



HARLEM RENAISSANCE HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 05M285

ADDRESS: 22 EAST 128TH STREET / NEW YORK, NY 10035

TELEPHONE: 212-996-3795

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 05M285 **SCHOOL NAME:** Harlem Renaissance High School

SCHOOL ADDRESS: 22 East 128th Street, New York, NY 10035

SCHOOL TELEPHONE: 212-996-3795 **FAX:** 212-996-4354

SCHOOL CONTACT PERSON: Nadav Zeimer **EMAIL ADDRESS:** NZeimer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: n/a

PRINCIPAL: Nadav Zeimer

UFT CHAPTER LEADER: Gwen Garrett-Joly

PARENTS' ASSOCIATION PRESIDENT: Milton Brown

STUDENT REPRESENTATIVE:
(Required for high schools) Justin Hinds-Brown

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** 403

NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Geraldine Taylor-Brown

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Justin Hinds-Brown	Student Representative	
Diana Coaxum	Student Representative	
Elizabeth Hill	Student Representative	
Eiosha Dumezil	Student Representative	
Eleonora Demetrio	SLT Chairperson / CBO Partner	
Lenore Hinson	Secretary / SpEd Teacher	
Robyn France	*UFT Chapter Chairperson or Designee	
Milton Brown	*PA/PTA President or Designated Co-President	
Ronnie Goss	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Doreena Stephens	Financial Liaison / Parent	
Earl Gray	DC 37 Representative, if applicable	
Sonia Phillip	CBO Representative, if applicable	
Nadav Zeimer	*Principal	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

NOTE: This document has not yet been reviewed by parents and student. Subsequent versions will include those voices.

Part A. Narrative Description

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

Harlem Renaissance High School welcomes all learners. Our community believes that we learn best if we can learn that everyone has something to teach us. This includes special education students in particular and English Language Learners (ELLs) at any stage of classification or language development. We create an inclusive setting where students are seen as budding experts in their own learning, and where instruction is tailored to fit all students' needs.

Our mission is to provide a safe, high quality learning environment for extraordinary students who were not successful in other high school settings but who are ready to practice professional habits among a community of committed learners. Our staff serve as coaches to our scholars and share a commitment to working as a team and being models of integrity.

Strong social and emotional bonds are created through regular reflection and goal setting practices that help us discover and share a vision for our future against which we can compare our actions both inside and outside of the school building. For students, this process starts when students arrive to Harlem Renaissance High School with a "My Renaissance Plan." This plan is the foundation of F.O.C.U.S. advisory sessions four times a week and supported by data which is updated weekly and available for students and their families through our password protected school portal at www.myhrhs.org.

The principal believes that his own responsibility is at the core of how the school functions. Teacher training sessions are meant to model the types of conversations teachers have with their students. Staff engage in deeply reflective practices during professional development on such topics including levels of questioning in the classroom, fostering student voice, "how to heal relationships with my most challenging students?" and "how do I acknowledge the students who are doing the right thing?"

Instruction at HRHS is organized around the Diploma Plus framework which includes project-based learning, portfolio-centered assessment, college and career exploration, civic engagement opportunities, internships, and community action projects.

Our Collaborations:

- *Diploma Plus* is a competency based school program which allows for accelerated credit earning while maintaining high expectations
- *NYC Mission Society* is the lead partner in the Learning-To-Work initiative. The program offers academic support, counseling and up to 90 internships for students

- *Hunter College Liberty Partnership Program* provides social work interns who conduct individual and group counseling. They also run an after-school program
- *Living for the Young Family through Education*. The LYFE program supports pregnant and parenting students enrolled in any NYC Department of Education school by providing free childcare and referral services.
- *PENCIL* builds and supports customized relationships between business leaders and principals to inspire innovation and transform public schools.
- *New York Urban League Technology & Education Center* at Harlem Renaissance High School aims to increase the level of access and knowledge of career and education opportunities through the use of technology for community members

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Harlem Renaissance High School				
District:	05	DBN #:	05M285	School BEDS Code:	310500011285

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					62.7	64.16	65.11		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					75.9	89.0			
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					49.0	68.2	79.0		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8					3	9			
Grade 9	91	51	30	Recent Immigrants: Total Number					
Grade 10	56	61	88	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	14	28	48		1	0	0		
Grade 12	47	40	59	Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	2	2	2						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	0	5	14	Principal Suspensions	0	95	
Number all others	4	9	13	Superintendent Suspensions	3	6	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	3	0	0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	21	18	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	12	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	
	69	48					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	1.0	0.6	0.9	Percent more than two years teaching in this school	63.6	77.8	
Black or African American	61.5	64.4	62.7	Percent more than five years teaching anywhere	54.5	55.6	
Hispanic or Latino	36.5	32.8	34.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0	Percent Masters Degree or higher	73.0	78.0	
White	1.0	1.7	1.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	81.0	90.0	
Multi-racial							
Male	40.9	50.6	39.6				

DEMOGRAPHICS							
Female	59.1	49.4	60.4				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes <input checked="" type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR identification:	Grad Rate, HS ELA
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input type="radio"/>		

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>			
	Basic	Focused	Comprehensive	
In Good Standing (IGS)				
Improvement (year 1)				<input checked="" type="checkbox"/>
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:		ELA:	X
	Math:		Math:	<input checked="" type="checkbox"/>
	Science:		Grad. Rate:	X

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				X	<input checked="" type="checkbox"/>	X	20
Ethnicity							
American Indian or Alaska Native							
Black or African American				X			
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				X			
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	D	Overall Evaluation:	✓
Overall Score	43.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	6.0/15	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	8.0/25	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	28.2/60	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	1.3	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

What HRHS is doing well

During summer interviews with community members (including teachers, support staff, SBO staff, former aspiring principal intern and students in summer school and just a couple of parents) one theme ran across every conversation: the school provides strong social-emotional supports for students through the care of teachers and the collaboration of CBO partners. Everyone agreed that at HRHS there is a focus on putting students at the center of the community. This is reinforced when walking through the building seeing student work on the walls, murals painted by students and when reviewing minutes of staff meetings which consistently have the unique needs of individual students at the center of the discussion. These observations are reflected in the QR and LES:

- "Parents, and students consider themselves fortunate to be part of such a caring, supportive environment;" (Quality Review Report 2009-2010)
- "comprehensive student support services enable students to grow socially and academically;" (Quality Review Report 2009-2010)
- "Parents and students freely admit that the school is a 'safe haven' where students' social, emotional, and academic needs, are readily addressed;" (Quality Review Report 2009-2010)
- 94% of students agree that "I feel safe in the hallways, bathrooms, and locker rooms;" (NYC School Survey 2009-2010 Report)
- 86% of teachers agree that "my school communicates effectively with parents when students misbehave;" (NYC School Survey 2009-2010 Report)
- 100% of parents agreed that "I feel welcome in my child's school." And 90% agreed that "the school contacts me to tell me about my child's achievements and successes;"
- "Student work is displayed throughout the school;" (Quality Review Report 2009-2010)
- The school offers a LYFE center to support the needs of student parents;
- The school offers two social workers, three social work interns, a guidance councilor, a schedule with advisory classes four times a week and four student advocates for students to talk to about problems they are having.
- The schedule is programmed one-student-at-a-time, with deliberate consideration given to each student's academic, social and emotional needs.
- 91% of students agree that "most of the adults I see at school every day know my name or who I am;" (NYC School Survey 2009-2010 Report)
- 95% of students agree that "the adults at my school help me understand what I need to do to succeed in school;" (NYC School Survey 2009-2010 Report)

- 97% of students agree that “my teachers expect me to continue my education after high school;” (NYC School Survey 2009-2010 Report)
- 93% of teachers agree that “this school makes it a priority to help students select the best courses to achieve their college or career goals;” (NYC School Survey 2009-2010 Report)
- 80% of teachers communicated with students about their progress in class at least once a week;
- “Teachers and school leaders know their students well and students are aware of the long-term goals established for them;” (Quality Review Report 2009-2010)

The strong focus on the social-emotional needs of our students is critical given the school’s demographic trends since 2007 which show a steady rise in the reported poverty rate of the students along with a rise in the number of students in temporary housing. Central Harlem community leaders have described Harlem Renaissance as having “70% gang involvement” although that figure has not been confirmed. At the same time the NYPD Lt. Kevin O’Connor of Manhattan North’s gang intelligence unit, in a conversation with Harmon Unger, stated that this is one of the schools he visits when he wants to feel good about the prospects for these teenagers and the school has a historically low level of violence and very few fights in any given year.

The care of the community for the needs of individual students translates into staff maintaining high expectations for students and for each other as professional educators. The school schedule includes common planning by department, regular “all hands” meetings (10 minutes at the start of each day) and an extended “staff gathering” each Wednesday in addition to bi-monthly conferences. During interviews staff expressed pride in their colleagues as professionals and the QR and LES agree:

- “Collaborative teacher teams encompassing all grades and content levels have taken ownership for the academic achievement of groups of students” (Quality Review Report 2009-2010)
- School leaders effectively identify pedagogic trends and strategically provide differentiated supports to meet the identified needs of each individual teacher” (Quality Review Report 2009-2010)
- Teacher’s knowledge base is swiftly developing and positively impacting students’ academic growth as reflected on end-of-semester assessment data results” (Quality Review Report 2009-2010)
- English language arts and history teachers to plan and co-teach across specific grades. This collaborative model, coupled with the school’s good use of common planning time, enable teachers to know the content well across grade levels, share strategies, and swiftly develop their pedagogic skill while holding themselves accountable for student progress” (Quality Review Report 2009-2010)
- “Over 90% of all teachers are engaged in structured collaborations using an inquiry approach”(Quality Review Report 2009-2010)
- 96% of parents were satisfied with “the education my child has received this year” (NYC School Survey 2009-2010 Report)
- 87% of students agree that “my teachers inspire me to learn” (NYC School Survey 2009-2010 Report)
- 96% of parents are satisfied with “the quality of child’s teacher(s) this year” (NYC School Survey 2009-2010 Report)
- 97% of students agree that “I need to work hard to get good grades at my school” (NYC School Survey 2009-2010 Report)

These particular strengths highlight what may be the greatest accomplishment of the HRHS community: the establishment of quality collaborations with CBO partners and professional practices among teachers. In the words of the QR, “Focused collaborations with College Now, Hunter College Liberty Program, and Mission Society, integrate well with other school-based supports throughout the school day to meet students’ academic and personal development.” (Quality Review Report 2009-

2010) These partnerships and collaborations are further reflected in the ability of this small alternative school to have students participate in all forms of art (dance, music, theater and visual arts) with a majority of students earning three or more credits of study in the arts. (2009-2010 Annual Arts in Schools Report)

Finally, regular participation of all stakeholders also appears as a strength of the procedures and practices in place at HRHS:

- Monthly “parent check-ins” are well known to the community and facilitated by an experienced parent coordinator;
- The attendance teacher, the parent coordinator, the CBO student advocates, the principal and the CFN network all conduct home visits and collaborate to ensure that families stay informed.
- “School leaders conduct their own needs assessment via a school-developed teacher survey and monthly conversations with parents” (Quality Review Report 2009-2010)
- “[T]he established protocols are highly supportive of creating a culture of responsiveness, allowing for regular sharing of goals and action plans, leading to significant levels of support from the school community” (Quality Review Report 2009-2010)
- 95% of parents were satisfied with their “opportunities to be involved in my child’s education” (NYC School Survey 2009-2010 Report)
- 93% of parents were satisfied with “how well the school communicates with me” (NYC School Survey 2009-2010 Report)

That being said, the Quality Review also states that “systems are not yet evident to ensure that parents are as well integrated into the school’s culture leading to their full involvement as partners” (Quality Review Report 2009-2010) suggesting that although outreach and regular “check-in” meetings are effective structures in place, they may not be as effective as possible.

HRHS Challenges

During summer interviews with each staff member which served the new principal to facilitate his transition into the community, a small number of concerns were repeated by every single staff member as being the most significant barriers to the school’s continuous improvement. First and foremost was low attendance in class: too many students show up infrequently, others come late or leave early from school or class. Teachers were seeing a small fraction of students in class and often a different group from one day to the next, especially during first period. Other across-the-board concerns included that banned cell phones are visible when the dean or administration are not in view and that they distract students. Finally staff unanimously described examples of how the tone between administration and the staff had become toxic during 2009-2010. In conversations with students, many confirmed that their biggest challenge is getting to school on time and showing up every day and not leaving early. Students also expressed impatience in their progress toward graduation. A number of students mentioned that some classes are too easy or that they feel like they can miss some days and still pass classes, but that then they miss too many days and give up. Other students described their “worst” subjects as ones that they will never be able to pass.

In the first trimester of the 2010 school year, OORS reports show that nearly half of all OORS incidents (47% as of October 28, 2010) are for “leaving class or school premises w/o permission” and that another 30% (29% as of October 28, 2010) are for insubordination, usually because a student refused to turn over an electronic device.

In reviewing attendance data in more detail a trend was observed: the closer students are to graduation, the worse their attendance gets. When we compared this noticing with mid-Trimester grades, we saw that these attendance patters mapped directly onto student failure rates and thus to credit accumulation. These trends correspond to the students’ comments about feeling impatient about their timeline toward graduation.

This trend is also visible in the school Progress Report (2008-2009 since the 2010-2011 PR was not available at the time of this writing). In the "Student Performance" section 100% of students who graduated in the six year cohort arrived to HRHS with less than 11 credits which could be interpreted to suggest that students who arrived already "tired" of high school did not maintain the effort required to achieve graduation. There is little doubt, though that the data shows that the more credits a student needs to earn with HRHS, the more successful we are with that student (in 2009-2010 we ONLY graduated students who had >30 credits to earn on arrival). In the "Student Progress" section a similar trend to the mid-trimester grades is observed: 63.2% rank in credit accumulation relative to peer horizon for students beginning the year with 0-11 credits versus 41.2% ranking in credit accumulation relative to peer horizon for those beginning the year with over 33 credits.

Looking to the QR for some possible sources of what might be called "burn out" for our students, we find that perhaps time at HRHS feels too much like a past they don't want to repeat and is not connected enough to the specific future each student sees for themselves or to their particular strengths or interests:

- "Promote greater consistency in differentiated instruction based on data so that students are challenged, tasks accommodate different learning styles, and questioning extends thinking to maximize student learning."(Quality Review Report 2009-2010)
- "Project-based learning products demonstrating cross-curricular relationships are not evident in all classrooms and not all students are suitably challenged" (Quality Review Report 2009-2010)
- "Teaching strategies while differentiated do not provide a breadth of study to fully challenge all students and to accelerate their learning according to their capabilities." (Quality Review Report 2009-2010)
- "Some teachers do not yet generate sustained conversations that give students a chance to support their views with evidence, change their mind, and use questions as a way to learn more and probe for deeper understanding" (Quality Review Report 2009-2010)
- 4% of students stated that they worked in groups of 2 to 6 students in most of their classes in the past two weeks. (NYC School Survey 2009-2010 Report)
- 18% of students said that they participated in hands-on activities such as science experiments during the past two weeks. (NYC School Survey 2009-2010 Report)
- 49% of students stated that they were not offered a computer skills / technology class (NYC School Survey 2009-2010 Report)

Another possible theory is that students do not have a realistic sense of how long it will take them to graduate. This was something expressed by students who felt that they had set goals for graduation several times and had never met their targets and thus became angry with the school for not providing sufficient independent study for them to meet the objectives they set for themselves. The frequency of communication with regards to progress, the feedback given to students and the goal setting process may be at the heart of these breakdowns:

- 73% of teachers stated that they "sent parents written information on what you are teaching and what students are expected to learn" less than four times each year (NYC School Survey 2009-2010 Report)
- "Not all students receive detailed feedback with clear next steps for improvement so that they can also set their own achievable goals and take further responsibility for their learning" (Quality Review Report 2009-2010)
- "goal setting is broad and clear measurable interim benchmarks are not yet consistent across all areas so that school leaders can note progress and strategically make needed adaptations at more frequent intervals"(Quality Review Report 2009-2010)
- "Only a small number of parents have been trained on the use of ARIS Parent Link."(Quality Review Report 2009-2010)
- "The Power Schools online system is not yet accessible to students and parents" (Quality Review Report 2009-2010)

The lack of feedback and clarity in goals and expectations are further reflected when speaking to students about the school based inquiry process from 2009-2010. 90% of staff participated in this process (Quality Review Report 2009-2010) but in conversations with the new principal about lessons learned from that process, it was stated that while the process was implemented with care, the feedback loop was not completed with any final evaluation of the success or lack of success of the initiative. It appears that goal setting and action research remains broad and misses its mark because interim goals are absent and no plan is put in place to reflect on the results produced. In the words of the Quality Review, "Staff do not consistently identify specific trends and track the progress of all students in order to make instructional adaptations and appropriately regroup students to meet their differentiated learning needs and maximize their learning modalities;" (Quality Review Report 2009-2010) "goal setting is broad and measurable interim benchmarks are not consistently established across all areas in order to note progress and early mastery of specific goals to strengthen long-range impact." (Quality Review Report 2009-2010)

SECTION V: ANNUAL SCHOOL GOALS

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

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

By considering the four perspectives: “challenges” as per data; formalizing strengths; encouraging staff initiative; and crafting our story as a community we selected the following goals.

1. **Attendance** must come first and foremost. Our goal is that monthly PAR reports' overall attendance in the Spring trimester of 2011 will be at least 3% higher than the corresponding reports in 2010.
2. Implement **school-wide reflection** practices which include
 - (1) Teacher-led inquiry groups which use data to research solutions to our toughest challenges
 - (2) Weekly case conferencing discussions of individual students focused on low inference data with additional conferences for individual IEP students
 - (3) Instructional rounds, where staff members will visit each other's classrooms and debrief the experience
 - (4) Circles – a reflective practice from Native American tradition.
3. **Launch a new school website** with video portfolios of student work, videos posted of student academic achievement award winners, and a password protected staff area with a calendar, document center, and news sections. The site will itself act as a public school-level portfolio for articulation purposes, will help launch a community advisory board for the school, and will allow our own community to get to know the great work that our students and staff are doing. We will measure success by the fact that the site is created with videos posted, the fact that a community page helps to launch a community advisory board and by reviewing website data confirming that most staff members log into the secure area to check announcements and download documents.
4. **Implement a system of weekly progress reports** which will allow students to monitor their progress with a weekly printout of their grades. This will foster a foundation for goal setting in advisory and will support communication with families about student short-term performance. This will be measured by all teachers entering grades according to a weekly schedule.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Attendance. Monthly PAR reports’ overall attendance in the Spring trimester of 2011 will be at least 3% higher than the corresponding reports in 2010.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Weekly attendance meetings will share their goals and efforts with AP Edwards • Attendance display will show our attendance goal as well as weekly attendance results relative to that goal and a chart showing attendance over a period of time. • At least 2 CBO staff members, the principal, the assistant principal, as well as attendance staff from the school and the network will conduct home visits during critical times in the school year • LPP social work interns will set up and monitor an attendance hotline with the goal of having all students call the school in advance of an absence • Leadership team of students with have attendance issues will work directly with the principal • PENCIL partner to analyze attendance data and determine strategies • Reach out to principals in our network who have shown attendance gains (eg Brownsville Academy High School)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Promote office school aid to a community associate position where she works on special attendance initiatives • Invest resources to get Datacation up and running with attendance data • Work with CFN 403 attendance teacher(s) and our own attendance staff to plan and implement attendance actions based on weekly meetings and weekly data • Work with Central Harlem organizations to understand attendance factors • Use survey tool based on resiliency research to help identify specific student areas of need • Work with any staff to reach out to students before historically poor attendance periods • Host events which can boost attendance on historically low attendance days • Honor students with attendance gains at regular assemblies • Link participation in paid internships and after school activities to attendance records • Experiment with a variety of consultants to find programs that engage students and motivate them to

	come to school
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Show improvement on attendance bulletin board which tracks last years' PAR with current PAR • Use Datacation to monitor attendance daily • Distribute printed attendance results to administration daily with list of absent and late students • Attendance team will set goals and will update a bulletin board with their progress • Monitor execution of each resource listed above • Meet and revise with staff to review attendance data and improve our effectiveness

Subject/Area (where relevant): Professional Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Implement school-wide reflection practices which include (1) Teacher-led inquiry groups which use data to research solutions to our toughest challenges (2) Weekly case conferencing discussions of individual students focused on low inference data with additional conferences for individual IEP students (3) Instructional rounds, where staff members will visit each other's classrooms and debrief the experience (4) Circles – a reflective practice from Native American tradition.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Schedule PD calendar to include a balance of each of the four elements • Follow PD calendar • Meet with staff individually to monitor and receive feedback on the work • Work with Diploma Plus and CFN403 to support and strengthen each of these practices • Select core team of teachers, dean and administration to participate in "circles" training and have that staff turnkey the training to the rest of the community in a full-day session
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<ul style="list-style-type: none"> • Work with Diploma Plus to set up weekly habits and procedures in alignment with the DP model • Work with CFN403 Achievement Coach to support staff in case conferencing • Work with DP coach to facilitate instructional rounds • Schedule full day "circles" PD and put aside budget line for additional sessions • Implement bi-monthly faculty/departmental conferences which were never used in the past at HRHS

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of PD sessions held Review of action plans submitted by DP coach Review of trainings offered by CFN achievement coach</p>
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Subject/Area (where relevant): Community Engagement & Articulation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Launch a new school website with video portfolios of student work, videos posted of student academic achievement award winners, and a password protected staff area with a calendar, document center, and news sections. The site will itself act as a public school-level portfolio for articulation purposes, will help launch a community advisory board for the school, and will allow our own community to get to know the great work that our students and staff are doing. We will measure success by the fact that the site is created with videos posted, the fact that a community page helps to launch a community advisory board and by reviewing website data confirming that most staff members log into the secure area to check announcements and download documents.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Select school CMS provider • Design site • Apply for grant for recording equipment • Figure out how to post video • Get video release forms from students • Set up a Google Education domain • Video tape students and teachers throughout the year • Recruit volunteer videographers • Record and share graduation videos on the website • Attend video training with administration and interested teachers • Plan and launch new video portfolio process • Conduct training on new website and include the website content in staff meetings • Invite community members to see video projects and contribute to the website • Use website and video at articulation events

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Set aside budget for CMS and related products and training • Do as much work as possible with volunteers and donations to show staff the potential of the website and video portfolios before investing additional resources. • Principal will lead this initiative • Work with CBO (community based organization) partners to put content on the site • Find free video training for staff (such as EVC) • Use collaboration with PENCIL partner to find additional volunteers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Successful launch of the new website with passwords distributed to staff • School website is changed and updated weekly • Videos appear on school website and are used in articulation events • Some staff and students create video portfolios • Record interviews with academic award winners discussing their plans for the future and show them during the awards ceremony and post them on the website • Record graduation speeches and post them on the website

Subject/Area (where relevant): Data

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Implement a system of weekly progress reports which will allow students to monitor their progress with a weekly printout of their grades. This will foster a foundation for goal setting in advisory and will support communication with families about student short-term performance. This will be measured by all teachers entering grades according to a weekly schedule.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Require all teachers to post grades by Thursday • Distribute progress reports on Friday during advisory • Allow students to work until the following Tuesday to make-up missing work • Work with students using one-on-one conferencing to review grades and set goals • Base student academic achievement awards on weekly grades • Base student independent study opportunities on weekly grades • Incorporate weekly grades into the script used during admissions interviews to help parents begin to plan how they will use these weekly progress reports to support their student • Work with parents to set consequences based on the weekly progress reports

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Ensure a strong connection between the weekly grades and Learning to Work internship hours • Use advisory announcements to reinforce that weekly grades will determine trimester outcomes and that credit recovery will not be available • Offer CBO partner staff access to weekly grades • Invest in consultant to help set up PowerSchool and link to school website
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teachers enter grades weekly • Progress reports are distributed weekly • Students comment about the impact the weekly progress reports have during SLT meetings and focus groups • Parents comment about the impact of the progress reports when they come to the school for meetings • LTW monitors improved grades as a result of the close tie between the internship paycheck and the weekly grades

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	20	26	27	35	9	20	0	0
10	27	26	29	51	9	30	0	0
11	22	14	17	30	5	26	0	0
12	3	7	14	11	5	12	0	0

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ol style="list-style-type: none"> 1. Independent curriculum units. 2. Small group tutorial sessions geared to developing students test sophistication. 3. Extended Day. 4. Saturday Regents Prep sessions. 5. Regents prep classes for all students. 6. Remediation Packet for students based on skill. 7. Supplementary reading classes. 8. Weekly grades 10. Emphasis on students expanding their written expression 11. Maintain close Teacher/Assistant Principal/Guidance/ School Social Work Team [LTW, LPP and LYFE] contact regarding individual students and their progress.
Mathematics:	<ol style="list-style-type: none"> 1. Teachers will use differentiated instruction to help students who are having difficulties in math 2. Discuss with students their grades and how to improve them 3. Classes conducted with Smart Boards will allow the students the opportunity to review that day's Lesson 4. Introduce a Saturday Regents' Academy to prepare students for re-test examinations. Initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores 5. Incorporating media and technology in after-school courses. Provide differentiated options for students who need credit only, students who need credit and Regents prep, and students who need Regents prep only 6. Weekly grade reporting
Science:	<ol style="list-style-type: none"> 1. Make Up Labs. 2. Tutoring – Teacher 3. Coaching/Support around problem solving skills and research 4. Saturday Regents Prep sessions. 5. Regents prep classes for all students. 6. Maintain close Teacher/Assistant Principal/Guidance/ Social Work Team [LTW, LPP and LYFE] contact regarding individual students and their progress. 7. Weekly grade reporting

Social Studies:	<ol style="list-style-type: none"> 1. Teach students to use a universal format to write essays for the Regents. 2. Small group tutorial sessions geared to developing students test sophistication. 3. Saturday Regents Prep sessions. 4. Regents prep classes for all students. 5. Remediation Packet for students based on skill. 6. Supplementary reading classes. 7. Weekly grade reporting 8. Emphasis on students expanding their written expression 9. Maintain close Teacher/Assistant Principal/Guidance/ Social Work Team [LTW, LPP and LYFE] contact regarding individual students and their progress.
At-risk Services Provided by the Learning to Work & Liberty Partnerships.	<ol style="list-style-type: none"> 1. The Harlem Renaissance Social Work Team will provide support services to students at-risk of dropping out of school. The program focuses services primarily on students that have a pattern of poor attendance. The students meet the following criteria: Students in temporary housing, students that have experienced child abuse and/or neglect, students in foster care/group homes, students that have been absent 27-75 days during the 2008-2009 school year. 2. The core services include attendance services, family involvement, individual and group counseling, and youth development support services. The attendance services provide the school with an attendance teacher, attendance para and attendance aide to conference with students and families, make phone calls, mail notices of absenteeism, and conduct home visits. The Social Work Team will offer Individual and group counseling and provide students with an outlet to share issues which impede them from successfully attending school. The youth development support services include the conflict mediation component of the program that will address the behavioral barriers that interfere with consistent student attendance.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	School Support Staff are available from 3:15PM to 5:00PM Monday – Friday during the regular school day services are also available as needed during school hours; includes counseling, public and private social service referrals, family services protection, drug rehabilitation programs.

At-risk Health-related Services:

Free contraceptives available to students who do not opt out. Health education classes are part of our regular curriculum. We also screen all students for immunization, vision and TB. Emergency services available as required, students referred by Guidance Counselor or School Social Work Team to outside agencies for additional support.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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

Section III. Title III Budget

School: _____ BEDS Code: _____

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Based on emergency cards and language information, the majority of non English speaking parents are literate in Spanish. Our school aides and parent coordinator are fluent in Spanish and assist parents with oral translations as well as assist teachers with written translations when needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

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

All correspondence with parents will be translated into Spanish by our Spanish speaking Community Coordinator. The majority of our parents who speak another language read in Spanish and have the opportunity to contact the Community Coordinator for further information if there are any concerns about written forms of communication sent home.

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

During student parent advisor conferences, all advisors inform the parent coordinator of the quantity of parents in each advisory in need of translation services. Non advisors including school aides who are fluent in Spanish provide translation services for those parents during the student parent advisor conferences.

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

The main office always has a Spanish speaking employee to greet parents who have concerns. Interpretations are provided by the office staff for parents and teachers during walk-ins, scheduled meetings, and phone communication. In addition to a Spanish speaking Community Coordinator, parents have numerous resources for oral and written translations

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	179,297	17,393	196,690
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,793	191	1,984
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8964.85	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,929	*	

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

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

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

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

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

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

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

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Harlem Renaissance High School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - a. Our school community strives to provide high quality curriculum and instruction by training teachers in methodologies designed to increase the rate and degree of student learning.**
 - b. We strive to provide a supportive and effective learning environment where all students have the opportunity to learn at their highest potential.**
- 2. Hold Student-Parent-Administration orientations during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held during August and September 2010 as well as individual parent conferences as needed.**
- 3. Provide parents with frequent reports on their child’s progress. Specifically, the school will provide reports as follows:**
 - Weekly Report Card distributed on Fridays during Advisory Periods.**
 - Teacher progress reports are sent home as needed**

- MyHRHS School messenger calls are sent to inform parents of attendance issues and school notices

4. Provide parents reasonable access to staff:

- Fall and Spring Parent-Teacher Conferences will be held on October 28/29, 2010 and March 18/19, 2011 [Tentative]
- Monthly Parent Check-Ins with teachers on the third Wednesday of the month.
- Monthly PTA meetings
- Scheduled meetings/conferences as necessary

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:

- Through our PTA parents are encouraged to participate in school-wide events such as Winter Carnival, Spring Fair and

6. Parent Workshops which include various topics that are related to student achievement and progress.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Provide accurate and up to date telephone number/home address
- Monitoring attendance daily
- Participating, as appropriate, in decisions relating to my children’s education, such as PTA and SLT meetings
- Promoting positive use of my child’s extracurricular time by encouraging them to participate in clubs and teams after school and on weekends
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Leadership Team, the Title I Policy Advisory Committee, or other policy groups.

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically we will:

- Do homework every day and ask for help when I need to
- Maintain focus and develop our
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

Additional Required School Responsibilities.

Harlem Renaissance will:

- 1. Involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.**
- 2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.**
- 3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs and will encourage them to attend.**
- 4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- 5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the schools curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.**
- 6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.**
- 7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**

Harlem Renaissance High School _____

School Parent(s) _____

Students _____

Date _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

This year our school has continued its work around curriculum teams that includes teachers and administrators. Together this team designs school wide assessments in English and Social Studies. This team also analyzes the data provided by these assessments and provides professional development to assist teachers in improving student outcomes.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal,</i>	Program Funds Are “Conceptually” ¹	Amount Contributed to	Check (✓) in the left column below to verify that the school has met the intent
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	State, or Local)	Consolidated in the Schoolwide Program (R)			Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (R)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: PLA **SURR³ Phase/Group (If applicable):** Improvement (year 1)

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Secondary-Level ELA
Graduation Rate

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

We will incorporate 21st century literacy skills including recording, editing, and animation literacy in addition to pen/paper literacy to engage African American and economically disadvantaged students in ELA practice by helping them to publish their voices and thoughts using these new media tools. In addition we will provide focused extended-day and weekend test preparation courses using differentiated, computer-based tools.

To improve graduation rate we are implementing advanced data analysis tools for all teachers and requiring all teachers to update grades weekly. We will distribute weekly grades to students to keep track of credit accumulation over the short term. In addition we will use a visual representation of graduation transcripts (graduation tracking cards as well as a web-based tool) to monitor and set graduation and credit accumulation targets with students. Students who stay on track will be interviewed and these interviews will be showcased in award ceremonies and on the school website.

School Under Registration Review (SURR)

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The professional development funds will be used to train staff in the 21st century literacy tools as well as the data analysis and gradebook tools to help set short-term goals with students during advisory. The funds will also be used as needed to solve problems as they arise in the implementation of our improvement plan.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We will use CFN403 instructional coaches as well as Diploma Plus instructional coaches to provide support to teachers. New teachers will be matched with successful veteran staff members and they will meet at least twice a week to provide support. We will also use video portfolios to showcase best practices between staff members.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be sent letters explaining our status based on templates offered by the New York City department of education. We will follow up with small and informal sessions to explain and answer questions. This process will start with engaging parent association members in a special meeting so that they can help other parents understand our status and participate in the improvements we are undertaking.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

5 students currently in temporary housing

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

A staff member will be sent to a training specifically on how best to support STH population. We always immediately enroll these students, ensure that they have an advisor who works closely with them and their family to become aware and to support any special needs the student may have and our school guidance team includes these students in weekly meetings to discuss status and action plans that our community based organizations can provide with the on-site social workers (3) and social work interns (3). Students receive regular counseling from these support organizations. Title I funds are used to provide tutoring specifically targeted at the needs of the STH population including per session for our Special Education teacher. Of course our students in temporary housing have available all of the tutoring, mentoring, internship, and other support services we provide all students. Advisors and staff members often provide particular students with support which ranges from buying them a comb or brush to accompanying them to important meetings or interviews.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Harlem Renaissance High School						
District:	5	DBN:	05M285	School		310500011285	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	51	30	58				
Grade 10	61	88	94				
Grade 11	28	48	42				
Grade 12	40	59	31				
Ungraded	0	0	0				
Total	180	225	225				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	75.9	89.0	71.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	49.0	79.0	72.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	9	3

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	2	2	0	Principal Suspensions	0	95	110
# in Collaborative Team Teaching (CTT) Classes	5	14	11	Superintendent Suspensions	3	6	2
Number all others	9	13	19				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	18	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	12	5
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	1	1	5
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	69	48	121	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.6	77.8	63.2
				% more than 5 years teaching anywhere	54.5	55.6	52.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	78.0	73.7
American Indian or Alaska Native	0.6	0.9	0.0	% core classes taught by "highly qualified" teachers	81.0	90.0	100.0
Black or African American	64.4	62.7	64.0				
Hispanic or Latino	32.8	34.7	35.6				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	1.7	1.3	0.4				
Male	50.6	39.6	40.0				
Female	49.4	60.4	60.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	v	X	20
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander						
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				-	-	
Student groups making				0	1	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	49.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment: <i>(Comprises 15% of the</i>	8.1	Quality Statement 2: Plan and Set Goals	WD
School Performance: <i>(Comprises 25% of the</i>	9.4	Quality Statement 3: Align Instructional Strategy to Goals	P
Student Progress: <i>(Comprises 60% of the</i>	30.9	Quality Statement 4: Align Capacity Building to Goals	WD
Additional Credit:	1.5	Quality Statement 5: Monitor and Revise	P

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 403	District 02	School Number 285	School Name Harlem Renaissance
Principal Nadav Zeimer		Assistant Principal Ahmed Edwards	
Coach		Coach	
Teacher/Subject Area		Guidance Counselor Wendy Hernandez	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Iris Fields	
Related Service Provider		Other	
Network Leader Marisol Bradbury		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	224	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Since we are a transfer school, all our students apply for admission from other NYCDoe high schools and are accepted regardless of ELL status. For parents/guardians who speak little or no English, the interview is done by a staff member who speaks the parents' native language whenever possible. Our guidance counselor and assistant principal review all student applicants who are accepted into our school and work with all parents/guardians to update their Home Language Survey to accurately reflect the language of the parents, the home, and the child. If the HLIS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in an ESL class. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program. The parents are also provided with the information brochure "Guide for Parents of English Language Learners" in their native language. All applicable choices are discussed with the parents in their native language whenever possible. After each admissions cycle the leadership team meets to discuss the needs of our newly admitted students. We then work closely with CFN 403 (Bradbury) to plan and implement necessary support structures. We currently have no ELL students, but if we did we would certainly take into account parent requests when implementing any ELL programs.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0						
Total	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0						

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

We currently provide an integrated co-teaching model for our IEP students and we would use a push-in approach to support ELL students. Our classes are heterogeneous with each student having a fully individualized schedule based on their credits earned prior to admission to our school and their specific needs and goals.

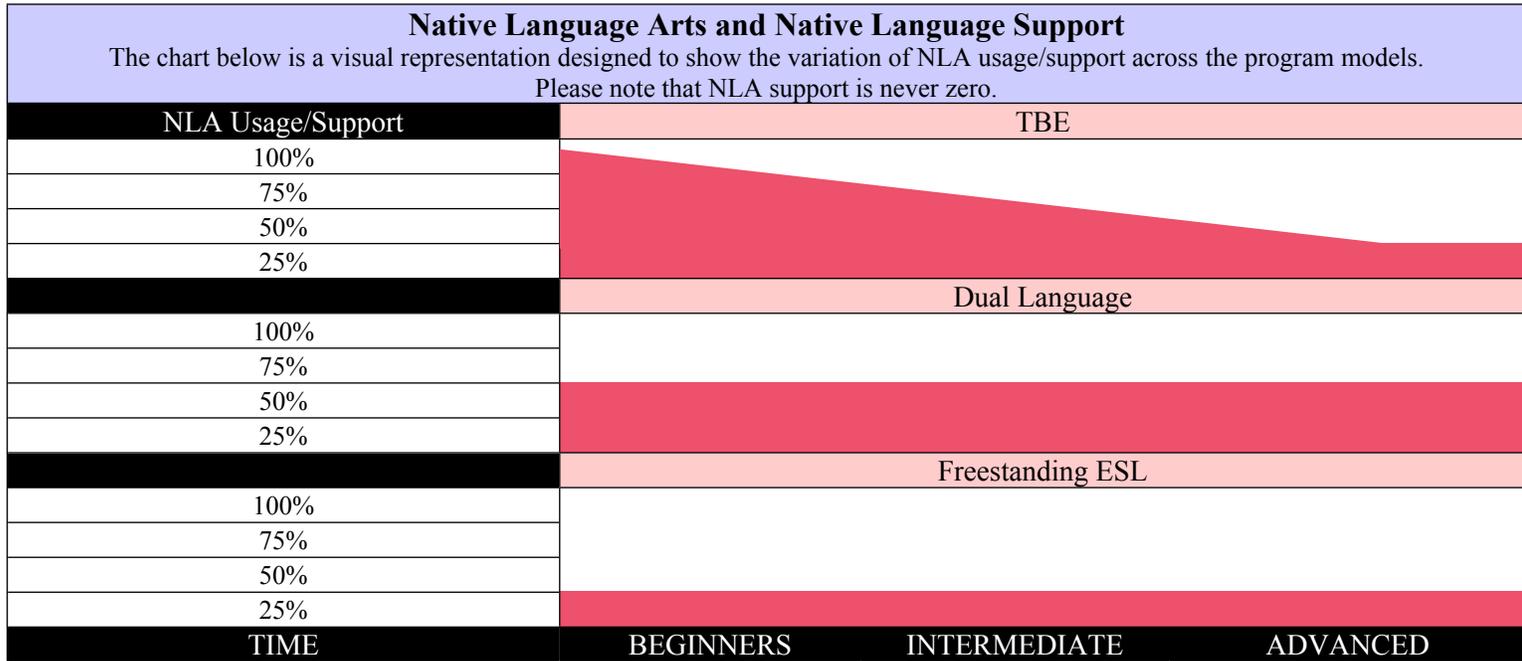
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

5. If we had ELLs we would provide direct content area support 1 to 1 or in small groups after school in addition to push-in support during class time. We would enhance visual learner comprehension ability by presenting material using maps, computer graphics, graphic organizers, charts, cartoons, posters, text with pictures, movies, etc. Auditory learners would receive visual aid with verbal explanation.

6. ELLs at Harlem Renaissance High School would be immersed in classes with English speaking peers and receive continuous transitional support as they reach proficiency on the NYSESLAT.

7. There are no new programs being considered for this school year.

8. No programs would be discontinued.

9. ELLs would be afforded equal access to all school programs because they would not be self-contained and would travel with their classes.

10. The following material would be used to support ELLs: using maps, computer graphics, graphic organizers, charts, cartoons, posters, text with pictures, movies, internet, teacher-created videos.

11. Native language support would be delivered via a native language paraprofessional.

12. Required services support and resources would correspond to ELLs' ages and grade levels.

13. After student admission interviews we conduct a new student orientation. That orientation would be a time to assist newly enrolled ELL students. For Spanish speaking students our guidance counselor and school aid would work directly with those students to offer support and facilitate their transition.

14. None at this time.

C. Schools with Dual Language Programs

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

1. The target language used to teach EPs and ELLs in each grade would be 50%.

2. EPs and ELLs would be integrated all day with no content areas taught separately.
3. If the need arose, language would be separated during the extended school day.
4. The side by side Dual Language model would be used.
5. The child would be taught in both languages simultaneously.

D. Professional Development and Support for School Staff

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

1. If we had ELLs we would contact our network to provide professional development.
2. As a transfer school we only admit students who have already attended high school.
3. Teachers receive ELL training during their post baccalaureate studies or as new teacher training.

E. Parental Involvement

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

We have a PA and parent coordinator who would see to it that parents would be involved in their child's education as well as meet any needs that would arise. While we do partner with a number of CBOs, since we have no ELL students we currently do not provide workshops for ELL parents. However the CBO staff are available to arrange such workshops should the need arise. Parent's needs would be evaluated through the interview process stated in Part II.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

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

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

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

NYS Social Studies

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

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

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

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

1. We use DYO mock Regents administration to determine student levels in all Regents subjects. If we had any ELL students we would work with our CFN team to select an appropriate assessment for our ELL students to take while the mock regents administration takes place.

2. n/a
3. n/a
4. n/a
5. n/a
6. n/a

Additional Information

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

Paste additional information here

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 05M285

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$179,297	\$17,393	\$196,690
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,793	\$174.00	\$1,967
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,965	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,930	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and

develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. The school continuously uses varied data from a variety of sources (Quality Review, Progress Report, Learning Environment Survey, ARIS, Skedula, ATS, HSST, the datatool, RDAL, etc.). For additional information see Section IV: Needs Assessment

2. Schoolwide reform strategies that:
 - a) We provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Apex Learning is used to provide opportunities for Independent study as well as tutoring. The SES program is fully integrated into the school to provide tutoring necessary for students to achieve their academic goals. Extended day offerings are provided (PM School & Saturday School opportunities for students to earn addition credits).
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Provide training in Curriculum Planning, Atlas Rubicon, SmartBoard training for all staff. Curriculum will be adapted to reflect New Common Core Standards. Teachers have Common Planning Time. Case conferences occurs, once a week. This is in addition to the services provided by guidance counselors and other support staff. Parents are asked to participate in the case conferences (IEP Meetings) and parent workshops are available, and parents are asked to participate in varied school functions, ceremonies, and assemblies.

3. Instruction by highly qualified staff.
100% of the teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- Teachers participate in workshops twice per week devoted to formative assessment and how this planned collaborative process naturally integrates the Principles of Learning as well as strengthening Backwards Planning / UBD with planned assessment. Workshops also connect formative assessment to authentic assessment integration, inquiry cycles, as well as student goal setting and portfolio development.
 - The school has consultant(s) to assist in the areas of Science and Advanced Placement planning, formative assessment, curriculum mapping and hands on laboratory activities. Workshops are offered on the Common core Standards, data analysis, use of SMART board, mapping in Atlas-Rubicon, asset-based strategies, collaborative activities and differentiated instruction. CFN staff also provides professional development.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- We hire through Open Market, Job Fairs and receive referrals from current staff members.
6. Strategies to increase parental involvement through means such as family literacy services.

- We invite parents to participate in a variety of programs, ceremonies, and assemblies sponsored by Harlem Renaissance. The school's website myHRHS.org is available to the parents to inquire about different events. Letters are sent home to parents via mail offering pertinent information about events at the school. The Parent Coordinator and the PA Executive Board schedules varied workshops. Weekly progress reports are backpacked home and those that do not reach parents are mailed home.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **Not applicable**
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - PD on formative assessment as detailed in question four above. In addition, weekly case conferences driven by data on Datacation as well as a color-coded spreadsheet derived from individual teacher feedback. Teachers provide students/ parents with weekly progress reports. Teachers share data and information at daily at all staff check ins, Faculty Meetings, Department Meeting.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Information gathered from Walkthrough snapshots, classroom observations, student work, department examinations (unit, mid-term and finals), NYS Regents, Mock Regents Exams (Period Assessments), Inquiry Team findings, Case conferencing and Computerized Assessments (Performance Series) are used. Interventions are implemented in a timely fashion.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - Tax Levy, Title I and all other funding sources will be utilized to provide for our students.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are "Conceptually" ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content 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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$150,609.48	✓	
Title I, Part A (ARRA)	Federal	✓			\$17,219	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$6,768	✓	
Tax Levy	Local	✓			\$1,574,441	✓	

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