



**RENAISSANCE SCHOOL OF THE ARTS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 04M377**  
**ADDRESS: 410 EAST 100 STREET**  
**TELEPHONE: (212)369-1564**  
**FAX: (212)369-1693**

**TABLE OF CONTENTS**

<b>SECTION I: SCHOOL INFORMATION PAGE.....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>PART A: NARRATIVE DESCRIPTION.....</b>	<b>5</b>
<b>PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT.....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN.....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>16</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....</b>	<b>18</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....</b>	<b>19</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,         CORRECTIVE ACTION, AND RESTRUCTURING.....</b>	<b>25</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)....</b>	<b>26</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....</b>	<b>27</b>
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....</b>	<b>28</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 04M377      **SCHOOL NAME:** Renaissance School of the Arts

**SCHOOL ADDRESS:** 410 East 100 Street, New York, NY 10901

**SCHOOL TELEPHONE:** (212)369-1564      **FAX:** (212)369-1693

**SCHOOL CONTACT PERSON:** Tammy Pate      **EMAIL ADDRESS:** Tpate@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Tammy Pate

**UFT CHAPTER LEADER:** Lauren Kellner

**PARENTS' ASSOCIATION PRESIDENT:** Ameenah Reed

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 04      **SSO NAME:** CEI-PEA 532

**SSO NETWORK LEADER:** Alan Cohen

**SUPERINTENDENT:** Luz Cortazzo

**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
Tammy Pate	*Principal or Designee	
Lauren Kellner	*UFT Chapter Chairperson or Designee	
Ameenah Reed	*PA/PTA President or Designated Co-President	
Sharon Staine	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Natalie Diaz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Warren McDowell	CBO Representative, if applicable	
Jaysen Smith	Member/Parent	
Aisha Yishrael	Member/Parent	
	Member/Teacher	

(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.

---

**Renaissance School of the Arts** represents an exciting approach to middle school education enriched with performing arts study and exposure and provides for every student, a stimulating and rigorous educational program which encourages and supports students as they strive toward academic excellence. More than this, it affords every child the opportunity to reach beyond external definitions of success and deposits within each of them the seed of a future with **No Limits, and No Boundaries**.

Instruction at Renaissance School of the Arts is based on the concept of Responsive Teaching. We strive to plan and execute instruction based on student data pulled from individual Learning Styles Surveys, Formative and Summative Assessment data, available data provided by the SBLT and overall student readiness determined by pre-assessment activities. The analysis of the aforementioned activities are incorporated into lesson planning to ensure that the instruction delivered by teachers and received by students emphasizes well-developed and carefully planned lessons that are designed around specific learning goals and clearly defined and prescribed teaching tasks.

What makes our school very distinctive from other middle schools is that:

We have created an Arts Block in our daily program. During Arts Block students study one of four arts offerings (Dance, Chorus, Band and Visual Arts). The Arts Block occurs four times per week. Large numbers of our students take part in afterschool arts enrichment classes offered at the school and all student receive support in preparing for auditions to specialized high schools.

We are supported by the following partnerships:

1. **Accelerated Reader a Carmel Hill subsidiary** supporting our use of Fountas-Pinnell leveled library system with the Accelerated Reader Program, for more frequent collection of data regarding students' progress as independent readers within the workshop model.
2. **Connected Learning;** NYC Connected Learning increases digital inclusion among high needs communities across New York City and raise student achievement and learning among middle school students
3. **Music Matter.** The Muzak Heart & Soul Foundation's mission is to support and redefine music education.
4. **The Department of Education Office of Arts and Special Projects (Capezio)**
5. **We are recipients of the** Coordinated Early Intervening Services (CEIS) grant
6. **Comp2Kids.** Per Scholas is an environmentally responsible nonprofit organization committed to breaking the cycle of poverty by providing education, technology, and economic opportunities to individuals, families and communities
7. We are an **HP Innovation in Education Grantee**
8. **Moving Minds Mentorship** emphasizes and reinforces in student's minds the connection between academic achievement and professional success.

**9. The Shubert Foundation/Broadway Junior**

**10. Common Sense Media (CSM)** digital literacy and citizenship in a connected culture

**11. Urban Advantage;** a standards-based partnership program designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions

- We have established a school culture of conferring with students through Town Hall meetings. During the course of each Town Hall meeting, administrators, teachers, and other staff members confer with students to discuss the current state of the grade
- We have designed an after school Teacher Teams that embeds coaching, mentoring, new teacher support teams and curriculum development to address the professional needs of the faculty members.
- We use a system called SchoolMessenger to communicate with parents and staff for a variety of reasons that impact the safety and academic performance of students. SchoolMessenger is used to complement community outreach efforts and emergency preparedness procedures, and to inform parents of upcoming school events such as statewide testing and parent meetings.
- We encourage mainstreaming of our special education students. Our goal is to move as many prepared students out of the special education program and encourage them to earn a high school diploma.

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	Renaissance School of the Arts M377			
<b>District:</b>	04	<b>DBN #:</b>	04M377	<b>School BEDS Code:</b> <u>310400010377</u>

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<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 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						92.7	93.3		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2						97	94		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5						60	54		
Grade 6		68	56	<b>Students in Temporary Housing: Total Number</b>					
Grade 7			71	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8						6	8		
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11						2	3		
Grade 12				<b>Special Education Enrollment:</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total		68	127						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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		10	17						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes		11	14	Principal Suspensions		2	
Number all others		22	31	Superintendent Suspensions		6	
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only		8	21	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		2	6	(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		6	13
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		1	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		2	3
	2	2	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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%	
American Indian or Alaska Native				Percent more than two years teaching in this school		0	
Black or African American		49.3	49	Percent more than five years teaching anywhere		16.7	
Hispanic or Latino		46.3	47				
Asian or Native Hawaiian/Other Pacific Isl.		3.0	3.0	Percent Masters Degree or higher		33%	
White		1.5	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		87.5	
Multi-racial			1				
<b>Male</b>		53.7	56.5				

DEMOGRAPHICS							
Female		46.3	43.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input 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 checked="" type="checkbox"/>							
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)	X						
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:	X		ELA:			
	Math:	X		Math:			
	Science:	X		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	--	--	--				
Black or African American	✓	✓					

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	--	--	--			
Multiracial	--	--	--			
<b>Other Groups</b>						
Students with Disabilities	✓	✓				
Limited English Proficient	✓	✓				
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	6	7				

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	<b>+</b>
<b>Overall Score</b>	68.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	+
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	+
School Performance (Comprises 25% of the Overall Score)	7.9	Quality Statement 3: Align Instructional Strategy to Goals	+
Student Progress (Comprises 60% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	+
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	+
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

---

I would say that goal setting has been and will continue to be the driving force of instruction and student performance at Renaissance. We have discovered that our community of learners; while tremendously talented and outgoing, share very specific learning challenges. A large number of students from year to year do not perform at grade level in literacy and/or mathematic when analyzing our September Baseline Assessments although their NYS Assessment results indicate they are at grade level. What these inconsistencies have meant and continue to mean is that we must plan for ramp up time at the beginning of the year and layer in time for benchmark assessment and analysis. One of the recommendations from our Quality Review was to incorporate regular intervals of teaching and assessment followed by analysis and re-teaching. Developing greater consistency in evaluating and adjusting instructional practices in order to build coherence and accelerate student performance. Beyond this present year, we aspire to form a stronger partnership with our feeder schools to institute a "Getting Ready for Middle School" program that would involve full day (s) site visits of students to our school and students and teachers from Renaissance inter-visiting to talk about middle school readiness.

As this goal relates to previous Quality Review Area of Improvement: During last year's Quality Review two of the Areas for Improvement were:

- (1) Ensuring the consistent use of data as the basis for differentiated instruction that reflects student's learning goals and interests and (2) developing teacher's expertise to make them more independent in analyzing and interpreting data to support instruction and student achievement.

We reflected on these areas for improvement during our summer planning and outlined plans for effectively addressing them and building the school's over all capacity. We outlined a flexible monthly professional development schedule which designed the first two months of school for training teachers to identify data sources and analyze all available data to inform the overall instructional needs of our students. We have consultants from our CEI-PEA network visit on a weekly basis to support data inquiry for small groups and individual new teachers. We also had a specialist from the Integrated Service Center visit to provide training in ARIS, Acuity and Special Education Related Services. In November we launched the RSA Professional Learning Community (PLC) initiative made up of RSA staff members. The work of the PLC is to

promote individual accountability toward helping the school address its areas for improvement. The PLC sets monthly goals connected, but not limited to, data gathering and analysis and then outlines strategies and action plans for meeting each goal. For example, in November the PLC's goal was to share student data across all content area teachers and to engage in weekly inter-visitation in order to identify best instructional practices within the classroom. The action included 100% participation of teachers on the Inquiry Team, a minimum of one inter-visitation by every teacher and attendance by every teacher to attend at least one monthly afterschool grade or content area meetings. At the December faculty meeting, teachers shared out on their experience during the past month and decided to carry one part of the action plan to the next month (inter-visitation) and added effective communication as an additional goal. Teacher schedules were reviewed and revised to allot for time for consistency with the inter-visitations.

Responsive Teaching continues to be a passion for Renaissance. We believe that student retain more of what they learn by doing and experiencing. We tap into this concept by understanding our student's learning needs and using creative and engaging instruction to support their academic achievement. There is a spirit of collaboration on all grades and in all content areas. This can be seen in the weekly lesson plan sharing that occurs on Monday morning. Every content area teacher shares his or her lesson plan with his/her co-teachers and push-in service providers. The recipient of the original lesson plan is then given time to layer in additional differentiation strategies and plan for what will be his/her role during the instructional moment. They share with all teachers, what they know about the students they service and this all makes for a more collaborative instructional moment in the classroom. Every content area teacher shares his or her lesson plan with their co-teachers and push-in service providers. The recipient of the original lesson plan is then given time to layer in additional differentiation strategies and plan for an effective delivery of the collaborative lesson. This collaboration helps both co-teachers better understand their role and how they are expected to deliver it during the class period. They also share with all teachers, what they know about the students they service not only as it pertains to their academics but their social and emotional development as well. These techniques used have all proven to be effective tools in creating a more collaborative setting learning environment. This practice has also informed professional development offers. Needs are uncovered during planning and reflection and training is provided as needed.

Our 2009-2010 student performance data revealed that we were successful in moving 100 percent of our bottom third by one full year. We also received additional credit for our ELLs, our Hispanic students and our special education students. We identified the following trends:

- Students performed at or above level on material requiring factual and comprehensive knowledge
- Student did not perform above grade level (generally) on material requiring higher order thinking, inferencing and problem solving
- Student who attended school regularly perform better than students who did not attend regularly
- Students (generally) perform at or below grade level in the area of geometry
- Students classified at ELLs performed below level on the NYSESLAT in the listening and responding areas
- Students in our self-contained classrooms performed at and above level in ELA and at or below in mathematics
- Student progress placed our school in the top 25% citywide at 48.9% and directly related to individual goals established earlier in the school year.

We are tremendously proud of the progress we have made toward being a "responsive school". We reflect on student performance and all available data so that our instruction responds to actual student needs. We reflect on the social emotional needs of our constituency so that

we build systems that respond to actual needs. We reflect on our own professional practice so that professional development responds to actual areas of need.

What have been the greatest accomplishments over the last couple of years?

### **Targeted Instruction Period**

Through a school-based option vote we used the 37.5 minutes of small group instruction to create a daily thirty five minute targeted instructional period known by students as "Target 10".

Teachers see the same ten students every day for thirty five minutes a day. During this time students have an opportunity for one-on-one conferencing while working on specific Math and ELA standards identified as areas in need of improvement based on students' 2009 state assessments, Acuity, ARIS, NYSESLAT and in-class data.

Reorganization and regrouping occurs quarterly and follows a detailed analysis of student assessments and teacher meetings. Students will be receiving "prescription packets" based on standards identified through the item analysis report on ACUITY. Students will work through these prescriptions as teachers continue to pull students for one-on-one conferencing throughout the period.

Our greatest asset continues to be each other. We are a learning community. We include some form of reflection with everything we do. Administration maintains an open-door policy so that staff members feel secure in making suggestions and critiquing policies. In this way, we have jointly built school-wide systems with sustainability. For example, last year we had a very large number of students in our general education population that required over seven periods of special education teacher support. During our planning sessions we decided that our students would be better served from within their classroom from the special education teacher rather than being constantly pulled out. To make this decision more concrete, one collaborative co-teaching class was opened on each grade and our 'double SETSS' children were placed in these classes. Consequently, there is less disruption in the learning process for these students; they miss less classroom instruction and feel less singled out.

What are the most significant aids or barriers to the school's continuous improvement?

Supporting teachers to improve their confidence in differentiating instruction and in setting specific measureable goals for all subgroups to ensure consistent, embedded practice across the school continues to be our challenge.

One of the ways we address this barrier is through comprehensive professional development. Professional development begins with observation. Classroom instruction, student learning and environment are constantly observed; both formally and informally. From these observations and post conversations with teachers and students, professional development is planned. For example, with the inclusion of Collaborative Team Teaching classes, professional development was needed. Administration, CEI-PEA Consultants and Teacher Leaders

provided professional development both during faculty conference time and in small groups and individual sessions during teacher preparation periods and afterschool.

- Teachers are consistently encouraged to take advantage of learning opportunities both inside and outside the Department of Education. Through the Professional Growth Plan, signed during the first month of school) teachers and administrators commit to supporting the professional growth of all students and adults in the school.
- Professional development activities are directly related to instructional goals and objectives and reflect identified instructional needs and concerns.
- Inter-visitations are also used to share teacher's best practices in various areas such as but not limited to differentiated instruction and data driven instruction.

## 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.

---

1. Ensure that all teachers are using data consistently to adapt their methods of instruction to ensure each student meets proficiency in the content area.
2. To develop greater consistency in evaluating instructional practices in order to build coherence and accelerate student learning.
3. Create a school environment that is conducive to learning where teachers, students, staff and parents feel safe and respected.
4. Develop a coherent curriculum across multiple content areas that broaden teachers' inclusion of enrichment activities within the curriculum to better meet the learning styles and academic needs of all students.

**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.*

<b>Goal Number 1</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>Ensure that all teachers are using data consistently to adapt their methods of instruction to ensure each student meets proficiency in the content area.</p>
<p><b>Measurable Objective</b></p> <p><b>Time frame?</b></p>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>○ By June 2011, 100% of teachers will engage in professional development around data assessment. Teachers will receive training on the use of ARIS and create collaboratively, during common-planning, curriculum units of instruction and lesson plans by grade levels. Focus in their lesson plans will be differentiated instruction that addresses the needs of general education and special education students including those with IEPs.</li> <li>○ Professional development in differentiation instruction strategies will be facilitated by the each department's lead teachers.</li> <li>○ Technology will be encouraged in all classroom lesson plans throughout the year. Technology resources will be assessed in each classroom by September 30, 2010, and teachers will show how technology supports differentiated instruction.</li> </ul>
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>○ Departmental Lead Teachers will submit to the Assistant Principal, for review, a monthly professional development agenda that focuses on content specific differentiated instruction strategies and best-practices use of technology instruction in the classrooms.</li> <li>○ New teachers will be assigned a mentor who will create a mentor plan that includes differentiated instruction and curriculum support. CEI-PEA consultants will provide mentoring to new teachers in the area of differentiation, special education and math</li> <li>○ Differentiated instruction will be considered evaluative and will be assessed during 75% of both formal and informal observations.</li> </ul>

Evidence	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>○ Observations both Formal and Informal</li> <li>○ Grade and subject meetings – Agendas, Attendance Sheets, and materials</li> <li>○ Curriculum meetings – Agendas, Attendance Sheets and materials</li> <li>○ Mentor logs</li> <li>○ Teacher professional resources/texts</li> <li>○ Sample lesson plans</li> <li>○ Evidence of differentiated instruction in student work in at least three content areas.</li> </ul>
----------	--

<b>Goal Number 2</b>	
<b>Goal</b>	<p><b>Describe your goal.</b></p> <p>To develop greater consistency in evaluating instructional practices in order to build coherence and accelerate student learning.</p>
<p><b>Measurable Objective</b></p> <p><b>Time frame?</b></p>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>○ By October 31, 2010, 100% of teachers will receive both oral and written feedback, from the principal or assistant principal, on classroom student engagement. This informal snapshot will help to evaluate instructional practices and build coherent student learning.</li> <li>○ The feedback generated from the informal observations will also serve as a pre-op, to accelerate student improvement.</li> <li>○ By February 28, 2011, all teachers will have received at least 1 formal observation centered on specific instructional goals.</li> <li>○ At least 90% of all students in the school for more than <b>five</b> weeks will undergo a full analysis by a Target Ten advisor of all available data.</li> <li>○ Target Ten teachers/advisors will be responsible for sharing student data analysis with each of their Target Ten team members as well as their cluster team members and this sharing will support student SMART goal setting in all content areas.</li> <li>○ Teachers will create pre and post assessment goals for students and these goals will be reflected on by both teachers and students.</li> </ul>

<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>○ Teachers will receive ongoing training in ARIS beginning the first week of September, and expect to include lessons that target student engagement for low performing students.</li> <li>○ Assistant Principal, Social Worker, and Lead Teachers will select a school Data Team for approval by the principal.</li> <li>○ School Data Team will work with lead teachers in facilitating content/grade cluster training and support on data analysis and interpretation of the school's CEP.</li> <li>○ Teachers will confer with their lead teacher and the school's achievement officer in order to better understand data-driven instruction and the implications on their professional growth.</li> <li>○ Building leaders will conduct daily walkthroughs with selected teachers across the content areas to evaluate instructional needs and successes. Examining specific curriculum goals e.g. writing, literacy, essential questions, word walls, bulletin boards etc...</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>○ Administrators will collect data on teacher performance.</li> <li>○ Administrators will sit in on Target Ten meetings and provide support to teacher/advisors.</li> <li>○ Observations both Formal and Informal</li> <li>○ Grade and subject meetings – Agendas, Attendance Sheets, and materials</li> <li>○ Curriculum meetings – Agendas, Attendance Sheets and materials</li> <li>○ Mentor logs</li> <li>○ Teacher professional resources/texts</li> <li>○ Sample lesson plans</li> <li>○ Exemplary student work in all content areas</li> <li>○ Assessments which indicate increase in student skills both formative and summative</li> </ul>

<b>Goal Number 3</b>	
<b>Goal</b>	<p><b>Describe your goal.</b> Create a school environment that is conducive to learning. Where teachers, students, staff and parents feel safe and respected.</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>● A <i>respect</i> survey administered by the Data Team will be reviewed by administration.</li> <li>● A <i>safety</i> survey administered by the Data Team on the school's environment will be reviewed by administration.</li> <li>● Environmental Survey will show a 10% increase in the area of Safety &amp; Respect.</li> </ul>

<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>○ Every student and staff member completes a survey.</li> <li>○ The school's Data Team will create survey questions with the assistant principal on identifying ways to improve safety of the students and staff.</li> <li>○ The school's Data Team will create survey questions with the assistant principal and the PA officers on identifying ways to improve respect towards parents.</li> <li>○ The school's handbook will clearly articulate the school's safety plan and discipline consequences. This will formally be discussed during assemblies in September and October, by administration.</li> <li>○ During the September and October staff meetings administration will review with staff NYC DOE student discipline guidelines and best practices on dealing with parents.</li> <li>○ Student Safety Monitors will be selected and established by a teacher advisor. Responsibilities will include and not limited to hall patrol, cafeteria patrol, bathroom patrol. Students will be required to demonstrate good citizenship and leadership.</li> <li>○ Administration will meet monthly with safety advisor and selected student safety monitors on successes and concerns.</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>○ Administration will attend all PA meeting and hear concerns by parents.</li> <li>○ Principal will attend all PA officers' agenda meetings to articulate updates in the school.</li> <li>○ Student and teacher surveys</li> <li>○ A school's newsletter will be published at least twice this academic year to update parents and staff on student achievements, safety, and best practices.</li> </ul>

<b>Goal Number 4</b>	
<b>Goal</b>	<p><b>Describe your goal.</b> Develop a coherent curriculum across multiple content areas that broaden teachers' inclusion of enrichment activities within the curriculum to better meet the learning styles and academic needs of all students.</p>
<b>Measurable Objective</b>	<p><b>Set the measurable target that will define whether you have met your goal.</b></p> <ul style="list-style-type: none"> <li>● By January 2011, 100% of our teaching staff will engage in grade level teams to review and create curriculum maps.</li> <li>● 50% of all curriculum mapping efforts will focus on horizontal alignment of curriculum in ELA, Math, Science and Social Studies.</li> <li>● By December 2010 the Data Team and Lead Teachers will have analyzed the achievement data to select students in the bottom 1/3 on the Spring 2010 ELA exam to study.</li> </ul>

	.
<b>Action Plan</b>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <ul style="list-style-type: none"> <li>○ Every student completes a learning styles inventory.</li> <li>○ The school's Data Team will aggregate and disseminate student learning styles to all teachers, by November 2010.</li> <li>○ Student learning styles will be posted and available for easy review in 95% of classrooms.</li> <li>○ December 2010 Teachers learning styles will be matched with similar learning styles of students: and these teachers will be offered per session hours to tutor identified students utilizing the data from the inventory to improve student achievement.</li> <li>○ Teachers will meet monthly to begin crafting curriculum mapping</li> <li>○ The schedule will have cross content meeting time.</li> <li>○ The budget will be used to offer teachers per session hours to plan subject area/grade specific curriculum.</li> <li>○ Crafted curriculum will be shared school-wide and feedback collected.</li> </ul>
<b>Evidence</b>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <ul style="list-style-type: none"> <li>○ Team meeting agendas and logs</li> <li>○ Payroll documentation</li> <li>○ Professional development series agendas and notes</li> <li>○ Student and teacher surveys</li> <li>○ Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcome</li> <li>○ 80% completion of a curriculum that meets the measurable objective.</li> <li>○ Student report cards.</li> </ul>

## **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	46	38	N/A	N/A		2	12	4
7	43	43	N/A	N/A		5	9	3
8	57	44	N/A	N/A		10	16	5
9								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	A.I.S in ELA is being implemented in several different ways: Extended-Day and After –school program utilizing the Buckle Down Series (March-March Intervention Book.) Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. A special ELL’s intervention is also provided to students who receive these mandated services. The Wilson system is also provided for AIS students. Using various instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. Accelerated Reader is used in ELA (replacing Fontas and Pinnell to track reading levels and comprehension. Each child is assessed at the beginning of the year and goals are set based on that assessment. Assessment is ongoing. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of core content, anthologies and Audio books. The session ends with 10 more minutes of Whole-Group Instruction for a total of 90 minutes of direct AIS support. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. This program incorporates scaffolded pre-scripted lessons and plans with leveled reading material and assessments. Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support). AIS students receive weekly support from our ELA, ESL and Special Education teachers.
<b>Mathematics:</b>	AIS in Math is being implemented in several different ways: Extended-Day and After –school program utilizing the Buckle Down Series (March-March Intervention Book.) Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. A special ELL’s intervention is also provided to students who are ELL’s mandated. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. Holt mathematics and intervention programs are used for assessment, remediation, preparation and general instruction. Both plans include weekly tracking software, virtual instruction for individual student remediation, online assessment and analysis and high-interest teacher instructional materials.
<b>Science:</b>	AIS in science is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school as needed. We have not yet opened an assessment grade in this new school. When we reach that point in the coming years, we will conduct Parent Workshops to support parents of AIS students understanding of the science state exam. Parents will be given a six week assessment to help them determine areas that their child needs support with and provide them with after-school additional support opportunities.

<b>Social Studies:</b>	AIS in social studies is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. Ten-week assessments are given to ensure students' performance is aligned with the state scope and sequence. Small group tutoring is provided during lunch, before and after school. Parents are provided Progress Reports to ensure early notification of on-going instructional needs.
<b>At-risk Services Provided by the Social Worker:</b>	The school guidance team provides group and individual counseling including conflict resolution; crisis intervention; class visits and act as a resource for teachers and parents. Case Managers for PPT. Assist with attendance monitoring and intervention services. Child abuse prevention and intervention; address issues relating to students in temporary housing. Referral to outside agencies and services (ex: FAP; family counseling, academic services).
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist will offer clinical services and provide group and individual counseling including conflict resolution; crisis intervention; class visits & act as a resource for teachers & parents.
<b>At-risk Services Provided by the Social Worker:</b>	The school social worker will offer group and individual counseling including conflict resolution; crisis intervention; class visits and act as a resource for teachers and parents.
<b>At-risk Health-related Services:</b>	The school nurse provides students with their daily medication during the school day. Approximately 20+ students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.

**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.**

---

**Language Allocation Policy  
2010-2011**

**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.

---

Renaissance School of the Arts offers many resources to help participating children meet State standards. All subject area teachers follow New York State learning standards in all lessons and are receiving ongoing monthly professional development around Common Core State Standard instruction. During extended learning time, our school provides ELA and Math test prep to all students. They are reduced class size to allow students to expedite their academic development. Students at M377 will also be trained to use technology to elevate their reading levels. Our school was recently given a grant from Carmel Hill Accelerated Reader program and iREADY for the 2010-2011 school year. These interactive programs provides individual student with different reading texts according to their reading levels. Students will take comprehensive quiz online after they finish reading the book. Teachers will serve as facilitator, providing differentiated instruction to assist students achieving their reading goals. In addition, there are speech, ESL, SETSS, and reading programs to support students with special needs. During art block period, many students will participate in Music and the Brain program, which teaches students to use music to enhance their brain stimulation. Moreover, our school provides literacy support and homework help after school.

The administrators and the teachers work closely to ensure the above program resources are incorporated into students' daily schedules. Students are encouraged to participate in after school program as active learners. Through differentiated learning techniques, scaffolding, making interdisciplinary connections, which are consistent with content standards, using data which helps in planning for the different learning styles and targeting a group of students on levels one and two for math and ELA, our classrooms reflect a strong collaborative approach in reaching students' goals.

Our students work individually, and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Bloom's Taxonomy) through ESL textbooks and various manipulatives. Visuals and modeling help promote academic goals. Every classroom has leveled libraries which gives our students choices to express their literary style. Access to computers and resource materials are available.

Our extended services help our ELL population pass the State/City Assessments and examinations. We have enrichment programs in Math and ELA which aid in the process of language proficiency, critical thinking, communication skills, positive social actions and cultural awareness. During extended learning time, our school provides ELA and Math test prep to all students. They are reduced class size to allow students to expedite their academic development.

An essential element of the growth of our school is to include parents in the education of our students. Orientation for parents of newly enrolled ELL's is provided at the start of the school year. All correspondence is distributed in the various languages (Spanish, Haitian Creole, Hindi, etc.) that reflect our school's population. The school hosts parent orientation and open house for new students and parents at beginning of the year. Parents are informed of upcoming school events and various programs offered at our school. In addition, they are encouraged to participate in school related activities such as award ceremonies and trips to become more involved in school community.

- ESL instruction is provided by a licensed ESL teacher who has received professional development in incorporating high level ESL strategies in content areas.
- The literacy block includes all aspects of language usage, which is then modified by the ESL teacher. This program includes students who have passed the NYSESLAT or have reached advanced English levels and need continued support.
- Our students receive the mandated minutes of ESL instruction as determined by the LAB-R and NYSESLAT results. Our intermediate students receive 360 minutes of instruction and our advanced student receives 180 of ESL instruction
- The English proficiency level of each student is measured each year by the NYSESLAT and then the level of instruction is appropriated and reflected in classroom instruction
- The classroom teachers use ESL strategies (i.e. total physical response, scaffolding, repetition, graphic organizers, thematic units, mapping, predicting, anticipatory guides, story maps and language experience approach) to deliver academic content instruction and provide additional support for our students
- Our instructional model uses the core curriculum which focuses on balanced literacy and balanced mathematics and is in alignment with the NYC and NYS ESL standards, ELA standards and Math Standards. Our differentiated approach allows for the needs and success of our ELL population. Through individual conferencing and mini-lessons, instruction is targeted to children with specific learning or language needs. The components of these approaches are:
  - Read Aloud
  - Independent Reading and Writing
  - Shared and Guided Instruction
  - Mini-Lessons

**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) 6-8 SE                      Number of Students to be Served:       TBD       LEP        Non-LEP

Number of Teachers       1                            Other Staff (Specify) \_\_\_\_\_

### **School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

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

---

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

---

Teachers will attend professional development offered by the Department of Education and other educational and cultural institutions. Teachers will incorporate materials and learned strategies from these professional development workshops to provide an accelerated, high-quality curriculum to our students. In addition, teachers will share best practices, discuss students' progress and curriculum planning during monthly meetings. All teachers will also give students homework, periodic assessment, quizzes, tests and projects to ensure students applied their learning in different tasks. The school will use various data to drive differentiated instruction and grouping models.

Staff professional development is ongoing throughout the year. The Manhattan ISC and our network provide professional development sessions to set goals and guide curriculum. In addition to this support, the staff will participate in Q-TEL workshops, and ongoing professional development offered through the UFT. Our ESL F-status teacher also provides professional development as well as modeling of best practices. All staff members also participate in data analysis and content area professional development throughout the school year facilitated by administration.

**Section III. Title III Budget**

School: 04M377 BEDS Code: 310400010377

<b>Allocation Amount:</b> N/A Received no Title III Funds		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### 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**

---

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.

Every student entering the New York City Department of Education is required to complete a Home Language Survey. In addition to the survey, we conduct early registration meetings and we interview every parent. During these interviews we inquire into their preferences for communication. Staff members make note of these preferences and the secretary creates a data-base that is uploaded to our digital communication system called SchoolMessenger. All communications are translated for distribution and interpretation services are reserved for all school affairs.

Bilingual teachers, the family assistant and other staff members provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

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

Approximately 35% of our students speak a language other than English at home (majority Spanish) therefore, translation is extremely important. Parents were surveyed during registration and progress report meetings about their translation and interpretation needs. They expressed a continued need to receive all school notices and reports in multiple languages. The Parent Association, which is representative of the language needs of our student/family population, has also outreached to our families to assess their translation and interpretation needs. Written and oral communications are translated in a timely manner.

## 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.
  - The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our French speaking families, we utilize the language skills of our of our French speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as bilingual teachers.
  - Written translations are provided using three different translation softwares.. The DOE Translation and Interpretation Unit at 45- 18 Court Square-2<sup>nd</sup> floor, Long Island City, NY 111012 is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc.
2. 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>

Any document meant for distribution must be officially approved by administration. Once the document is approved it is submitted digitally to the administration and then to the school secretary who runs it through an online translation program. Once the document is translated it is sent to at least two native speakers of the translated language for proofing and accuracy checking. The final document is returned to the school secretary for printing, copying and distribution.

Oral interpretation services are provided by school personnel. When necessary, interpreters are scheduled through the Office of Translation and Interpretation.

**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:	130,625	51,657	182,282
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,555	522	2,077
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,775	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15,551	*	

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 is committed to developing and implementing a parent policy that foster fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

### **I. General Expectations**

Renaissance 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 carry out 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 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. Renaissance will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. 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.
- Renaissance will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards
- the State's student academic achievement standards
- 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

### **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 and school
- 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

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

<b>Renaissance School of the Arts will:</b>	<b>The Parent/Guardian will</b>
<p>MS377 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.</p> <p><b>Renaissance School of the Arts will:</b></p> <ul style="list-style-type: none"> <li>• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:</li> <li>• Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.</li> <li>• Use effective methods and instructional strategies that are based on scientifically-based research.</li> <li>• Hold open-house meeting prior to enrollment to address concerns. Interpreters will be available at all such meetings and all materials distributed will be translated into students' home language.</li> <li>• Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held: November and February.</li> </ul>	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> <li>• Promoting positive use of my child's extracurricular time</li> <li>• Monitoring attendance</li> <li>• Making sure that homework is completed</li> <li>• Monitoring amount of television their children watch</li> <li>• Volunteering in my child's classroom</li> <li>• Participating as appropriate, in decisions relating to my children's education.</li> <li>• Promoting positive use of my child's extracurricular time.</li> <li>• 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.</li> </ul>

- Provide parents with frequent reports on their children’s progress.
- Report cards will be distributed three to four times a year
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Staff will be available for parent-teacher conferences and during scheduled appointments.
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
- Parent are able to schedule observation and participation in classroom activities
- Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in

- 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.

**Describe the ways in which students will support their academic achievement, such as:**

Student will support their academic achievement and Responsibilities as follows:

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.
- Participate in class lesson
- Respect class and school rules

- decisions about the education of their children. The school will respond to any ~~Parent~~ suggestions as soon as practicably possible.
  - 3. 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.
  - 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.
- This year, we have hired only teachers that hold current certification in their area of instruction. We have also and continue to offer professional development opportunities to all staff members. Only highly qualified teachers have been hired or retained this school year.
- 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 Education Law. In addition to this support, the staff will participate in Q-TEL workshops, and ongoing professional development offered through the UFT. Each status teacher also provides professional development as well as modeling of best practices. All staff members also participate in content area professional development throughout the school year facilitated by administration.

Teachers will attend professional development offered by the Department of Education and other educational and cultural institutions. Teachers will incorporate materials and learned strategies from these professional development workshops to provide an accelerated, high-quality curriculum to our students. In addition, teachers will share best practices, discuss students' progress and curriculum planning during monthly meetings. All teachers will also give students homework, periodic assessment, quizzes, tests and projects to ensure students applied their learning in different tasks. The school will use various data to drive differentiated instruction and grouping models.

**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.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.  
 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. Section IV: pages 11-15  
 Please see statement above.

1. Schoolwide reform strategies that:
  5. Strategies to increase parental involvement through means such as family literacy services.
    - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and workshops to bring awareness to the parents of the many programs throughout NYC that can help them to become English proficient. They will also help provide navigators themselves throughout the city and the public education system. The goal is for the parents to be able to make the best choices for their child historically increase the quality of life. To facilitate effective communication and inclusion, translation and interpretation services will be provided to all parents, particularly those with limited English proficiency 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.
- Surveys
  - Conferences
  - Annual Meeting
  - P.A./S.L.I. Meeting
  - Appendix 1 Part B page 22
  - Use of School Messenger
  - Parent Compacts

2. Instruction by highly qualified staff. 100% of teachers are highly qualified

6. 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

7. 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.

**Please see: SECTION V: ANNUAL SCHOOL GOALS**

8. 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.

**Please see: SECTION V: ANNUAL SCHOOL GOALS\_and Part B. Description of Academic Intervention Services**

9. 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.

**Please see: SECTION V: ANNUAL SCHOOL GOALS\_and Part B. Description of Academic Intervention Services**

## 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” <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓	130,625	✓	
Title I, Part A (ARRA)	Federal	✓			51,657	✓	
Title II, Part A	Federal			✓	N/A		
Title III, Part A	Federal	✓			N/A		
Title IV	Federal				N/A		
IDEA	Federal				16,590	✓	
Tax Levy	Local	✓			1,231,965	✓	

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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

## **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 currently have 7 students in temporary housing.

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

Every effort is made to assist with family stability. Attendance intervention is paramount in our support. It is unfortunate that the initial form, home instability takes, is through reoccurring absence. That being said, outreach starts at the point of discovery. We immediately link the family with the school' social worker who is responsible for outreaching to city agencies to request expedited processing of home placement. Our Community Associate also assists with service linkage for the family. Because our school is a uniform only school, we provide free school uniforms to every one of our STH students. At school support through the school PA is offered to the parents as well. We also provide attendance Incentives as we do for all students. Students are also are provided with supplies (book bags and other school supplies) as necessary and families are provided with services, such access to canned goods and computer use. We continually monitor these students' situations in order to determine whether the students and/or families are in need of any further services.

In addition, we have McKinney-Vento Homeless Assistance Act posters throughout the school to ensure that students and parents are aware of their rights.

**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**

<b>School Name:</b>	Renaissance School of the Arts					
<b>District:</b>	4	<b>DBN:</b>	04M377	<b>School</b>		310400010377

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			92.2	89.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			82.1	81.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	66	54	64				
Grade 7	0	69	59			88.1	91.9
Grade 8	0	0	74				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0			6	6
Grade 12	0	0	0				
Ungraded	1	1	3				
<b>Total</b>	<b>67</b>	<b>124</b>	<b>200</b>			<b>5</b>	<b>0</b>

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		82.1	81.5

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		88.1	91.9

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		6	6

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		5	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	18	22	Principal Suspensions		0	11
# in Collaborative Team Teaching (CTT) Classes	0	6	16	Superintendent Suspensions		8	7
Number all others	16	18	23				

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		6	14
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	9	9	TBD				
# ELLs with IEPs	2	6	TBD				

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	3
--	--	--	--	---	--	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	7	% fully licensed & permanently assigned to this school		100.0	90.9
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		16.7	35.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		33.0	64.3
American Indian or Alaska Native	0.0	0.8	0.5	% core classes taught by "highly qualified" teachers		87.5	93.3
Black or African American	49.3	43.5	46.0				
Hispanic or Latino	46.3	53.2	51.0				
Asian or Native Hawaiian/Other Pacific	3.0	0.0	1.0				
White	1.5	2.4	1.5				
<b>Male</b>	53.7	54.0	54.0				
<b>Female</b>	46.3	46.0	46.0				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	2	2					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	68.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	7.3	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	48.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](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 <b>type here</b>	District <b>04</b>	School Number <b>377</b>	School Name <b>RSA</b>
Principal <b>Tammy Pate</b>		Assistant Principal <b>Melissa Vaughan</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Joanne /ESL</b>		Guidance Counselor <b>Ronald Murray</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>type here</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### 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	<b>1</b>	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	<b>201</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>10.45%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## 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. Students entering New York City public school for the first time will be given HLIS by the principal, assistant principal or the ESL teacher. Once the HLIS indicates students' native language is a language other than English, an informal oral interview in English and in their native language will be conducted. Then the ESL teacher will administer the LAB-R to the new ELLs as a formal assessment to identify students' English proficiency.

The principal and the ESL teacher pull out LAB-R, NYSESLAT Exam History Report (RLAT) periodically to make sure the entitled students receive mandated ESL service. These students will attend ESL classes and learn about NYSESLAT test taking strategies and other language skills. They will be given NYSESLAT in May as an annual evaluation of their English proficiency.

2. The ESL department holds, and will continue to sponsor, parent orientation for new students and parents in September. In addition to that, teachers also communicate and inform the parents about the program choices during ESL parents meeting. The Parent Teacher Conference is held twice a year, the first during October/November and the second in February. Parents will also receive information about district wide ESL related events and community programs that supports ESL.

3. The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. The parents will be encouraged to complete the forms on the date of the orientation. They will also be notified that if a form is not returned, the default program for ELLs will be Transitional Bilingual Education Program.

4. Administrators and the ESL teacher will review LAB-R and NYSESLAT exam scores to make sure ELLs are placed in ESL classes that are appropriate to their levels. The school communicates with the parents in their native language to inform them about the placement, the purpose of ESL class, class description, the mandated service time, plans and goals for ELLs.

5. The trends in program selection have been ESL program. Out of all the forms received, six selected Dual Language Program, seven selected ESL program and four did not return the forms. We are still waiting for four recently enrolled students to return their forms.

6. The program model offered at our school aligned with parent requests.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							5	10	10					25

Push-In														0
Total	0	0	0	0	0	0	5	10	10	0	0	0	0	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	6
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	13

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		0								0
Dual Language					0					0
ESL	2	1	0	6	1	3	13	0	4	21
Total	2	1	0	6	1	3	13	0	4	21

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	2	9					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French								2						2
Korean														0
Punjabi														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

## 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.

1a. Students attend self-contained ESL class through a pull-out program.

1b. ELLs are grouped homogeneously and ungraded in ESL classes.

2. Beginning level ELLs have 2 periods of ESL, intermediate level, 2 periods of ESL and advanced level, 1 period of ESL. ELLs are pull-out of Science, Social Studies, ELA, Math and electives on a rotating basis. In August/September, the principal and the ESL teacher sit down to create a schedule for the entitled students. The decision of pull-out is based on the level of current students and the feedbacks from their content area teachers. However, all students receive the minimum explicit ESL instruction.

3. The ESL program follows QTEL methodologies and workshop model to make content and language instruction comprehensible. Different levels of workbooks/textbooks are set up in the ESL classroom to provide for greater differentiated instruction. All lessons are in English. The usage of realia, community sources and technology will make the language acquisition process as viable as possible. Teacher will act as a facilitator; provide small group instruction and contextual assistance for students in the content areas.

4a. The ESL teacher works with them individually as well as in group setting. She provides English support using ESL strategies and one-on-one tutoring.

4b. Newly enrolled ELLs will be paired up with another ELLs or a mainstream student for guidance and support. Materials appropriate for the newcomers will be available for them. Newcomers will be notified that they're required to take New York State ELA exam after the first year. ELA teachers and the ESL teacher will provide necessary help such as one-on-one tutoring and small group test prep to ensure these students can learn as much as possible and be prepared to take the New York State ELA exam.

4c. The ESL teacher will analyze students' NYSESLAT test scores with them so they will know their weaknesses and areas they need to work on. Students will take periodic assessment to check their progress.

4d. Our school will continue to provide support and instruction to Long-Term ELLs in order to help them transition into mainstream class.

4e. Our school will provide any necessary needs for students with special needs. These students will be encouraged to work in groups or with a partner to complete their projects and school assignments. They will get extended time to complete the assignments upon receiving

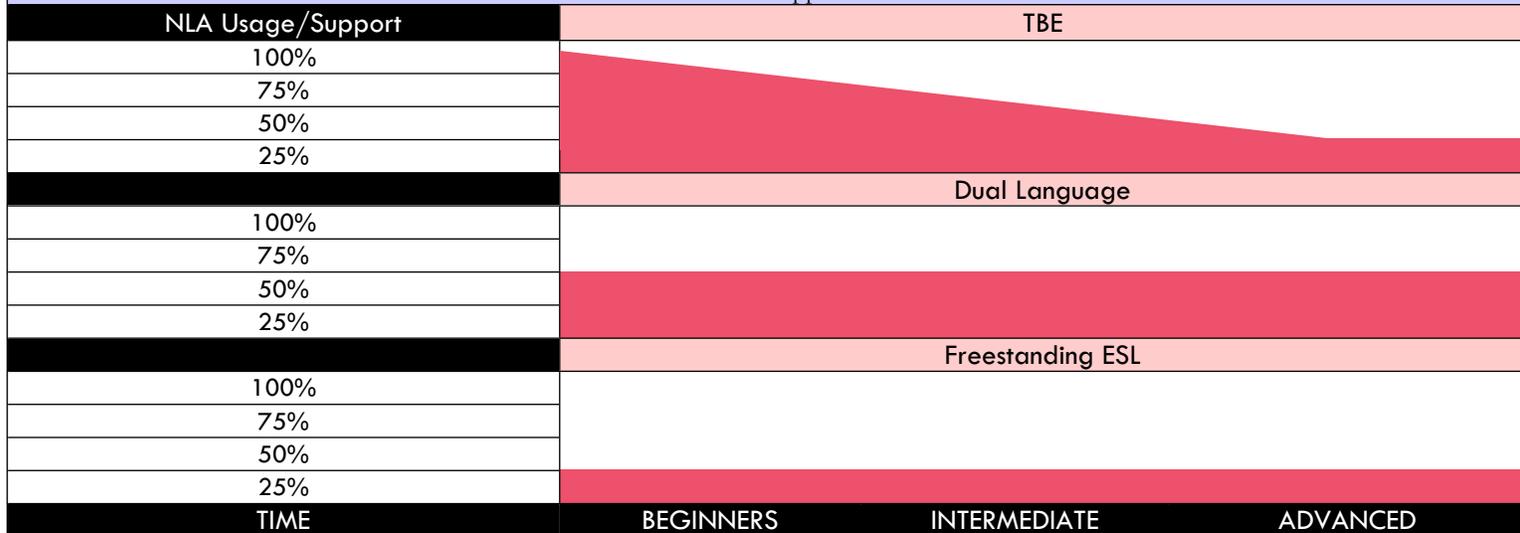
approval from other teachers.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



## B. Programming and Scheduling Information--Continued

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

5. ELLs attend AIS for Math and Reading support daily. The targeted subgroups are beginning and intermediate ELLs. These students learn basic math skills and reading strategies through the use of technology and other academic resources in small settings.

6. The students who have reached proficiency on NYSESLAT will continue to receive support from the ESL teacher when needed. Content area teachers and ESL teacher will have on-going communication to discuss best ways to support these students. They will not receive ESL class on their schedule but the ESL teacher will continue to support them academically during lunch time or after school. We will continue to ensure that these students receive test accommodations for two years.

7. Our school will continue to strengthen the ESL program by providing students with various language resources such as different levels of textbooks/workbooks, bilingual dictionaries and independent reading books in different levels. In addition, the ESL teacher will attend workshops to learn new strategies that will meet students' different needs. Moreover, we will implement more use of technology to enrich instructional experience.

8. None

9. All ELLs at Renaissance of the Arts are fully integrated into the general population and participate in all activities available within the school community. They have equal access to all school programs. Most of our ELLs have attended New York City public school for many years and they are fluent English speakers. They are offered the same opportunities to participate in school activities such as after school programs, trips and school dance. Translation services will be available to new ELLs and parents of new ELLs. We will inform them about upcoming school events and school programs. We will also recommend suitable programs that will be beneficial to these students.

Our school offers homework tutoring and math instructions after school. These services provide instructions for students in preparations for the New York State Exams.

10. Various textbooks/workbooks are used for different levels of students. Some titles are Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and other supplemental materials. Students also have access to the library to practice their researching skills. In addition, all students use Ranzulli Learning, Skills Tutor, and Accelerated Reader software programs to strength students' reading levels and for better differentiated instruction and.

11. ESL lessons are taught and designed to bring out ELLs' prior knowledge while allowing them to absorb new information. ELLs' native language skills have been used for instructional purposes such as translating/assisting lower level students and providing Spanish cognates chart for the Spanish ELLs in learning English vocabulary.

12. Yes, the required services emphasize on strengthening students' listening, reading, speaking and writing skills by using grade appropriate materials.

13. Newly enrolled ELLs will be paired up with another ELL or a mainstream student for guidance and support. They will be informed about the ESL program and services during orientation. Materials appropriate for the newcomers will also be available to expedite their learning process.

14. Our schools offers French to all students.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

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

1. All ELL personnels will attend PDs offered by the region and other educational institutions with a minimum of five PDs attended annually.
2. Administrators and teachers will have on-going communication to discuss the ELLs who need assistant as they transition from elementary to middle and middle to high school.
3. PDs attended annually will satisfy the minimum hours of ELL training required.

#### 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. Most parents attend parent orientation, school wide family dinner, and parent teacher conferences regularly. Some parents also volunteer as chaperons on school trips and help decorate the school for school concerts and dances.

2. No.

3. We encourage parents to share their opinions and ideas related to ESL issues during orientation, parent teacher conferences, and individual meetings with the parents.

From the survey forms and their feedbacks, we will be able to address their questions/concerns and evaluate their needs.

4. The parental involvement activities allow the parents to express the needs and ask questions about the school or the ESL program. The parents can learn about the resources and supports offered by our school. In addition, some parents get acquainted with other parents, teachers, and administrators and become active community members.

## 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)									3					3
Intermediate(I)							1	2	3	0				6
Advanced (A)							5	2	5					12
Total	0	0	0	0	0	0	6	4	11	0	0	0	0	21

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	2	2	0	6
7	1	1	0		2
8	5	5			10
NYSAA Bilingual Spe Ed			1		1

**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						0
6			4		1		1		6
7	2		2						4
8	3		6		1				10
NYSAA Bilingual Spe Ed							1		1

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		9		4		1		18
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	11	0	5		3				19
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. Our school uses baseline assessment, Acuity and Accelerated Reader to assess the early literacy skills of our ELLs.
2. Across the grades and proficiency levels, the NYSESLAT/ LAB-R data revealed students' weaknesses in writing and reading. Most students have higher scores on NYSESLAT listening/speaking and lower scores on NYSESLAT reading/writing.
3. The instructional decisions will emphasize on strengthening students' listening, speaking, reading and writing skills by using grade appropriate materials. Lessons will be designed according to ESL and ELA standards. Students will be expected to practice the four modalities in every lesson. Accommodations and differentiation will be provided in lesson planning. This includes homogeneous and heterogeneous groups, differentiated workbook activities, and explicit goal setting based on teacher observation and diagnostic results.
- 4a. Across the grades, most ELLs scored 2 on New York State ELA, Mathematics and Science Exams. Students scored the lowest in New York State Social Studies Exam. Sixth graders have the highest test scores, some scored 3 or 4 on the state exams. This pattern indicates that students' English proficiency level on the NYSESLAT does not always transfer to their state exam scores. No students took the exam in their native language. Therefore, no comparison can be made at this point.
- 4b. The school leadership and teachers are using the result of the periodic/interim assessments as an indication and assessment of ELL's English proficiency. This data helps teachers group students accordingly and aids in differentiated instruction. The data is also used to set benchmarks and isolate students in need of AIS.
- 4c. Students generally obtain high scores from the periodic assessments because the periodic assessments do not require students to write an essay. Native Language is not used for the periodic assessments.
5. N/A
6. Programs for ELLs are considered successful when students exhibit tremendous improvements on their test scores as well as their listening, speaking, reading and writing skills through other tasks such as book reports and oral presentations.

### 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		