



RENAISSANCE LEADERSHIP ACADEMY (05M286)]

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (05/ MANHATTAN/ 286)
ADDRESS: 509 WEST 129TH STREET
TELEPHONE: 212-690-5972
FAX: 212-694-4124

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 286 SCHOOL NAME: Renaissance Leadership Academy

SCHOOL ADDRESS: 509 West 129th Street

SCHOOL TELEPHONE: 212-690-5972 FAX: 212-694-4124

SCHOOL CONTACT PERSON: Gaudi Acosta EMAIL ADDRESS: Gacosta@rlasc
holars.com

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gaudi Acosta

PRINCIPAL: Qadir B. Dixon

UFT CHAPTER LEADER: Julio Mendez

PARENTS' ASSOCIATION PRESIDENT: Marguerite Teal-Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 CHILDREN FIRST NETWORK (CFN): CFN 11

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Gale Reeves

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
Qadir B. Dixon	*Principal or Designee	
Julio Mendez	*UFT Chapter Chairperson or Designee	
Marguerite Teal-Jackson	*PA/PTA President or Designated Co-President	
Tayanara Charles	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Darrell Branch	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Zenola Turner	Parent Member	
Fara Marte	Parent Member	
	Member/	
Gaudi Acosta	Member/	
Yesenia Rodriguez	Member/	
Deborah Hall	Parent Member	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Renaissance Leadership Academy, Intermediate School 286 is committed to fostering positive intrinsic growth in our scholars physically, emotionally, socially and above all academically. Our scholars are provided a nurturing environment that meets their individual needs. We are actively engaged with our parents to ensure a supportive home/school connection.

Our main goal is to offer an enriching curriculum that enables our scholars to be engrossed in and excited about learning. We offer many exciting programs to our scholars. Our students were actively involved in the Publicolor Program; they donned their painting gear and painted our floor in vibrant, wholesome colors that are conducive to learning; our scholars developed a sense of pride in their environment; a few of our students are still involved in the program and work on Saturdays at other educational facilities for pay. Our students also participate in a number of Sports and Arts activities. They participate in the following: basketball, baseball, flag football, track and field, double dutch, drama, music and art to name a few. Our students have competed favorably with other schools and have learned the importance of sportsmanship and team collaboration. School spirit has grown tremendously; our scholars enjoy coming to school evidenced by a 94% attendance rate and the fact that students are unwilling to leave the building upon dismissal. Our scholars also participated in the Hope, Banking on our Future program; the program taught our students about the banking business by professionals in the field.

We also offered courses as part of the New York Park's Departments "Seeds To Trees" program. Our 7th grade students learned about their environment and took field trips to parks and investigated nature and ecology. We also established a student run record company and produced our first release, "We Are Excellence" Volume One, last Spring.

We are also involved in a host of online programs: Destination Math, DimensionM and Accelerated Reader. Our scholars have enjoyed and have benefited by learning through technology. Our school store is managed by our students and we are beginning a television and film company as well as a video game company. We also have a student run record company and have already released two albums to date. We are truly involved in enhancing the lives of our scholars and we are rewarded by our scholar's positive success stories.

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:	Renaissance Leadership Academy				
District:	5	DBN #:	05M286	School BEDS Code:	310500010286

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	x <input type="checkbox"/> 6	x <input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					93.4	94.3	94.3		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					79.6	88.	94.5		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	26	32	69	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	77	97	86		80.5	92.6	94.5		
Grade 8	90	77	99						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					18	18	13		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	193	206	254		1	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	19	21	26	Principal Suspensions	11	0	0		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	20	11	11		
Number all others	18	27	27						

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	11	15	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	1	9	(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	20	17	15
				Number of Administrators and Other Professionals	6	5	6
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10				
	3	1	12				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	93.3
American Indian or Alaska Native	.5	.5	0	Percent more than two years teaching in this school	65	58.8	80
Black or African American	60.1	52.4	52.8	Percent more than five years teaching anywhere	65	70.6	80
Hispanic or Latino	38.3	45.6	45.3				
Asian or Native Hawaiian/Other Pacific Isl.	.5	1.5	2.0	Percent Masters Degree or higher	75	65	80
White	.5	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.3	94.7	93.8
Multi-racial							
Male	62.7	51.9	54.3				
Female	37.3	48.1	45.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
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 (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

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	A	Overall Evaluation:	No Review
Overall Score	94.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	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?
-

During the 2009-2010 school year New York State changed the rating scale for all students and as a result students who were considered on standard were now ranked approaching standard. As a result of this major change all of the schools in New York City have been impacted. Renaissance Leadership Academy was impacted as well. 66% of our students who would have been considered at or above standard in English Language Arts are now considered approaching standard. 60% of our students who would have been considered at or above standard in Mathematics are now considered approaching standard.

In order to increase the percentage of students performing at proficiency levels, we have introduced a variety of new practices and programs this year including data driven instruction. This initiative is one of the most effective practices we've established. Administration requires teachers to keep data binders on each student in ELA, Mathematics, Science, Social Studies, Spanish, Music and Art. The binders include both qualitative data (e.g. conference notes, balanced literacy work, and classroom observations) as well as quantitative data (e.g. results from Acuity and Scantron exams, Accelerated Reader, Scholastic Read 180, Destination Math, and CAMS and CARS). We have provided professional development on the Acuity data retrieving process, and we have designated teachers to retrieve the data and compile it into packets for insertion into the student data binders.

Data from the binders is to be used to form groups based on students' strengths and weaknesses; therefore creating a rich environment based on differentiated instruction. For the 8th grade students, we have used the 2009 ELA and math state exam results, along with the student data binders to create an Honors class. We identified the top 10 achieving boys and the top 10 achieving girls to create a mixed gender class. The remaining boys and girls made up two gender distinct classes.

Six weeks prior to the ELA exam and the math exam we utilize the 37.5 minutes to engage the students in test prep activities. We use the student data binders to drive our selection of skill focus during the 37.5 minutes.

The ELA and Math teachers have also made use of the binders to determine the lowest 30 percent of students requiring additional academic intervention. The academic intervention takes place Tuesday-Thursday during our after school sessions. Typically 10-15 students work with a teacher and college tutors therefore allowing for highly individualized instruction. In addition to the ELA and math teacher academic intervention, the AIS team identifies students based on low state exam scores (students scoring a 1 or a low 2). The AIS team pushes into the 6th grade ELA and math classroom and pulls out 7th and 8th grade students during their extracurricular activities and 37.5 minutes.

Because we have limited quantitative data collection abilities in science and social studies, we gathered qualitative data through classroom assessments and observations (e.g. presentations, projects, debates, exams, homework, journals, labs, current events). We have discovered that the students have made considerable progress in making cross content area connections and learning through analogy; researching information and developing their findings into a thorough paper, project or report; utilizing technology to create graphs, charts and tables to present information in a visually straightforward manner. Though we have made great progress in each of these areas, we continue to immerse technology instruction across all content areas providing students with opportunities and digital tools to build technological skills.

Math Trends

One of the most noticeable trends in the 2009-2010 Math data is the 60% of our students that are approaching standard. Though there has been a decrease, our professional learning community is hard at work with our scholars to ensure that they have all the tools that they need to meet and exceed the new standard set by New York State. Already our students are proving this 2010-2011 school year that they are prepared for the challenge as a result of their performance on recent assessments. This progress may be attributed to many factors, most notably teacher collaboration, differentiated classes as well as differentiated instruction, small class sizes, and strong support from our leadership team.

As stated above, we have differentiated the classes based on student data. This differentiation of classes allows us to group students together based on their common strengths and weaknesses, their learning styles, and learning abilities. To facilitate learning and instruction, we have partnered with Teachers' College and City College and currently receive five student teachers from these respective institutions for Mathematics.

In addition, smaller class sizes allot for multiple Mathematics teachers per grade who collaborate daily on instruction, student work, and assessment tools. Teachers also collaborate with Mathematics teachers of other grade levels engaging in lateral planning to ensure optimal opportunities for scaffolding and student growth. Cross-curriculum planning and inter-visitations have been put in place in order to observe and share best practices. Also mathematics teachers are now teamed up and each classroom has two mathematics instructors in them to double to effectiveness of student learning.

ELA Trends

One of the most noticeable trends in the 2009-2010 ELA data is the 66% of our students who are now approaching standards. Though there has been a decrease our professional learning community is hard at work with our scholars to ensure that they have all of the tools that they need to meet and exceed the new standard set by New York State. Already our students are proving this 2010-2011 school year that they are prepared for the challenge as a result of their performance on recent assessments. This marked progress may be attributed to many factors, most notably teacher collaboration, differentiated classes as well as differentiated instruction, small class sizes, and strong support from the leadership team.

As stated above, we have differentiated the classes based on student data. This differentiation of classes allows us to group students together based on their common strengths and weaknesses, their learning styles, and learning abilities. To facilitate learning and instruction, we have partnered with Teachers' College and City College and currently receive five student teachers from these respective institutions.

In addition, smaller class sizes allot for multiple ELA teachers per grade who collaborate daily on instruction, student work, and assessment tools. Teachers also collaborate with ELA teachers of other grade levels engaging in lateral planning to ensure optimal opportunities for scaffolding and student growth. Cross-curriculum planning and inter-visitations have been put in place in order to

observe and share best practices. We introduced team teaching in the 7th grade, and we paired the 6th grade teacher with a seasoned and effective paraprofessional; once again allowing for more individualized instruction.

SCIENCE Trends

Although we have limited quantitative data collection abilities in science we gathered qualitative data through classroom assessment and observation (e.g. presentations, projects, exams, homework, journals, labs, current events). We discovered that our students have meet the standard in the areas of researching information and developing their findings into a research paper, project or report; utilizing technology to create graphs, charts and tables to present information in a visually straightforward manner. Additionally, much exposure has been given to the 7th graders through the Seeds To Trees program. This is an age-appropriate program for public middle school classes that is aligned with the latest Scope and Sequence. The program is delivered over a nine-month period, from September to June.

Seeds To Trees supports academic objectives by presenting lessons that relate to mandated curricula and scope and sequence, and trains teachers to use city parks as extensions of their classrooms by helping them to introduce concepts of forest ecology, park stewardship and preservation to children. Seeds to Trees provide professional development sessions, in-class sessions and outdoor field experiences in natural areas to produce a high quality, invigorating educational experience. Through a unique mix of lessons and resources that address different learning styles, Seeds to Trees has been enormously successful with all our 7th grade learners, from special education, mainstream, English Language Learners to high performing students.

Partner institutions work collaboratively to develop a shared vision of effective programming that emphasizes scientific investigations. Urban Advantage provides high quality professional development that promotes the teaching and learning of inquiry and authentic investigations to teachers, principal students and families. Urban Advantage includes six research-based components designed to support schools, principals, teachers, students and families. They are high-quality professional development for teachers and administrators, classroom materials and equipment that promote scientific inquiry and investigations, access to UA Partner institutions through free school and family field trips, outreach through family events, celebrations of student achievement, and parent coordinator workshops, capacity-building and sustainability structures, including a network of demonstration schools and support for the development of lead teachers, assessment of program goals, student learning, systems of delivery, and outcomes.

Based on the 8th grade Science test results from the 2009-2010 school year, we can see enormous gains from levels 3 and 4 with our scholars. One trend that we have noticed is our female students outperform our male students in Science. As a result of the data we will seek more programs and tools to help support our male learners in the area of Science. In affiliation with Urban Advantage and Seeds To Trees we can acquire a curriculum focused on helping male students master skills needed to improve for the upcoming school year.

Social Studies Trends

In Social Studies we have limited quantitative data and therefore we looked to more qualitative assessments as well. We discovered that students now have interdisciplinary abilities to draw upon skills in other subject areas to support their Social Studies curriculum; exhibited aptitude to think

critically and form arguments using primary and secondary sources as evidence and are able to connect the history studied in class to present day societal and personal issues.

We have in many ways aligned the ELA and Social Studies curriculum. This provides students with double the opportunity to practice strategies and skills while absorbing the content. Within this model teachers could form intense interdisciplinary experiences organized around themes and big ideas. Reading and writing workshop model elements are used throughout the Social Studies class giving students more time to read and write in Social Studies and therefore strengthen their skills with non-fiction. By combining elements of the English curriculum with the Social Studies curriculum we have created a platform where we can strengthen student SS skills by supporting them in ELA and vice-versa. Teachers developed Essential Questions that were explored in Social Studies. In order to aid students with the complexities of history they were taught to look towards basic themes of society: Environmental, Economic, Political, and Social/Cultural. By categorizing the traditional vast information that is covered each year in history into these four themes we were then able focus more deeply on strengthening their skills set which would help them to grasp multiple time periods at once. For example, students focused on the patterns of war rather than merely memorizing the names and dates.

Most importantly we wanted our students to think like historians; to have a voice in the stories that are told; to view the world and its history as constantly changing and influential. We wanted to empower our students with the knowledge that they too were part of history and by understanding their past they could decide their future. In order to do this they needed time to explore, investigate, and discover evidence to defend their opinions and others that they might challenge. Students were given more time to research and share their ideas in multiple ways: through technology, ed theatre, genre writing, etc. Additionally our goal was for students to learn to form opinions that they could support with evidence. Therefore they were taught to examine primary and secondary documents, which they analyzed for bias and perspective.

Areas in Need of Improvement Based on Data Trends (Priorities for the 2009-2010 Academic School Year)

- Based on improved reading level data we have gathered from the Accelerated Reader Program, we have implemented silent reading periods into students' daily schedule. We use the results from the Teacher's College Reading Assessment to inform the students of their reading levels. We are also using the results of the STAR Reading test from the Accelerated Reader Program to monitor student growth in reading levels. We are building a wide-ranging leveled library to include high interest books on reading levels spanning from 2nd grade to grade 13+. With the continued use of Accelerated Reader, we aspire to continue to increase student-reading levels by creating self-awareness of reading levels and reading interests amongst students, which may enhance sustained independent reading time.
- Continue to focus on differentiated instruction. This includes the introduction and continued use of the following: grouping, guided reading, uniform user-friendly data binders, analysis of quantitative data (e.g. Acuity, Scantron, Accelerated Reader, Read 180, Destination Math), analysis of qualitative data (e.g. user-friendly data binders, conference notes, portfolios, classroom observations, ATLAS).
- Implement Read 180 for all students reading 2 levels below grade level.
- Math Lab will be given to all students in all grades including Special Education.
- Destination Math for all students who are level two or below.

- Advanced Destination Math courses for those students who are struggling with or being introduced to advanced coursework.
- A consistent use of rubrics and teacher comments to continue to move the students' writing abilities to proficient levels.
- Engage students in teacher-student conferences focusing on goals tailored to each student fostering an intrinsic motivation for learning and a stronger sense of awareness of strengths and weaknesses amongst students.
- Facilitate students into reaching their meta-cognitive state in which they can set individual learning and social goals.
- Create a quantitative assessment calendar.
- Enforce the use of the Workshop Model in the ELA classroom. This includes incorporating the combination of guided reading, shared reading, read aloud, and independent reading in the Reading Workshop.
- Enforce the use of the Workshop Model in the Mathematics classrooms. This includes incorporating independent/group activities, share, discuss, and summarize.
- Consistent use of journals and notebooks (e.g. Writer's Notebooks and Reader Response Journals).
- Consistent use of the mathematics journal to build vocabulary and writing.
- Small class instruction during our mandated 3 to 5pm after school to allow students to learn and reflects on their test scores from all formal assessments
- Provide Professional Development on the following: using data to drive instruction, using technology in the classroom, effective questioning, Reading Workshop, Writing Workshop, Mathematics Workshop and curriculum planning.
- Create a curriculum map that traverses all content areas and is aligned to the New York State standards. This will promote teacher collaboration as well as a streamlined and efficient presentation of knowledge.
- Require the use of technology in the classroom.
- Continue to use the student data to identify the lowest 30% of students needing additional academic intervention.
- Continue to use the student data to push the high level 2's to 3's and the high level 3's to 4's.
- Continue to use the student data to sustain level 4s in their respective levels.
- Create a system of measuring teacher productivity.

Greatest Accomplishments

Though we have had a slight decrease in performance on state exams our students continue to thrive due to their hard work. We have already demonstrated our commitment to educating our scholars through the quality of instruction that we continue to provide them evidence by our recent gains. Our teachers have developed a knack for analyzing student data and using that information to take our students to the next level.

We continue to make remarkable advances in terms of leadership, creating a positive school environment and culture, crafting a student centered curriculum, encouraging teacher collaboration and strong work ethic, establishing positive student-teacher relationships, and cultivating the whole child with a focus on their social development via our arts and sports departments. The Quality Reviewer wrote, "Mr. Dixon, the principal, provides his team with inspirational and forward looking leadership. His persistent and optimistic attitude was the catalyst needed to bring about continued positive change in the school."

Our students take pride in belonging to RLA. They work hard and are focused on a daily basis. They want our school to be successful and we are because of their hard work. The principal strongly encourages teachers to build meaningful relationships with their students and their families. These relationships carry over into the students' classroom experience, and therefore lead to a positive atmosphere.

Teacher collaboration assuredly plays a major role in our school's success. Teacher collaboration is also necessary in creating a student-centered curriculum. We are a small school, and in order to provide the students with extra-curricular activities, many teachers draw from their own personal hobbies and interests to provide enriching activities.

Significant Aids or Barriers to the School's Continuous Improvement

Although we continue to make great advances in past years, we face some barriers in achieving our goals. One of our largest hurdles will be the decreased number of physical classroom space. We must construct creative and flexible schedules in order to maintain our small class sizes this school year. Also, most teachers are familiar with data collection and using data to drive instruction, however, some are weak in this area. We must focus on the teachers struggling in this area and provide them with differentiated professional development and support.

The challenging social atmosphere in some students' lives as well as negative exposure to the media are barriers with which we must contend. In most of our students' lives we are their safe haven and the driving force behind their understanding of the significance of education. This barrier also affects our parental involvement piece. Some of our children live in shelters and are foster children, but many parents are either working, or for various personal reasons are not able to have a presence at our school. Parent involvement is fundamental in creating a healthy school community. Although this is a barrier, we have made tremendous gains in parental involvement with the creation of our new online environment. Parents are now able to see everything that is happening in the classroom, up to date grading information as well as email teachers concerning lessons or their child's progress.

These barriers, however, will not obstruct us in achieving our goals. Although we have a limited physical instructional space, the core of our teaching staff is very dedicated and will flourish under these conditions. They are very energetic and constantly have the students' best interests in mind. The continued use of technology will also support us in our quest for continuous improvement. We have our school website and snapgrades, which has opened the lines of communication among students, teachers and parents, particularly those with low parental involvement. The website will keep all parties abreast of current happenings in the school and assignments. In addition, we have implemented an online grading system that will keep parents, students, and the entire RLA staff abreast of each child's academic growth. This technological medium is yet another tool that fosters parent-teacher communication at Renaissance Leadership Academy.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal # 1

By June 2011 50% of our students including ELLs and Students with Disabilities will increase their ELA score by one years progress as measured by NYS Assessments and/or classroom and formative assessments.

Goal # 2

By June 2011 50% of our students including ELLs and Students with Disabilities will increase their Math score by one years progress as measured by NYS Assessments and/or classroom and formative assessments.

Goal # 3

All English Department teachers will attend professional development sessions related to shared inquiry and apply the methodology learned as measured by shared inquiry implementation during 40% their daily classroom instruction.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011 50% of our students including ELLs and Students with Disabilities will increase their ELA score by one years progress as measured by NYS Assessments and/or classroom and formative assessments.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> • Our English Department will be provided ongoing professional development throughout the school year related to the Common Core State Standards. • The Aussies will provide members of our English Department with eight professional development sessions throughout the year related to looking at student work using the Common Core State Standards. English teachers from across New York City will attend each session, which will give our teachers an opportunity to discuss best practices with an array of educators. • Department Meetings will be used to discuss teaching methodologies. • Student growth in ELA will be analyzed via how student work relates to whether or not they are meeting the Common Core State Standards. • Student growth will also be analyzed by their breakdown of periodic assessments, teacher created assessments, conference notes and other student work. • Teachers College Assessment will be used to assess student growth in reading comprehension. • Teachers will be provided ongoing professional development in the analysis of student data so that they may assess what students are and are not learning.

	<p><u>Target Population(s):</u> Teachers servicing our students learning English and our students are the target population.</p> <p><u>Responsible Staff Members:</u> <i>Principal, Lead Teacher, Aussies and Network Staff</i></p> <p><u>Implementation Timeline:</u> <i>2010-2011 School Year</i></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Title I monies as well as Fair Student Funding Monies will be used to accomplish the following:</u></p> <ul style="list-style-type: none"> • Cover the cost of Great Book Calendar Days • Fund a portion of Lead Teacher Position. • Pay per-session to Lead Teacher and Literacy Department members for after school hours professional development sessions <p><i>Pay per-session to Literacy Department members to run a two-day/two-hour per week after school program that will address areas in need of improvement after student data analysis.</i></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>The Following Indicators of Interim Progress/Accomplishment will be used</u></p> <ul style="list-style-type: none"> • Student meeting their grade level standard in a particular area • Student progress on formative and periodic assessments • Teachers College Reading Assessment Results • Accelerated Reader Assessment Results • Analysis of student work • Careful review of interim benchmarks

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><i>By June 2011 50% of our students including ELLs and Students with Disabilities will increase their Math score by one years progress as measured by NYS Assessments and/or classroom</i></p>
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	<i>and formative assessments.</i>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> • Implement an assessment system that will provide us with the data necessary for differentiated instruction, monitoring student progress, and data driven instructional planning. The staff members responsible for carrying out this strategy are as follows: principal, math coach, and teachers. The target population consists of all students. • We will administer in house assessments three times a year (September, February, and May) and we will schedule all other test resources (Scantron and Acuity) according to citywide timelines. We will conduct formative assessments, such as student observations, portfolios, and conference notes on an ongoing basis throughout the year. • Continue the use of the Workshop Model to facilitate the use of differentiated instruction and flexible grouping. The responsible staff members include the math coach and the teachers. The target population includes all students. • Continue the use of targeted learning goals and interim benchmarks for students. The math teachers, math coach, and principal will be responsible for carrying out this strategy. The target population consists of all students. Teachers will meet weekly in grade level teams and departments to review and evaluate students' needs and group assignments. • Use effective types of questioning in the math classrooms to ensure students are approaching and engaging in accountable talk. The teachers and the math coach will be responsible for carrying out this strategy. We will target all students and teachers. • Use of Destination Math to differentiate mathematics instruction using a technology based approach. <p><u>Target Population(s):</u> <i>All students and teachers are the target population.</i></p> <p><u>Responsible Staff Members:</u> <i>Principal, Math Coach and Math Department Members</i></p> <p><u>Implementation Timeline:</u> <i>2010-2011 School Year</i></p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Title I monies as well as Fair Student Funding Monies will be used to accomplish the following:</u></p> <ul style="list-style-type: none"> • Marilyn Burns Mathematics Grant is being used to fund Professional Development for Mathematics Department members. • Fund a portion of Mathematics Coach Position. • Pay per-session to Mathematics Coach and Mathematic Department members for after work professional development sessions • Pay per-session to Mathematics Department members to run a two-day/two-hour per week after school program that will address areas in need of improvement after student data analysis.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>The Following Indicators of Interim Progress/Accomplishment will be used</u></p> <ul style="list-style-type: none"> • Student progress on formative and periodic assessments. • Results of the Impact Mathematics Assessments. • Student progress on teacher created assessments. • Analysis of student work. • Careful review of interim benchmarks.

Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All English Department teachers will attend professional development sessions related to shared inquiry and apply the methodology learned as measured by shared inquiry implementation during 40% their daily classroom instruction.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> English Department members will participate in professional development provided by the Great Books Foundation addressing Shared Inquiry. Each member will apply their learning in their respective classes. English Department members will turn-key information learned as well as discuss their use of shared inquiry with Math and Science Department members. Shared Inquiry will be discussed during department meetings. Shared Inquiry will be explored during classroom inter-visitations as well as analysis of student work. <p>Teachers will set goals related to their use of the Shared Inquiry model.</p> <p><u>Target Population(s):</u> Teachers servicing our students learning English and our students are the target population.</p> <p><u>Responsible Staff Members:</u> Principal, Lead Teacher, Great Books and Network Staff</p> <p><u>Implementation Timeline:</u> 2010-2011 School Year</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Title I monies as well as Fair Student Funding Monies will be used to accomplish the following:</u></p> <ul style="list-style-type: none"> Fund the use of the Great Book Foundation to provide Shared Inquiry training. Fund any after school Professional Development that may occur which focuses on Shared Inquiry.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>The Following Indicators of Interim Progress/Accomplishment will be used</u></p> <ul style="list-style-type: none"> Agenda for department meetings will allow time for reflection on members' use of Shared Inquiry. Teachers will demonstrate evidence of their knowledge and use of Shared Inquiry in their lesson planning process. Attendance list from Professional Development sessions. Principal will conduct formal and informal observations and learning walks to ensure that there is evidence of Shared Inquiry in teachers' daily practice.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	18	15	15	9	9			
7	13	20	11	11	14			
8	22	13	10	11	17			
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).				
<p>ELA:</p> <p>Method of services provided, includes: After School Small Group Instruction AIS Subject Area In classroom support Monitoring Regularly Scheduled Small Group Instruction Outside of Classroom</p> <p>Services Provided: Remedial reading/writing where appropriate, flexible grouping, differentiated instruction, scaffolding of lessons, curriculum mapping to align with state standards, purchase of new materials, computer assisted instruction, skill streaming, computer software as needed to assist learning and use of leveled readers.</p> <p>Duration: Number of times per week – Two to three periods a week. Amount of time per session will range from 40 to 60 minute periods during the weekday.</p>	<i>Name of Program/Material</i>	<i>Description of AIS Tools</i>	<i>Method of Delivery Service</i>	<i>When the service is provided</i>	<i>Type of Intervention</i>
	Achieve 3000	Computerized, self paced reading program to build vocabulary, comprehension, writing, and fluency.	In /out class; small group	During/after school	Tier I/Tier II
	Strategies for Writers	Writing skills: sentence structure, outline, graphic organizers, summary, grammar, paragraph formations, etc.	In/out class; small group or one-to-one	During school day	Tier I/ Tier II
	STAR	Reading comprehension strategies	In/out class; small group or one-to-one	During school day	Tier I/Tier II
	Wilson	Phonic/word attack skills	Pull out; small group	During school day	Tier II/ Tier III
	Rewards	Multisyllabic word attack; vocabulary; comprehension; spelling; fluency	In/out class; small group or one –to-one	During school day	Tier II/Tier III
	Mega words	Multisyllabic word attack skills; spelling; word study	In/out class; small group or one-to-one	During school day	Tier II/Tier III
	Great Leaps	Phonic skills; word attack skills; fluency; comprehension	Out of class; one-to-one	During school day	Tier II/Tier III
	Basic Writing	Sentence structure; outline skills; summarizing skills;	In/out class; small group or one-to-one	During school day	Tier II/Tier III

<p>Programs: REWARDS (Reading Excellence: word attack and rate development strategies) FOCUS-Comprehension skills Computer Based Program – Achieve 3000 Computer Based Program – Alexia Wilson Reading Program Great Leaps Teacher Made Reading Strategies: Reading Like Detective</p>		paragraph formation skills; editing skills			
	Lexia-SOS	Phonic skills; word attack skills; fluency; vocabulary	Pull out; small group or one-to-one	During school day	Tier II/Tier III
	FOCUS	Reading comprehension strategies and skills	Pull out; small group or one-to-one	During school day	Tier II/Tier III
	Reading Like Detective(teacher made strategies)	Reading comprehension strategies and skills	In class; small group or one-to-one	During school day	Tier I/Tier II
<p>Mathematics:</p> <p>Method of services provided, includes: After School Small Group Instruction AIS Subject Area In classroom support Small Group Instruction Outside of Classroom</p> <p>Services Provided: Remedial math where appropriate, flexible grouping, differentiated instruction, scaffolding of lessons, curriculum mapping to align with state standards, purchase of new materials, computer assisted instruction, and utilizing a hands on curriculum approach in which mathematical models will be an essential component for support.</p>	<i>Name of Program/Material</i>	<i>Description of AIS Tools</i>	<i>Method of Delivery Service</i>	<i>When the Service is Provided</i>	<i>Type of Intervention</i>
	River Deep	Computerized, self paced math program; enhance computational and word problem solving skills	In class; small group or one-to-one	During/after school	Tier I & II
	Dimension M	Computer math games focus on problem solving skills	In class; small group or one-on-one	During/after school	Tier I & II
	Aaa.math.com	Computerized math program to build math concepts and problem solving skills	In class; small group or one-on-one	During school day	Tier I & III
	Break Away	Focus on math concepts and problem solving skills	In/out class; small group	During school day	Tier I & II

<p>Duration: Number of times per week – Two to three periods a week. Amount of time per session will range from 40 to 60 minute periods during the weekday.</p> <p>Programs: Skills Intervention for Pre-Algebra FlashMaster (basic operation) Great Leaps: Addition, Subtraction, Multiplication and Division Facts Destination Math – Riverdeep Marilyn Burns 24 Game</p>	Finish Line Math	Focus on math concepts and problem solving skills	In/out class; small group	During school day	Tier I & II
	Marilyn Burns	Build math concepts and problems solving skills through playing math games	Large or small group	During school day	Tier I, II, & III
	Essential Skills for Math Success	Problem solving and test taking skills	In/out class; Small group or one-to-one	During school day	Tier II
	24 Game	Math games to enhance the four basic math operation skills	In/out class; small group	During school day	Tier I/Tier II/Tier III
	FlashMaster	Self paced computer games to develop number concepts/operation skills	Out of class; small group or one-to-one	During school day	Tier II/Tier III
	Great Leaps	Improve the four math operation skills	Out of class; small group or one-to-one	During school day	Tier II/Tier III
<p>Science: Method of Services Provided:</p> <p>Students will receive 1 to 2 periods/60 minutes of science intervention every week, inside/outside of classroom, in small groups. During intervention periods teachers will help students to develop more vocabulary and concepts and to reinforce topics covered in science classes.</p> <p>Services Provided:</p>	<i>Name of Program/Material</i>	<i>Description of AIS Tools</i>	<i>Method of Delivery Service</i>	<i>When the Service is Provided</i>	<i>Type of Intervention</i>
	Science Readers by Scholastic	Develop vocabulary and concepts	In/out class; small group	During school day	Tier I/Tier II
	Science Explorer	Develop more vocabulary	In/out class; small group	During school day	Tier I
	Measuring Up by Peoples Publishing	Reinforce topics covered in class	In/out class; small group	During school day	Tier I/Tier II
	Concept and Challenge	Help struggle learners to develop more	In/out class; small group	During school day	Tier I/Tier II

<p>Remedial reading where appropriate, flexible grouping, differentiated instruction, scaffolding of lessons, curriculum mapping to align with state standards, purchase of new materials, computer assisted instruction, computer software as needed to assist learning.</p>	<p>concepts related to life science</p>				
<p>Social Studies:</p> <p>Method of Services Provided:</p> <p>Target students will receive 1 to 2 periods/60 minutes of social studies intervention every week, outside of classroom, in small groups. During intervention teachers will help students to develop more vocabulary and concepts and to reinforce topics covered in social studies.</p> <p>Services Provided:</p> <p>Remedial reading where appropriate, flexible grouping, differentiated instruction, scaffolding of lessons, curriculum mapping to align with state standards, purchase of new materials as needed, computer assisted instruction, use of leveled readers, to assist learning.</p>	<p><i>Name of Program/Material</i></p>	<p><i>Description of AIS Tools</i></p>	<p><i>Method of Delivery Service</i></p>	<p><i>When the Service is Provided</i></p>	<p><i>Type of Intervention</i></p>
<p>Steck-Vaughn America's Story</p>	<p>Help struggle learners to develop more vocabulary and concepts</p>	<p>In/out class; small group or one-to-one</p>	<p>During school day</p>	<p>Tier I/Tier II/Tier III</p>	
<p>Junior Scholastic</p>	<p>Develop more concepts</p>	<p>In class; small group</p>	<p>During school day</p>	<p>Tier I/Tier II</p>	
<p>Primary Source Readers by Teacher Created Materials, Inc.</p>	<p>Help struggle learner to develop more concepts and vocabulary</p>	<p>In/out class; small group or one-to-one</p>	<p>During school day</p>	<p>Tier I/Tier II</p>	
<p>Junior Scholastic</p>	<p>Build up more background knowledge</p>	<p>In/out class; small group or one-to-one</p>	<p>During school day</p>	<p>Tier I/Tier II</p>	

At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	Individual or group counseling, one to two periods per week during school days, for students referred by teachers to address their behavioral or social/emotional needs.
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

Our LAP Committee consists of the following members:

- Qadir B. Dixon, Principal
- Gaudi Acosta, School Counselor
- Hartwill Cornelius, School Counselor
- Kesha Ali, Math Lead Teacher
- Jey Chin Chu, SETTS/AIS Teacher
- Jeanette DeJesus, ELA teacher

Other teachers, administrators and supervisory personnel from the district, ESO and the ISC are invited to join us on occasion, as appropriate.

The goals of our Freestanding English-as-a-Second-language program are to:

- (1) provide academic content-area instruction in English to all ELLs using ESL methodology and instructional strategies, and by using as much native language support as possible to make content comprehensible;
- (2) incorporate strategic ESL instruction into the school day without pulling students out of academic classes
- (3) to provide individual support to the ELL student throughout their academic classes instructed in English
- (4) help students to achieve the state-designated level of English proficiency for their grade, and
- (5) help ELLs meet or exceed New York State and City standards.

ELLs are identified and placed within 5 days of their admission to our school. The ESL Teacher/Coordinator and committee members conduct interviews with parents of newly admitted students whose native language is other than English, and, if eligible for testing, the new student is LAB-R tested. Spanish speakers who are found entitled to ESL are given the Spanish LAB by the ESL teacher or licensed pedagogue. The ESL Teacher/Coordinator or licensed pedagogue completes the Home Language Identification Survey after the parents have chosen the program desired for their child and filled out a Parent Survey and Choice form.

After ELLs have been identified, parents of new ELLs are invited to a Parent Orientation, during which the video describing the three types of programs for ELLs is shown in the parents’ home language. Various staff members who speak the parents’ home language are included in the session whenever possible to translate, interpret and answer questions. Once the initial Parent Orientation is held, further orientations are held on a “rolling” basis, as new families join our school community. Parents receive the appropriate Part 154 Letter each spring, or after initial LAB-R testing, informing them of their child’s eligibility and placement in the ESL program or that the child has tested out.

In addition, parents of all ELLs are invited to participate in two other Parent Orientation meetings, one in the Fall and one in the Spring, during which curriculum highlights and school expectations for student success are discussed. At these meetings, parents have an opportunity to ask questions and receive current information. Parent Orientations for Title III programs are also held.

Students are grouped by grade and level of proficiency into ESL classes. Data from NYSESLAT, ELA and curriculum-related diagnostics are used to determine placement of ELLs in groups for instruction. One licensed, certified ESL teacher provides ESL instruction in English during the daily “ELL” periods, so that most ELLs are not “pulled out” of academic classes. In this model, the advanced students receive the required 180 minutes of instruction plus an extra period per week, totaling 225 minutes of instruction. Beginning and Intermediate students receive ESL instruction during the 5 ELL periods a week plus 3 periods per week when their ESL teachers push into academic classes to support instruction. Therefore, all Beginners and Intermediates receive the mandated 360 minutes of ESL instruction per week. ELLs, in this model, also receive 225 minutes of ELA instruction from their regular classroom teachers.

ESL and ELA teachers collaborate to align ELA and ESL instruction, providing the six major scaffolds for ELLs: (1) modeling, (2) bridging, (3) contextualization, (4) schema-building, (5) text re-presentation and (6) metacognitive development. Classroom teachers are encouraged to attend QTEL and other ELL-related professional development sessions, and the ESL teacher works together with the ESO’s ELL support liaison to provide ongoing support for all teachers.

ESL and ELA classes are based on the Balanced Literacy model, with emphasis on reading and writing strategies, but contain a balanced proportion of listening and speaking practice as well. The ELA classes also provide a focus on vocabulary, spelling and grammar during Reading and Writing through Balanced Literacy. ESL instruction is aligned with the New York State Standards for ESL as well as with the ELA Standards.

We understand that native language support is key in helping ELLs achieve proficiency in English. To that end, we have established as much native language support as possible. For now, regular classroom teachers receive bilingual glossaries in as many of the students’ native languages as we can obtain, and ESL students receive instruction and practice in using these and other dictionaries during the entire academic day. Students are placed in classes with same-language “buddies” whenever possible. ELLs receive and take advantage of the same opportunity as their native-English-speaking peers.

All ESL and ELA teachers are fully licensed and certified. They contribute to the student- and parent-support mission of our school. Our ELL’s are provided with rigorous after school instruction as well.

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) 6, 7, 8 _____ Number of Students to be Served: 22 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

I.S.286 was not awarded any title III monies due to our low number of ELL students.

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.

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Our ESL program has changed significantly as a result of the NYSESLAT and teacher-generated data showing that our ELLs fall short in the area of Writing and English grammar. Instead of limiting ESL instruction to the amount of time mandated under part 154, we have restructured our program to allow ELLs to benefit from increased time in both ESL and ELA classes, and significantly improved the way in which these programs are aligned.

Our 22 ELLs participate in a freestanding ESL program, with 100% of instruction in English. ELLs are grouped by grade and level of English proficiency. Students are served by one licensed and certified ESL teacher. Data from LAB-R, NYSESLAT, ELA and curriculum-related diagnostics are used to determine placement of ELLs in groups for instruction. The ESL teacher uses ongoing assessment tools; self created unit and vocabulary test, as well as teacher-generated/student-shared rubric and conference notes to evaluate student progress and instructional needs. Advanced ELLs receive 225 minutes of ESL (more than the mandated time) plus 225 minutes of ELA instruction per week. This is facilitated by scheduling ESL during one daily “ELL” period for each grade, thus avoiding a “pullout” during academic class time and ensuring that ELLs attend the daily ELA class along with their non-ELL peers. Beginning and Intermediate ELLs also receive 225 minutes of ESL during the ELL periods, but, to ensure that they receive 360 minutes of ESL per week, they are also served by their ESL teachers “pushing in” to the regular classroom for the balance of their ESL instruction. This allows Beginners and Intermediates to receive the benefit of being included in their ELA classes as well.

ESL and ELA teachers collaborate to align ELA and ESL instruction, and teachers receive professional development and guidance in scaffolding techniques based on QTEL principles. Both ELA and ESL classes are structured on the Balanced Literacy model, and key language and constructs from the Readers and Writers Workshop are used in ESL classes as well.

Bilingual glossaries and dictionary use are incorporated into both programs as well. Beginning ELLs have bilingual same-language buddies whenever possible in the regular classroom, and are given ESL instruction by one ESL teacher. Intermediate and Advanced ELLs are also taught by the ESL teacher.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

As mentioned above, the literacy curriculum at IS 286 is based on the Balanced Literacy model, including the key structures of the Readers and Writers Workshop Model. Curriculum maps for each grade are created collaboratively by the ELA teachers and Literacy Coach. The math program is algebra-based using the Impact Math curriculum. Special Ed. students as well as General Education students receive supplementary instruction using Destination Math (online Math tutorial program). The New York City DOE Core Curriculum is being implemented in Social Studies and Science. ELLs participate in the regular curriculum as legitimate participants, use bilingual glossaries and dictionaries, and work with bilingual “buddies” whenever possible. Classroom teachers are notified of QTEL Institutes and encouraged to participate in ongoing professional development around scaffolding for ELLs. The ESL Teacher offers assistance in creating scaffolds in the classroom for ELLs. In addition to the regular Part 154 ESL Program and the after-school SES programs in which ELLs participate, our school offers after-school programs in physical education, arts and homework help which is open to all students, including ELLs. In addition, we have a Saturday Academy open to all ELL students.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

English language learners attend our after-school Academy and our Saturday Academy.

I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

We consider parents as essential partners in the educational life of our school community. In addition to the mandated Part 154 Parent Orientations for parents of new ELLs and the Title III Orientation for Title III programs, we have established an Office of Family and Community Engagement. Our Parent Coordinator and Community Director serve as a liaison to all parents, including parents with limited English who want to communicate with our administration and staff and participate in school functions. The Parent Coordinator is compiling a list of translators and interpreters, in the building and outside, who can assist in communication with our ELL parents. We will hold a series of workshops from December 2008-May 2009, inviting parents to experience some of the learning models we are using with their children, and modeling ways in which they can support their children's learning.

- II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
N/A

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.

The professional development program at our school includes "in-house" professional development given to classroom and ESL teachers by our ESL Teacher/Coordinator, Literacy Coach, Math Lead Teacher and Principal. In addition, it includes the opportunity for classroom and ESL teachers to attend professional development activities offered through the Department of Education, including QTEL Institutes for Literacy, Math, Social Studies and Science; the ELL Leadership Institute, ELL Success Incentive Grant Writing Workshop, SmartBoard training and subsequent offerings, depending on teacher interest and school need.

Section III. Title III Budget

Does not apply to I.S. 286

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.

The SLT and ELL team reviewed our existing procedures to assist parents whose primary language is not English. Meetings were held with the Parent Coordinator, Community Director and ESL Teacher/Coordinator. The LAP team met to discuss the need for translation and interpretation services for parents. Documents that are sent out to all parents were considered, and discussions about which other documents will be needed in the future for translation were discussed. Enlisting the support of other staff members that are fluent in the languages spoken by our ELL parents was discussed.

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.

Our written translation and oral interpretation needs are increasing as we expand the services to parents through our Parent and Community Engagement Office. The LAP team, the SLT, Parent Coordinator, Community Director and PTA will continue to investigate how to best utilize the DOE interpretation and translation services, and what measures can be taken to improve communication between school and home, with the goal of eliminating all language barriers. The ongoing conversation of how to best address our parents' needs with respect to interpretation and translation were discussed at our faculty conference and grade team meetings. Teachers were asked during meeting to submit ideas for documents and messages that they will need translated. Since interpreters will be needed at parent orientations and at parent-teachers conferences, this fact was also reported to the school community during staff conferences.

Part B: Strategies and Activities

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. Use of NYC DOE’s prepared notices in targeted languages, and DOE’s translation services, whenever feasible, especially—but not limited to—issues involving a student’s health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms.
 - b. Use of staff, whenever feasible, to translate notices.
 - c. In the case where translation is not possible, a standard blurb on important notices stating “This is an important document. Please have someone translate it to you,” in the targeted language.

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>.
 - Our school, with the assistance of our Parent Coordinator and Community Director, will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages. We will also provide instructions on how to obtain such services.
 - Signs in the covered languages will be posted in our school main office. A copy of such written notification can be obtained in the main office as well.
 - Should the parents of more than 10% of our students speak a primary language that is neither English nor a covered language, our school will use the NYC DOE Translation and Interpretation services to obtain signs and forms that are offered for all covered languages. Our school will post and provide such forms as required

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:	185,741		185,741
2. Enter the anticipated 1% set-aside for Parent Involvement:	2605		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	9732	*	

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.

Renaissance Leadership Academy (I.S. 286) Parent Involvement Policy

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PAC. This policy was adopted by the Renaissance Leadership Academy on June 5, 2008 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 1st each year thereafter**.

I. General Expectations

Renaissance Leadership Academy (I.S. 286) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carryout programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Renaissance Leadership Academy (I.S. 286) will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
The SLT will maintain a Parent Involvement Subcommittee, which will include parent members and the Parent Coordinator. The committee will be responsible for the adherence-- and needed revisions—to our Parent Involvement Policy. The committee will also be responsible for monitoring that the School Parent Compact is distributed, evaluated, and revised (if needed), on a yearly basis.
2. Renaissance Leadership Academy (I.S. 286) will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: **Participation of parents on the School Leadership Team; addressing school data at parent meetings; disseminating information on school performance.**
3. Renaissance Leadership Academy (I.S. 286) will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: **The Parent Coordinator will assist the PTA, PAC, and SLT in the school's effort to increase the degree and effectiveness of parental involvement.**
4. Renaissance Leadership Academy (I.S. 286) will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Title I PAC, SES.**
5. Renaissance Leadership Academy (I.S. 286) will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parent surveys will be administered through the Parent Coordinator and Title I Committee in September/October to assess parent needs. A similar survey will be administered in May/June to assess the success of our Parent Involvement efforts.
6. Renaissance Leadership Academy (I.S. 286) will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ongoing workshops, speakers at PTA

meetings, Wednesday morning parent teas, to facilitate parent involvement and improve student's academic achievement. There will also be computer training for parents to improve their technology skills.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by **continuing to elicit active participation by the parent constituencies of the SLT (PTA, PAC)**.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, and programs provided by the school, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, including: "Back to School" nights for each grade; specific grade workshops for parents dealing with making high school choices; ongoing workshop schedules including topics such as curriculum, helping problem students, parenting, etc; enhancement of our Parent Resource Center.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: school messages in different languages; website and fliers in various languages.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PAC. This policy was adopted by the Renaissance Leadership Academy (I.S. 286) on June 5, 2008 and is in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 1st each year thereafter..**

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.

School-Parent Compact:

Renaissance Leadership Academy (I.S. 286) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the

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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

School Responsibilities

Renaissance Leadership Academy (I.S. 286) 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. **The school will provide standards-based, data-driven, differentiated instruction that will meet the needs of its students. We will assist our teachers with the necessary professional development, and build a partnership with the parent community.**
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in the fall and the spring of each school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: quarterly report cards, quarterly "danger of failure" notices.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent teacher conferences, and as requested by parents the extent it is feasible and appropriate.)
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities serving as a class parent, chaperone on trips and other events, serving on parent patrols to increase school safety, and assisting in "telephone trees," or other similar activities that promote parent involvement, and support the goals of this policy.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of our School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. 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(participating students), and will encourage them to attend.
9. 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.
10. 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 school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. 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 possible.
12. 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.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- 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 Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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 my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- 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.

SIGNATURES:

PARENT

STUDENT

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.

This is done during our school-wide meetings as well as our data analysis meetings. We analyze the data of our students and identify trends in learning. We look closely at what percentage of students are meeting standards and what percentage is not meeting state standards. Once identified, we differentiate our instruction to address the needs of our students. We also group students in regard to needs and have them engage in small group instruction to address the needs assessed.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. Students engage in differentiated instruction, study periods and after school enrichment. These opportunities as well as a rigorous academic program provided with support from very competent educators' supports our students in experiencing academic success.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - We will conduct before and after school enrichment programs. We will also conduct Saturday Enrichment programs to prepare students for State Exams as well as provide community service opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - We provide our teachers with opportunities to study and plan together, which support their creation or tweaking of an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - We have identified and focused on the population that has been underserved in our school by doing an array of things. One is making teachers more socially and culturally aware of students, their life styles and surroundings, as well as providing students with material that is more culturally relevant. As a result student academic needs are being met at a high level and more students are achieving (hence our 80% proficiency rate in Mathematics and 58% proficiency rate in ELA).
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - d) The most common trend in the needs of students in these populations is a lack of work ethic, low self-esteem, low academic skills and prior horrible school experiences. Middle school years are the most challenging and all middle school students go through so much as they are developing rapidly in these years. We are faced with meeting the

developmental, social, emotional and academic needs of our students. We have been able to do this and as a result have had considerable success. We have additional counseling services for those students who need it.

- Are consistent with and are designed to implement State and local improvement, if any.
- d) We have made AYP and met all of our school goals these last two years under our new leadership.

c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The School Leadership Team conducts a comprehensive needs assessment, analyzing various data including: New York State Assessments performance results, Quality Review results, School Progress Report, Learning Environment Surveys, etc.

- d) 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.

Please see pages 5 and 6 in this plan

3. Instruction by highly qualified staff.

All teachers at I.S. 286 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.

Our staff is encouraged to avail themselves of the various professional development opportunities by the New York City Department of Education. In addition, in house staff development is provided by our administrators and staff developers. Workshops are also provided for parents throughout the year.

5. Strategies to attract high quality highly qualified teachers to high-need schools.

Currently at I.S. 286 we are not experiencing difficulties with attracting highly qualified teachers. Teachers who apply to our school undergo a rigorous screening. Applicants are interviewed by administrators and provide a demonstration lesson.

6. Strategies to increase parental involvement through means such as family literacy services.

We have an Office of Family and Community Engagement that provides our parents with information and assistance with school related issues. We also provide our parents with workshops such Music production and Technology Tuesdays (where our parents are becoming very computer literate).

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. N/A

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.

Teachers have created interim assessments for all grades in science and social studies (content areas that are formally assessed in grade 8) to ascertain strengths and weakness. There is on going articulation about assessments given in ELA and Mathematics, both diagnostic and predictive (Acuity, Scantron). A major topic of professional development is the effective use of assessments as a tool for: (a) formulating specific, measurable, achievable, results oriented, and time bound goals; (b) utilizing data to provide differentiated instruction. We have expanded the school based "Inquiry Team" that targets students outside of the "sphere of success" to differentiate instruction according to the needs of these targeted students.

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.

See pages 5 and 6 for overall description of our programs. In addition, we are striving to instill within each classroom the practice of goal setting by teachers and students, and to involve parents in that process.

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.

I.S. 286 strives to coordinate and integrate all Federal, State, local services and programs to support our middle school students as they face complicated social issues. For example, our students participate in the “R.L.A. Advisory” program, a vehicle that promotes character building and community service. Our pupil personnel staff (deans, guidance counselors, AIS teacher and social worker) also supports our students in the areas of conflict resolution and violence prevention, and peer mediation. Our staff, including our Parent Coordinator, provides parents with information about resources available to them on a variety of issues from the transportation needs of students in temporary housing to services provided by local city agencies.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent 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.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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. —

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓					
Title I, Part A (ARRA)	Federal	✓					
Title II, Part A	Federal	✓					
Title III, Part A	Federal	✓					
Title IV	Federal	✓					
IDEA	Federal	✓					
Tax Levy	Local	✓					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Not applicable to Renaissance Leadership Academy

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have 3 students in temporary housing.

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

Students in temporary housing will receive counseling if in need as well as support with the purchase of school uniform attire. We will also purchase any school supplies needed for our STH if needed.

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:	I.S. M286 Renaissance Military Leadership Academy						
District:	5	DBN:	05M28	School	310500010286		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade v
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.4	94.3	94.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	0	0	0		79.6	88.0	94.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	32	69	94	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	97	86	72		80.5	92.6	94.5
Grade 8	77	99	88				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		18	18	13
Grade 12	0	0	0				
Ungraded	0	0	3	Recent Immigrants - Total Number:			
Total	206	254	257	<i>(As of October 31)</i>	2007-	2008-	2009-
					1	3	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	19	21	26	Principal Suspensions	11	0	0
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions	20	11	11
Number all others	18	27	27				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	15	22	TBD	Number of Teachers	20	17	15
# ELLs with IEPs	1	9	TBD	Number of Administrators and Other Professionals	6	5	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	2	1	2

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	3	1	12	% fully licensed & permanently assigned to this	100.0	100.0	93.3
				% more than 2 years teaching in this school	65.0	58.8	80.0
				% more than 5 years teaching anywhere	65.0	70.6	80.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		75.0	65.0	80.0
American Indian or Alaska Native	0.5	0.0	0.4	% core classes taught by "highly qualified" teachers	78.3	94.7	93.8
Black or African American	52.4	52.8	56.8				
Hispanic or Latino	45.6	45.3	40.5				
Asian or Native Hawaiian/Other Pacific	1.5	2.0	1.6				
White	0.0	0.0	0.4				
Male	51.9	54.3	53.7				
Female	48.1	45.7	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-					
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	33.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
(Comprises 25% of the		Quality Statement 5: Monitor and Revise					
Student Progress:	17.6						
(Comprises 60% of the							
Additional Credit:	0						

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 410	District 05	School Number 286	School Name Renaissance Leader
Principal Qadir B. Dixon		Assistant Principal type here	
Coach Richard Johnson (ESL)		Coach type here	
Teacher/Subject Area type here		Guidance Counselor Hartwill Cornelius	
Teacher/Subject Area Samantha Jennings (Read 180)		Parent type here	
Teacher/Subject Area Shavon Glover (Read 180)		Parent Coordinator Caline Harrison	
Related Service Provider Joan Mahmoud (Speech)		Other Jey-Chin Chu (AIS)	
Network Leader Altagracia Santana		Other type here	

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

C. School Demographics

Total Number of Students in School	254	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	9.45%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1) ELLs are identified and placed within 5 days of their admission to our school. The ESL Teacher/Coordinator and committee members conduct interviews with parents of newly admitted students whose native language is other than English, and, if eligible for testing, the new student is LAB-R tested. Additionally, the Home Language Identification Survey (HLIS) is administered including an informal oral interview in English and in the native language. Spanish speakers who are found entitled to ESL are given the Spanish LAB by the certified teacher. The Certified Teacher/Coordinator completes the Home Language Identification Survey after the parents have chosen the program desired for their child and filled out a Parent Survey and Choice form. The screening and administering of the HLIS and the LAB-R are conducted by our ESL Liason, Mr. Johnson.

After ELLs have been identified, parents of new ELLs are invited to a Parent Orientation, during which the video describing the three types of programs for ELLs is shown in the parents' home language. Various staff members who speak the parents' home language are included in the session whenever possible to translate, interpret and answer questions. Once the initial Parent Orientation is held, further orientations are held on a "rolling" basis, as new families join our school community. Parents receive the appropriate Part 154 Letter each spring, or after initial LAB-R testing, informing them of their child's eligibility and placement in the ESL program or that the child has tested out. Following, each of our ELL students are evaluated annually as we check for progress.

2) In addition, parents of all ELLs are invited to participate in two other Parent Orientation meetings, one in the Fall and one in the Spring, during which curriculum highlights and school expectations for student success are discussed. At these meetings, parents have an opportunity to ask questions and receive current information. Parent Orientations for Title III programs are also held. Parents also view a video that describes and explains the three ELL programs and are provided assistance if needed in completing the Parent Survey and the Program Selection form.

3) Students already enter our school classified as ELL students. In cases where we need our school to send certified letters home to parents with a stamped return envelope enclosed for parents to return the information requested. Parents also receive a follow up letter from school officials informing them to look out for the letter and to return it by a given deadline.

4) Students are grouped by grade and level of proficiency into ESL classes. Data from NYSESLAT, ELA and curriculum-related diagnostics are used to determine placement of ELLs in groups for instruction. One licensed, certified ESL teacher provides ESL instruction in English during the daily "ELL" periods, so that most ELLs are not "pulled out" of academic classes. In this model, the Advanced students receive the required 180 minutes of instruction plus an extra period per week, totaling 225 minutes of instruction. Beginning and Intermediate students receive ESL instruction during the 5 ELL periods a week plus 3 periods per week when their ESL teachers push into academic classes to support instruction. Therefore, all Beginners and Intermediates receive the mandated 360 minutes of ESL instruction per week. ELLs, in this model, also receive 225 minutes of ELA instruction from their regular classroom teachers. Parents are updated frequently about their child's progress in the ESL program. As students progress through the program parents are given updates on their academic progress. Updates are provided in their native language. Parents are provided information via snapgrades or during our Bi-Monthly ESL parent meetings. All parents are informed of all information in their Native Language.

5) Students involved in our ESL program enter our school as ELL students. Parents agree to have students involved in our mandated push in, pull out, self-contained extended day program for all our students including our ELL students. Our ELL students are provided with an array of support beyond their required hours.

6) Our ESL programs are aligned with the request of our parents.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1	1	1					3
Push-In														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	5
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	11		4	9		2	2				22
Total	11	0	4	9	0	2	2	0	0		22

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

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							6	9	4					19
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							1	2						3
TOTAL	0	0	0	0	0	0	7	11	4	0	0	0	0	22

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	9	4					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	9	4	0	0	0	0	18

Part IV: ELL Programming

A. Programming and Scheduling Information

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

- 1) Instruction is delivered in a multi-tiered way. Our mandated extended day program for all our students requires teachers, to pushes in, pulls out and meets with our ELL students during this time. Our program is divided into blocks of times (120 minute blocks) for two hours 3 times per week during extended day. During this time students are involved in the Read 180 program. They are broken into four small groups and instructed by the ESL Teacher and 3 additional certified teachers. Students are immersed in the english language, vocabulary development, small group strategy instruction, independent and guided reading as well as a writing workstation. Our ELL students receive their mandated time and continue to grow by leaps and bounds because of it. Students mostly function in heterogeneous groups in which the licensed teacher does a fantastic job of differentiating instruction to address the learning needs and styles of our students.
- 2) All content area instruction is delivered to our students in English. We have found that this model has assisted our students in quickly developing their understanding of the language, which in turn has improved their comprehension of all content area topics.
- 3) We differentiate our instruction to meet the needs of our students. We analyze all relevant data to assist us in determining just what our student academic needs are.
 - a. Our SIFE students are provided with many sources of support. They work closely with all of our teachers. The teacher pushes in, pulls them out and works with them during extended day. Student data is generated and discussed by all classroom teachers. Our teachers collaborate with each other in providing differentiation of instruction for our SIFE students. Students also have access to exciting technological programs such as Destination Reading and Math, Accelerated Reader, READ 180 and Brainpop, which all assist in their acquisition of knowledge in all content areas as well as their immersion and understanding of the English language.
 - b. We immediately immerse our students with less than 3 years in the country in the English language. We use programs such as Destination Reading and Math as well as Accelerated Reader, READ 180 and Brainpop to engage and assist in delivery of content. We also conduct a lot of vocabulary and writing workshops with each student in this subgroup. The Literacy teacher often uses small group instruction and one to one to help students in their reading comprehension, fluency, and vocabulary. This subgroup of students also receive additional peer tutoring.
 - c. Students within 4 to 6 years are more involved in our push in model and work on specific areas during extended day. Most of our students who fall within this subgroup demonstrate proficiency on their state exams as well as other formative assessments.
 - d. Our long term ELLs are functioning at or above proficiency level. ELLs with special needs are assessed and their IEP's are reviewed so that our instructors may provide them with a rich educational experience as per their IEP and other assessment tools.
- 4) Our model for all of our ELL students is simplistic, yet highly effective. We push in, pull out and have our students attend our mandated extended day program three days per week for two hours to receive additional ESL instruction. Additionally, our ELLs have access to technology, books on their readability level in all content areas and are in classroom settings that are small and conducive to having their academic and social needs met.

Those ESL students who have received services for 4 to 6 years are assessed using a number of assessment tools in the beginning of the year (Student Reading Inventory, Comprehensive Assessment of Reading Strategies, Accelerated Reader Reading level inventory, etc) and then provided instruction based on those results. As students progress through a program tailored to meet their specific needs, they are administered benchmark test to assess their progress. At the end of the year, students take post test for all of the assessments that they took pre-test in at the beginning of the year.

Long-Term ELLs (completed 6 years) are assessed using a number of assessment tools in the beginning of the year (Student Reading Inventory, Comprehensive Assessment of Reading Strategies, Accelerated Reader Reading level inventory, etc) and then provided instruction based on those results. As students progress through a program tailored to meet their specific needs, they are administered benchmark test to assess their progress. At the end of the year, students take post test for all of the assessments that they took pre-test in at the beginning of the year.

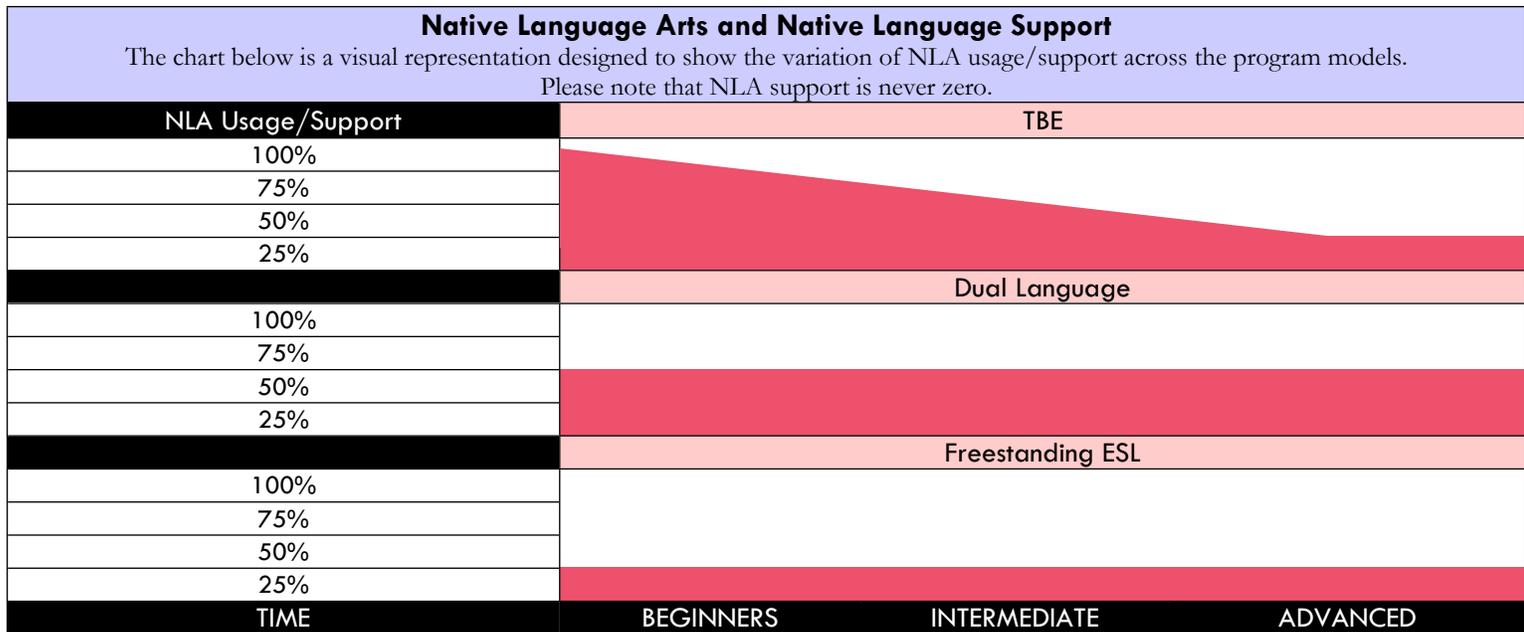
ELLs identified as students with disabilities are assessed using a number of assessment tools in the beginning of the year (Student Reading Inventory, Comprehensive Assessment of Reading Strategies, Accelerated Reader Reading level inventory, etc) and then provided instruction based on those results. As students progress through a program tailored to meet their specific needs, they are administered benchmark test to assess their progress. At the end of the year, students take post test for all of the assessments that they took pre-test in at the beginning of the year.

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

	Beginning	Intermediate	Advanced
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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) In regard to continuing transitional support, we will continue to immerse our students in the English language as well as differentiate instruction to meet their needs. We are also in the process of getting a student license for the Rosetta Stone program in English for our students to continue to support their learning needs of the English language.
- 6) We are in the process of preparing to have the Rosetta Stone program for our ELLs next school year. The program will be in English.
- 7) No services will be discontinued. What we are doing is working.
- 8.) There are no programs being discontinued for our ELL's.
- 9) Our ELLs have access to every program that all of our students have access to. After our ELLs meet for an hour during extended day, they then have the opportunity to participate in our other after school programs, clubs, teams and study halls. The extended day work done with their ESL teacher is the work that need to be done to address specific needs noticed via analyzing data or struggles that student may have had during a particular lesson.
- 10) Our ELLs are provided with Destination Math and Reading, Brainpop, Accelerated Reader, Strategies for Writers, Science Materials, additional materials in all content areas that will further assist comprehension, small group tutoring, peer to peer tutoring, etc.
- 11) Language is delivered in English. We have an ESL program.
- 12) Our support and resources are grade and age appropriate. ELLs are identified and placed within 5 days of their admission to our school. The licensed Teacher/Coordinator and committee members conduct interviews with parents of newly admitted students whose native language is other than English, and, if eligible for testing, the new student is LAB-R tested. Spanish speakers who are found entitled to ESL are given the Spanish LAB by the ESL teacher. The licensed Teacher/Coordinator completes the Home Language Identification Survey after the parents have chosen the program desired for their child and filled out a Parent Survey and Choice form.
- 13.) After ELLs have been identified, parents of new ELLs are invited to a Parent Orientation, during which the video describing the three types of programs for ELLs is shown in the parents' home language. Various staff members who speak the parents' home language are included in the session whenever possible to translate, interpret and answer questions. Once the initial Parent Orientation is held, further orientations are held on a "rolling" basis, as new families join our school community. Parents receive the appropriate Part 154 Letter each spring, or after initial LAB-R testing, informing them of their child's eligibility and placement in the ESL program or that the child has tested out.
- 14.) The elective language offered to all students is Spanish.

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. Students are provided with 120 minutes of ESL instruction three times per week. All ESL students receive this amount of instruction regardless of whether or not their mandate is for less time.
2. ELLs are integrated 8 periods per day. During that time they also receive additional push-in instruction and work in smaller groups with our AIS teacher. This gives students more than the 360 minutes per week that most are mandated.
3. Students are immersed in the English language in every subject.

4. Does not apply to RLA.
5. No

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.

Paste resp1) All teachers of ELLs including ESL teacher, all content area teachers, resource room teachers, guidance counselors and other service providers are provided with ongoing professional development both in house and out of school. Careful consideration is taken into account during in house PD to address how instruction or strategies will be differentiated to meet the needs of our ELLs during PD sessions, grade team meetings and other training sessions. Our network ESL liaison conducts mini workshops for our teachers and other school personnel in which she trains them in specific strategies that they will need to support and address the needs of our students. Some of the workshops that have been provided to staff are effective questioning techniques, vocabulary development, effective small group instruction, how to differentiate instruction to meet the needs of ELLs, etc.

2) Our staff is provided with ongoing professional development to assist our new ELLs transition into middle school and out of middle school into High School. This process works nicely for our school because our teachers loop up with our students, so they not only get to know and grow with our students, they also conduct case studies in which they can share best practices with a teacher who may just be beginning with a new group of 6th graders and can show how students who are now in the 8th grade have made so much progress and what specific practices were most effective.

3) Our ESL liaison and administrators train our teachers. They lay out exactly what the ESL program is. Who students in the program are and what subgroup they fall under. They discuss where students are currently and then what teachers can do to support the students. They also work collaboratively with the teachers as they attend grade and department meetings to discuss students, how they are progressing and what their needs are.

E. Parental Involvement

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

1) Parents in our school are very involved with all that occurs in our school. We have a number of ways we remain in contact with our parents. One way is our online environment in which each parent, student and staff member has an email account and online access to our classes, lessons and all that is occurring in school. The parents of our ELLs are very involved with every aspect of our school. Our ELLs are often being celebrated for a job well done whether it is making the honor roll or being recognized for their vast academic improvement. Our parents are one of our biggest supports. Parents are provided all of this information in their native language.

2) We have partnered with ENACT as well as conducted our own in house workshops. We also offer parents workshops related to the curriculum their child is studying, etc.

3) We evaluate the needs of our parents through a survey as well as through our conversations with them. We speak with our parents often and one of the things we often are looking to learn is how we may best support them. 4) We offer workshops explaining the curriculum, breaking down the curriculum, explaining strategies parents can use to support their children academically, stress management, dealing with the adolescent child, how to better use technology so that they can communicate with us with the click of a button via our online environment.

4.) It provides the parents with insight and knowledge to help support their child academically, emotionally and socially. Our parental involvement activities train parents in how to better educate their child at home with the resources provided from the school and the activities.

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)							1							1
Intermediate(I)							1	1	3					5
Advanced (A)							5	4	1					10
Total	0	0	0	0	0	0	7	5	4	0	0	0	0	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	3			7
7	5	7			12
8	2	2	1		5
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	6		4		1				11
7	5		2						7
8	2		2		2				6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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								

B. After reviewing and analyzing the assessment data, answer the following

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) Our school uses the TCWRP to assess our students. This information has told us that our ELLs are at a variety of readability levels. Many on or if not quickly approaching grade level proficiency. This information assist in informing our school instructional plan because our teachers are able to use this data to create a program that will address the needs of our ELLs as well as other students. A great deal of our success stems from our use of data to inform and drive instruction. For example the proficiency rate in our school for English Language Arts and Mathematics has more than doubled in our school since we have begun to use data to drive instruction.

2) It has been revealed to us as we analyzed data patterns across proficiency level and grades that the longer a student has been in our program the more vastly they improve. As students reach the 7th and especially 8th grade their proficiency level is at or above proficiency level if they have been in our program since 6th grade.

3) Patterns across the varying modalities of the NYSESLAT will affect instructional decisions in the following way:
 a) Reading/Writing- All patterns will be analyzed and used to improve our effectiveness in improving ELLs reading and writing levels. Also, positive patterns will inform us of what is working, so that we may build upon those practices.

b) Listening/Speaking- All patterns will be analyzed and used to improve our effectiveness in improving ELLs listening and speaking skills. Careful attention is always paid to how our ELLs respond to questions. As they grow academically under our guidance we expect to see their levels of listening and speaking continue to improve.

4)
 a) Student results tell us that student proficiency improves as students' progress through our program. Our ELLs in grades 7 and 8 score at or above proficiency on their New York State Exams. Results are just about the same compared to how they score on exams in their native language.

b) ELL Periodic Assessments are analyzed carefully. We search for areas of improvement as well as areas in which we must differentiate further to address student needs. If many students have the same areas that need improvement, our instructional delivery is

results and all formative assessments. We also assess our ELLs overall social development and how they adjust and later feel comfortable enough to thrive in all general educational and/or special educational classroom settings. As mentioned earlier, our ELLs have a great deal of academic and social success in our school and often end up becoming our top students in a school full of over achievers.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		