raised at meetings. School offers workshops for parents on myOn digital literacy programs to help cultivate reading in families lives.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **11x** School Name: **School of Diplomacy**  
Superintendent: **Meisha Ross-Por**

### Before you begin, please check the following:

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

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

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

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

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

SOD uses information for Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication.

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

Primary language is Spanish. Communications sent home are translated from English to Spanish, Arabic, French, and Afrikaans.

### Part B: Creating a Communications Calendar

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

The documents our school typically disseminates are HLIS, Registration form, Lunch forms, Discipline code and High School information, parent newsletter and letters to parents. Also New York State testing dates and After School programs and Saturday Academy permission slips.

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

The face to face meetings my school will have with parents throughout the school year are Back to School Night (September), Parent Teacher Conferences (November and March), Parent Workshops, Curriculum Nights in February. Calls to parents are made once per week on a weekly basis.

### **Part C: Providing Language Assistance Services**

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

Bilingual teachers will meet with students and parents who need translation services. The Translation and Interpretation Unit will be used as needed to provide services to our students and parents.

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

Translation services will be provided by both school staff and or DOE Translation and Interpretation services.

### **Part D: Training Staff on Policies and Procedures**

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

Information will be disseminated to our school staff during professional Development regarding the use of translation services.

### **Part E: Providing Notice of Language Assistance Services**

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

#### Checklist of Notification Requirements

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

Parental notification requirements for translation and interpretation services are posted outside of the main office and in the school lobby.

### **Part F: Monitoring and Quality Control**

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

A parent survey is given to parents to gather feedback from parents.