



REVISED 1/7/11

**RENAISSANCE HIGH SCHOOL
08X293**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (08X293)

ADDRESS: 3000 EAST TREMONT AVENUE BX, NY 10461

TELEPHONE: 718-430-6390

FAX: 718-430-6308

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X293 **SCHOOL NAME:** Renaissance HS for Musical Theater & Technology

SCHOOL ADDRESS: 3000 E. Tremont Ave. Bronx, NY 10461

SCHOOL TELEPHONE: 718-430-6390 718-430-6308

SCHOOL CONTACT PERSON: Maria Herrera **EMAIL ADDRESS:** Mherrer2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Steve Plerqui

PRINCIPAL: Maria Herrera

UFT CHAPTER LEADER: Dan Savio

PARENTS' ASSOCIATION CO-PRESIDENTS: Jennifer Menzer

STUDENT REPRESENTATIVE:
(Required for high schools) Amabel Abreo

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** PAN/ESO 5

NETWORK LEADER: Christina Jimenez

SUPERINTENDENT: Elena Papaliberios

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
Maria Herrera	*Principal or Designee	
Dan Savio	*UFT Chapter Chairperson or Designee	
Jennifer Menzer	*PA/PTA President or Designated Co-President	
Tara Cuadra	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Steve Plerqui	DC 37 Representative, if applicable	
Amabel Abreu Lakeram Bisnauth	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lillian Velasquez	Member/Parent	
Awilda Taveras	Member/Parent	
Michael Adams	Member/Parent	
Margaret Crosby	Member/Teacher	
Adriene Wilson	Member/Teacher	
	Member/	
	Member/	

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

- Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Located in the Throggs Neck section of the Bronx, Renaissance High School is part of the Lehman High School Campus. A comprehensive high school which serves 9th through 12th grades, Renaissance draws applicants from all parts of the borough while serving an ethnically diverse population. We are now in our seventh year of operation and will be graduating our fifth senior class in June 2011. Lincoln Center Institute (LCI), **A**dvancement **V**ia **I**ndividual and **D**etermination and Lehman College, Assessment for Learning (AFL), Columbia University: Teachers College, I-Zone, Lehman Math Project, College SUMMIT, LCI Opera House and The Mannes School of Music are some of our established and committed partners. We are committed to supporting and encouraging diverse learners academically and artistically in order to help all of our students discover their strengths and passions, work towards clear expectations, celebrate their accomplishments, and reach their potential. We have a safe and secure learning environment where we endeavor to help young adults use their voices and talents to make positive contributions to society. RHS envisions a 90% attendance rate for each student, an 80% cohort graduation rate each year, and a 90% graduation rate with students gaining admission to two and four year colleges. Students are directly involved in the arts and focus on instrumental and vocal music. Performing arts courses highlight musical theater. The study of original works, in conjunction with our partner Lincoln Center Institute, is incorporated into our curriculum. Utilizing an inquiry based instructional model and the newest forms of educational technology, Renaissance is a visionary environment that holds high expectations for all stakeholders and differentiates instruction to the needs of our clients. This differentiation is based on assessments such as the McGraw-Hill's Acuity Series for English, E.S.L and Math, as well as department generated assessments. All exam assessments undergo item analysis, which is then used to develop **I**ndividual **M**onitoring **P**lans for students. These plans are used to guide instruction and all stakeholders in the child's education are privy to their IMPs. IMPs are constantly monitored and revised during content and data team meetings. Students track their own learning goals via Progress Charts which are kept in their individual binders, which are visual reminders to students of their academic success and are an efficient way for them to track their areas of need. Curriculum Maps are revised yearly and are based on data collected from these and other sources, such as class and Regents' passing rates. Our goal is to motivate our students to cultivate agility of mind, self-awareness, communication skills, and creative excellence, while becoming compassionate, responsible and engaged citizens. Students elect to apply to Renaissance High School for Musical Theater and Technology because they have an interest in dance, drama, vocal and instrumental music. Frequently, our entering freshmen class comes to us in need of academic support which we provide through programs like Special Education Support Services, Integrated Collaborative Teaching, and double block periods of English and Math. Renaissance endeavors to educate the whole child producing well rounded citizens.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Special Education Enrollment:					
Total				(As of October 31)	2007-08	2008-09	2009-10		
					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:					Special High School Programs: Total Number				

DEMOGRAPHICS									
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				Number of Staff: Includes all full-time staff					
# ELLs with IEPs				(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					
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals					
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals					
				Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino				Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White									
Multi-racial									
Male									
Female									

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

- RHS has been trending upward in percentage of students receiving an 85 or higher on both the Global and United States history Regents, as well as the ELA Regents,
- RHS has noticed a correlation between the lower performing (students failing 2 or more classes) and students with poor attendance rates.
- RHS has consistently received students ranging in the 2.1 to 2.4 proficiency range in math

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

- RHS has received and utilized grants for the continuation of AFL professional development, which focuses on higher order skills and gives teachers a common language to use while planning lessons.
- There has been increased use of technology and data (such as Smartboards, ARIS, Skedula, and Datacation) to drive instructional practices and better serve our students.
- Math/Literacy coaches have assisted teams and teachers in developing meaningful assessments based on data and an improvement in teaching technique has been noted.
- More information on the strengths and weaknesses of our Special Education students has been gathered and shared with our General Education teachers utilizing a feedback mechanism that was put in place this year.
- Special Education teachers at RHS were provided the opportunity to inter-visit and dialog with SETSS teachers from Lehman High School in order to be able to provide a systematic and transparent service delivery model for our more challenged student population.

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

- Campus wide safety and security concerns need to be holistically addressed by all staff members in order that rules and protocols are adhered to by all students.
- Student attendance is decreasing and needs to be consistently addressed by teachers, deans, and Guidance counselors as well as by the Attendance teacher.
- Transfer and over the counter students are increasing the number of over age, under-credited, and low performing students, making on time graduation problematic.
- IEP students, who have poor attendance and are not on-track to graduate, are impacting cohort data adversely.

- There is a regular, yearly turnover in teaching staff, which adversely affects the continuity of instruction and presents a difficulty with team building.

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. To support and focus additional resources on the incoming freshman ELLs, IEP students, and transfer students who are over age and under credited, in order to sustain a yearly credit accumulation of 10 or more credits in at least 50% of this student population for the 2010-2011 school year.**
- 2. To raise the school-wide attendance rate by 3% by the end of June 2011.**
- 3. To increase by 3% the number of students achieving a score of 65% or higher on the NYS Integrated Algebra & Geometry Regent Exams by the end of June 2011.**
- 4. To increase by 3% the number of students accumulating 6 or more science credits by the end of 11th grade in June of 2011.**
- 5. To increase Social Studies credit accumulation by 3% overall for juniors and seniors in the 2010-2011 school year.**

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Incoming freshman ELLS, IEP students, & transfer students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To support and focus on incoming freshmen that are ELLS, IEP students, and transfer students that are over aged and under-credited in order to sustain a yearly credit accumulation of 10 or more credits in at least 50% of this population.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Guidance counselors will be alerted to this population in order to monitor their progress and make contact with the parents should their grades go down. Teachers will focus on this population and have an opportunity to discuss students’ progress at weekly content and team meetings. Attendance teacher will make contact with parents of these students should attendance become an issue. Credit recovery options will be offered by the principal, should makeup work be necessary for students to stay on task. Regents preparation classes will be added to the list of available offerings to further enhance students’ success. Money is set aside in the school budget for credit recovery, after school tutoring sessions, and Saturday school for all students in need of assistance with class work</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Guidance Staff including but not limited to: Social worker, guidance counselors, Special Education Coordinator, ESL Teacher and administration • All information and training will be turn keyed during staff common planning • Title I Funding • Funding consolidation

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Acuity testing done at the beginning of the school year will pinpoint the students' academic areas that are in need of attention. Class tests, Mid-Term exams, first marking period grades, and progress charts note the areas of deficiency that need remediation. Many students have an IMP chart that also indicates individual progress. These markers determine progress on a weekly, monthly, and 6 week report card intervals.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Attendance rate – school-wide

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To raise the school-wide attendance rate by 3% by the end of June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Daily visits and calls to the homes of non-attending students by the Attendance teacher in order to increase attendance rates. Calls to the parents by individual classroom teachers for students who are late to class and absent for two days or more in a row. Calls to the parents of the students picked up in the halls/ cutting classes by the Deans. Intervention by the Guidance counselors and related service counselors who will speak to students who are cutting classes to ascertain if there is some underlying issue. All teaching staff and counselors meet twice a month for department and faculty meetings. The subject of attendance will be brought up and a concerted effort made by all stakeholders to address the problem and reverse the trend.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Guidance Staff including but not limited to: Social worker, guidance counselors, parent coordinator, community associate • All information and training will be turn keyed during staff common planning • Title I Funding • Funding consolidation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of attendance is done daily, weekly, and as necessary by Attendance teacher, Classroom teachers, Deans, Guidance counselors, and related service providers to foster improvement in student attendance. Utilizing members of this staff, in a consolidated effort to improve attendance, improvement of at least 5% should be noted.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be a 5% increase in the number of students achieving a score of 65% or higher on the NYS Integrated Algebra and Geometry Regent Exams by the end of June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>RHS will offer the following Regents preparation courses: Algebra, Geometry, & Algebra II & Trig. We will be offering AP Calculus AB on line in September of 2010. Students will be able to take after school tutoring in Math and Saturday school will be available to them in order to bolster understanding and credit accumulation. A Math coach comes weekly to assist & train teachers with better planning and delivery of their lessons throughout the school year. ITT teachers use their expertise to deliver instruction to the Special Education students in the team taught Math classes. Regents prep classes, smaller class sizes, tutoring sessions with incentives and more accountability, Datalink to diagnose and drive instruction, IMPs for targeted students, and concentration on the bottom third of students and students with disabilities will be used to increase the rate of passing classes and Regents exams.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Math Team, Mathematics Coordinator, ADMINISTRATION • All information and training will be turn keyed during staff common planning • Title I Funding • Funding consolidation

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Acuity, weekly tests, Mid-Terms, Progress charts, and students' report cards will indicate progress towards this goal.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>There will be an increase of 3% in the number of students accumulating 6 or more Science credits by the end of 11th grade compared to the previous year’s 11th grade.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>RHS will offer the following Regents preparation courses: Earth Science, Living Environment, & Chemistry. Students will be able to take after school tutoring in Science and Saturday school will be available to them in order to bolster understanding and credit accumulation. ITT teachers uses their expertise to deliver instruction to the Special Education students in the team taught Science classes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Regents prep classes, tutoring sessions, Datalink to diagnose and drive instruction, IMPs for targeted students, and focus on the bottom third of students with disabilities will be used to increase the rate of passing classes and credit accumulation. Resources have been set aside for funding these classes and technology.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity, weekly tests, Mid-Terms, Progress charts, and students’ report cards will indicate progress towards this goal.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	21	21	15	20	130		60	
10	35	33	25	30	127		50	
11	12	11	9	10	90		50	
12	10	10	8	10	119		50	

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>RHS provides double pd. ELA blocks in Ramp-Up for incoming Level I & II freshmen. Wilson Reading Program is provided to special education students. Tutoring sessions are provided after school and Saturdays for struggling students. Individual Monitoring Plans are developed for students based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction.</p>
<p>Mathematics:</p>	<p>RHS offers Regents prep classes and intensive Math classes for Level I & II 9th graders. We offer tutoring sessions after school and Saturdays for struggling students. Individual Monitoring Plans are developed for students based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction.</p>
<p>Science:</p>	<p>RHS provides Living Environment and Earth Science Prep classes to build students skills in preparation for the Regents. We offer tutoring sessions after school and Saturdays for struggling students. Individual Monitoring Plans are developed for students based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction.</p>
<p>Social Studies:</p>	<p>Tutoring is provided after school and Saturdays for struggling students. Individual Monitoring Plans are developed for students based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction. Regents preparation classes.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Guidance counselors work with teachers to offer academic interventions and attendance support. All RHS staff has received the ladder of guidance referrals and training in regards to crisis intervention, signs of depression, suicide and educational, emotional and physical abuse as defined by the NYS Department of Social Services. All students are interviewed at least twice a year to discuss academic progress and graduation plans. Any student requiring on going counseling is either seen in a group or referred to an outside agency when appropriate.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>RHS works closely with the Lehman Campus School Based Support Team. Special Education referrals and triennials are reviewed by the committee and by the RHS Pupil Personal Team.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>RHS has a full time Social Worker who provides mandated services to all Special Education students. In addition, she works with students who are at risk due to absenteeism.</p>

At-risk Health-related Services:	RHS provides double period ELA blocks in Ramp-Up for incoming Level I & II freshmen. Wilson Reading Program is provided to Special Education students. Tutoring sessions are provided after school and Saturdays for struggling students. Individual Monitoring Plans are developed for students based upon diagnostic data and teacher assessments, which guide tutoring & differentiated instruction.
---	---

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 native language in order to support shared parent-school accountability, parents' access to information about their child's educational options, and parents' capacity to improve their child's achievement.

Part A: Needs Assessment Findings

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

At the start of the academic year, the Parent Coordinator sends out a mailing in English and Spanish to survey parents' language preference. In addition, the ATS language survey document is analyzed to determine the language needs of the Renaissance students. We have our Spanish teacher & our Principal review and translate all correspondence prior to disseminating it to the parents or the school community. Several staff members are bilingual in Spanish or Croatian. The signs for the Office of Interpretation and Translation are prominently displayed and this phone number has been distributed to all staff members.

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

Based on our survey and parent communications, we found that Spanish is the language of preference for many of our parents. Therefore, all correspondence is mailed in English/Spanish and when making phone calls Spanish speaking staff is readily available.

Part B: Strategies and Activities

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

All parent correspondence is translated by our Spanish teacher who is paid per-session for her time. Some of the documents that are translated are the PC Newsletter, all school letters, and flyers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
Several staff members are fluent in Spanish and available to assist parents. In addition, we have Croatian and Japanese speaking staff members that are available for translation, if needed.

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

Signs informing parents of the availability of translation services, provided in Spanish, are visible throughout the school. We have additional posters posted that inform parents of the opportunity to utilize the services of the Office of Translation and Interpretation Unit when necessary. All documentation and information booklets, provided by Renaissance or the Department of Education, are made available in Spanish as well.

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:	253,161	256,894	
2. Enter the anticipated 1% set-aside for Parent Involvement:	2532	2532	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,845	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,113	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **97%**
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.
- **Professional Development**
 - **Verification of College Courses**
 - **Teachers left the system**

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As per the RFLG report, we have six students who are presently residing in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
The guidance staff will meet with each student individually and inform them of their rights, including full fare metro cards, lunch, and textbooks. Additionally, students will be provided with the STH content expert's name and telephone number.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Renaissance High School for Musical Theater & Tech					
District:	8	DBN:	08X293	School	320800011293	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		81.8	83.2	82.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	148	132	139				
Grade 10	142	136	127				
Grade 11	76	100	102				
Grade 12	76	90	91				
Ungraded	0	1	0				
Total	442	459	459				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.3	94.1	92.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	61.9	80.7	78.2

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	17	9

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	4	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	11	25	27
# in Collaborative Team Teaching (CTT) Classes	42	51	52	Superintendent Suspensions	12	16	11
Number all others	31	37	37				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	28	31	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	8
# receiving ESL services only	29	18	TBD	Number of Educational Paraprofessionals	2	1	1
# ELLs with IEPs	4	9	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	15	61	% fully licensed & permanently assigned to this school	100.0	100.0	92.8
				% more than 2 years teaching in this school	21.4	40.6	76.7
				% more than 5 years teaching anywhere	14.3	18.8	30.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	57.0	56.0	76.7
American Indian or Alaska Native	0.7	0.2	0.4	% core classes taught by "highly qualified" teachers	100.0	87.4	91.8
Black or African American	33.0	32.5	29.4				
Hispanic or Latino	61.1	59.9	60.8				
Asian or Native Hawaiian/Other Pacific	2.3	2.4	3.3				
White	2.3	4.6	6.1				
Male	35.7	40.3	38.8				
Female	64.3	59.7	61.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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:

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

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	71
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	82.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	39.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	13.5					

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

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

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

Renaissance High School For Musical Theater and Technology

Maria Herrera, Principal

Jason Maass, Assistant Principal

Parental Involvement Policy

In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children's a written parental involvement policy that contains information required by section 1118 (a) (2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectation for parental involvement and describes how the LEA will implant a number of specific parental involvement activities, and is incorporated into the LEA, s plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or frame work, but if they establish the district's expectation for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118 (a) (2) requires be in the district wide parental involvement policy. School districts, in constitution 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's academic achievement.

* * * * *

PART I GENERAL EXPECTATIONS

NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. (Section 1118 (a) (2), ESEA.) There is no required format for those written expectations; however, this sample of what might be included.

Renaissance agrees implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA), Those programs,

EXAMPLES OF ALLOWABLE TITLE I PARENT INVOLVEMENT EXPENDITURES

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents Title I participating children to be able to join in an effective partnership with schools to support high school student achievement. Expenditures should be planned in accordance with goals, objectives, and participating children must consulted regarding Title I expenditures. Such consultation must take place before any expenditure is made, be ongoing, and continue

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

"Renewing the spirit of our students through inquiry and performance"

throughout the fiscal year. Expenditures should be reasonable and be made in accordance with the New York City Department of education policies and procedures as detailed in the Department's Standard Operating Procedures Manual

Examples of allowable parent involvement expenditures with Title I funds include:

- Family Literacy training
- Parenting skills building
- Meetings to engage parents in planning, Development and evaluation of Title I Program
- Professional development for parents to Enable all children in the school to meet City and State performance standards, During the regular school year and the Summer
- Translation of information into any Language spoken by a significant Percentage of the parents of Title I Participating children
- Per session costs of hiring teachers to Provide classes or workshops for parents
- Reasonable expenditures for refreshments Or food at parent workshops and trainings, Particularly when parent involvement activities Extend through mealtime
- ESL and GED preparation courses for adults
- Evening classes that develop practical skills, Such as computer proficiency
- Instructional supplies and materials
- Equipment and books to create a Lending library collection for parents
- Equipment and supplies for a parent Resource room to be used for parent Workshops and other training sessions
- Reimbursement to parents for such Expenses as transportation or babysitting Costs (with applicable receipts) Associated with attendance at workshops, Meetings and conferences
- Postage, communications, and printing
- To provide ongoing outreach and Information services to parents
- Distribution of home-based educational Activities
- Activities for non-English speaking Parents

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

- Expenses related to parent-teacher Conferences

*Note: This is a list of examples of allowable expenditures. Allowable expenditures are not limited to this list only.

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118 (b) of the ESEA, and each include as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parent 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.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parent of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expect that its Title I schools 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 students academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II

DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

The District wide Parental Involvement policy must include a description of how the district will implement or accomplish each of the following components. {Section 1118 (a) (2), ESEA}

1. Renaissance High school will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
 2. Renaissance High school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 3. Renaissance High school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performances:
 4. Renaissance High school will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: P. A., SLT, AVID
 5. Renaissance High school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parent Coordinator will also mail surveys according to language preference.
1. Renaissance High school will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Will offer child care during meetings(if needed)
 - Will offer workshops according to parental needs and preferences
- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the action 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 and Regents exams
 - The requirements for graduation
 - How to monitor their child's progress
 - Establish rapport to cultivate student success

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Offering workshops to all parents

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

- Enlisting the assistance of the Parent Coordinator and Regional staff

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First, Early Reading first, Even Start, Home Instruction Programs and the Parent as Teachers Program, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Offering workshops and Open Door Policy to obtain information

E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parents have been surveyed for language preferences
- All calls and mailing will be done in a timely fashion

PART III DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENT

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 (e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title , Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expense associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

- In order to maximize parental involvement and participate in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parental advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

* * * * *

PART IV - ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced

By _____.

This policy was adopted by Renaissance High School on ___mm/dd/yy_____

And will be in effect for the period of _____. The school district will distribute this policy to all parents of participating Title I, Part A children on or before

_____.

(Signature of Authorized Official)

(Date)

SCHOOL-PARENT COMPACT

Renaissance High School 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), agrees 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 2008-2009.

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Renaissance will

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Renaissance will employ a qualified staff who will consistently strive to improve their pedagogy through professional development, inter-visitations, and collaboration with other Renaissance staff. These staff members will utilize varieties of instructional methodologies appropriate to the students' needs based upon data.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent-teacher conferences:

October 2008

April 2009

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Renaissance high school provides: Progress reports and reports cards to students three times each term. Report cards are also mailed and available in the main office.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Renaissance High school staff is available through open-school conferences, email, and our open door policy. The new Renaissance website will allow parents to communicate with school staff more effectively.

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

Renaissance High school will inform parents of volunteer opportunities during PTA meetings and via phone calls. Classroom observations can be arranged for parents at their convenience.

Parent Responsibilities

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

3000 East Tremont Avenue, Bronx, New York 10461

Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

- **Monitoring attendance**
- **Making sure that homework is completed**
- **Monitoring amount of television their children watch**
- **Participating, as appropriate, in decision relating to my children’s education**
- **Promoting positive use of my child’s extracurricular time**
- **Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being 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.**

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

Renaissance High School Students

- Will do homework every day and ask for help when needed
- Attend tutoring as required
- Read every day for at least 30 minutes
- Give parent or guardian all notices and information, that school provides

Renaissance High School will

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meetings 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), will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative format upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

5. Provide to parents of participating children’s information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the form of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably as possible.

7. Provide to each parents an individual student report about the performance of their child on the State assessment in a least math, language arts, and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710 December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, Renaissance High School will

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.

2. Notify parents of the school’s participation in Early Reading first, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.

3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.

4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issues of violation(s) of a Federal statue or regulation of Title I, Part A programs is provide to parents of students and to appropriate private school officials or representative.

School	Parents	Students
Date	Date	Date

3000 East Tremont Avenue, Bronx, New York 10461
 Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

3000 East Tremont Avenue, Bronx, New York 10461
Main Office: Room 363 (718)430-6390 Fax (718)430-6308

“Renewing the spirit of our students through inquiry and performance”

**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 4	District 08	School Number 293	School Name Renaissance HS
Principal Maria Herrera		Assistant Principal Jason Maass	
Coach Margaret Crosbly		Coach	
Teacher/Subject Area Anthony Pizzillo/ESL		Guidance Counselor Daisy Arroyo	
Teacher/Subject Area Aurelia Dubon/Spanish		Parent Lorenza Beltran	
Teacher/Subject Area Adam Chadwick/ELA		Parent Coordinator Libia Placencia	
Related Service Provider		Other Adam McCabe/Mathematics	
Network Leader Cristina Jimenez		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	469	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	2.35%
------------------------------------	------------	----------------------	-----------	---	--------------

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. Any student who enters RHS, for the first time, from another country is interviewed by our ESL teacher, Mr. Anthony Pizzillo. During the interview, the family identifies their native language and is then provided with a home language survey, program information and description in the native language. If the student is identified as a possible English Language Learner from the interview and the HLIS, he or she is administered the LAB-R. If the student's LAB-R scores indicate that ESL services are required, an appointment is made for the family to view the Parent Orientation Video. After viewing the video, questions are answered and the family is given a Parent Survey and Program Selection Form to permit them to select a program of their choice. RHS strives to have an on going dialogue with all parents. Parents are provided with entitlement letters and letters of continuation of services as soon as NYSESLAT scores are available. These letters are sent home with the students as well as mailed to their addresses. All of our ELL students are programmed for ELL classes in accordance with state guidelines and the NYSESLAT results.

2. Regular orientations are provided to ensure that parents understand all three program choices English language acquisition. Once the Interview, Home Language Survey and the LAB-R indicate that students are English language learners, the English as a Second Language coordinator or the Parent Coordinator invites parents to the school to hear about the current programs offered to English language learners and to view the Parent Orientation Video. The orientations are provided on an "as-needed" basis. After the parents are presented with the options provided at our school, they are asked to complete the Program Selection form to choose one of the programs offered either at our school or throughout the city.

3. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ESL coordinator runs the RLAT and other ATS reports to identify students who are in need or are currently receiving ESL services. The letters are produced and distributed to each student as well as mailed to their families. If a child has recently been identified as an English language learner, then the Parent Selection forms are requested to be completed during our newcomer orientations. If a parent does not attend the orientation, the letters are sent home with the student. If letters or surveys are not returned, parents are contacted by the ESL or parent coordinator.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs is contingent on parent choice. First, parents are provided with an orientation or the Parent Survey or Program Selection form in their native language. Once a program selection is made, their corresponding choice is acknowledged and entered into ATS. Currently, our school only provides an ESL instructional program and the parents are notified accordingly. However, they are also informed that if enough parents request bilingual services in our school then our administration can make the necessary changes to offer their selection. Additionally, parents are made aware that if their program of choice is not offered at our school, they are permitted to inquire about other locations where it may be provided.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, all of our parents have requested their student to be placed in an ESL program. In the past two years, we have had two students enter into our school as newcomers. Both of their families selected ESL as their program of choice.

6. Yes, the program model offered at our school is 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										4	4	3		11
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	3	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	3	0	0	2	0	1	6		4		11
Total	3	0	0	2	0	1	6	0	4		11

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. (a) The English language instruction is delivered in a pull-out English as a second language model. This means that students are in English-only general education instruction for all content areas. In addition, they take classes within heterogeneous groupings, and may or may not be placed with other ELLs. (b)The students are placed into an ESL class by need. Although considered pull-out, students are simply programmed for ESL as a part of their weekly schedules as is the case in most high schools that offer a similar model. The classes that students are placed in are ungraded [mixed grades] and homogeneous [students of the same proficiency level are placed in one class].

In these classes the students ESL instruction is delivered that is aligned with the New York State English as a Second Language ESL and ELA standards. Students receive instruction that addresses all four modalities daily. In beginner and intermediate classes, instruction more closely resembles an ELA class with ample scaffolds provided. Textbooks, such as Heinle's Voices in Literature and Great Source's Access English are used. In addition, students have access to computer-based language tools, such as Rosetta Stone and Achieve 3000. Native language support is provided when necessary. The students have access to bilingual glossaries and dictionaries. Furthermore, native

language textbooks and novels are made available to help them maintain grade level proficiency in their first languages.

In Advanced ESL classes, students are provided with instruction that is designed to support them in English language arts as well as their other content areas. Lessons are geared towards strategies that assist them with reading and writing as well as academic vocabulary development. Students in these classes also have access to computer-based language acquisition software, such as Achieve 3000.

2. The employment of a full-time ESL teacher ensures the mandated number of instructional minutes is provided according to proficiency levels in our program. At our school we have a relatively small population of English language learners. The ESL teacher has ample flexibility in his schedule to ensure that students receive the mandated number of minutes. (a)Currently, Intermediate ELLs receive 90 minutes of ESL instruction daily (450 minutes weekly) and advanced students receive 45 minutes of ESL daily (225 minutes weekly), beyond the minimum requirements per CR-154 mandates. Intermediate ELLs receive a combination of ELA and ESL instruction from their ESL teacher. Advanced ELLs receive ELA instruction in a general education setting with heterogeneous groups while receiving ESL as separate “pull-out” period. We currently have no students designated with beginner proficiency. If a student were to enter our school at that level, he/she would be programmed to meet with intermediate students and receive an additional period each day to ensure that they would receive the mandated 540 minutes of ESL.

3. In our program model, all English language learners receive content-area instruction in a general education setting. Students are placed in heterogeneous groups, and instruction is delivered that utilizes scaffolds and differentiation.

4. Instruction is set up to meet the needs of all proficiency classifications: SIFE, newcomers, long-term ELLs, and former ELLs. Instructional materials in all content-areas are in both languages; English and Spanish, dictionaries and glossaries are available and, when needed, audio materials are provided. Technology is integrated into daily lessons through the use of SMART boards and software on laptop computers, such as Achieve 3000 and Rosetta Stone. Also, After-school activities and tutoring sessions are offered to all ELLs.

a. Students who are identified as SIFE are programmed for “at risk” SETSS classes in order to provide individualized attention and trained teachers who can work with these students using The Wilson Reading Program. SIFE are also encouraged to participate in after-school tutoring designed to support them in their content-area classes.

b. Newcomers are engaged in challenging theme-based curriculum which builds vocabulary and academic concepts. Also, the culture, native language and life experiences of the students are outlined through instruction. These activities are set up to build students’ academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisition and academic concepts.

c. ELLs who have received services from 4 to 6 years receive similar instruction as newcomers; however, the work is more rigorous and fewer scaffolds are used. Higher expectations are placed on these students to ensure their transition to general education classes without ESL services. Students are engaged in reading and writing activities closer to their grade-level counterparts, with close attention to the acquisition of Tier II academic language. After-school tutoring is available to these students to receive additional help with their content-area classes.

d. Long-term ELL instruction differs slightly from that of 4 to 6 year ELLs. While still rigorous, the program focuses on the students’ acquisition of academic language, phomemic awareness, reading and writing strategies, and organization skills. After-school tutoring is available to these students to receive additional help with their content-area classes.

e. ELLs identified with special needs are programmed according to their proficiency levels. In addition to receiving instruction that is aligned with their proficiency levels, lessons are often differentiated to address the acquisition on academic language, phonemic awareness, reading and writing strategies, and organization skills. Further differentiation is provided to match the goals on these students’ individualized educational plans. Additionally, modifications are provided as required by each student’s IEP. A bilingual paraprofessional is available to special education students as an alternative placement. The social worker holds conferences, by phone or in person, to review student academic performance and to provide intervention services.

All of our ELL students are treated as individuals, regardless of NYSESLAT scores or special needs. We program students and offer services depending on individual student needs. Several after school programs not only offer Regents preparation and credit accumulation, but also offer students the opportunity to refine their skills and build capacity.

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

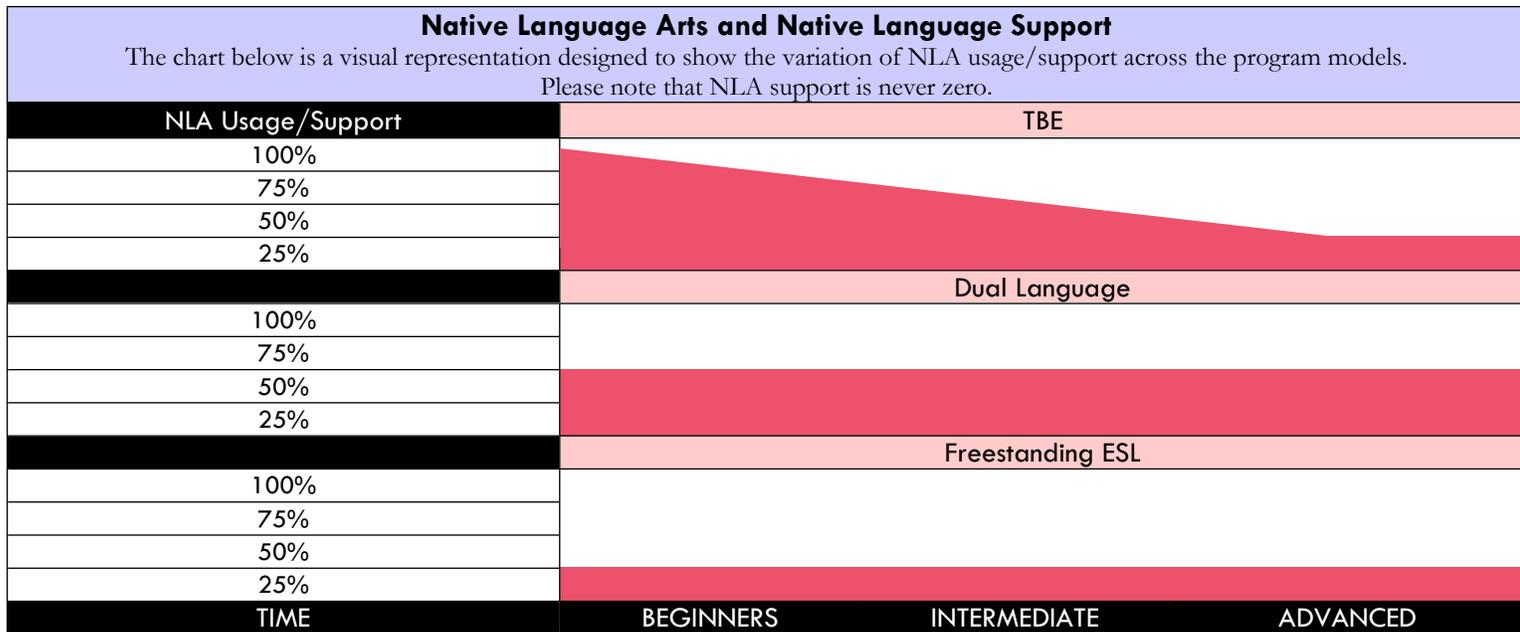
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5. The performance of ELLs is closely monitored in ELA, math, and other content areas. While beginner and intermediate ELLs receive ELA through ESL, advanced students receive an one scheduled period of ESL daily. During these periods, individual conferences are held with students to determine what kind of support they may need in their other content area classes. Upon request by the student or the content-area teacher, the ESL teacher is available to provide classroom-based support. This would enable the ESL teacher to observe the students's performance in these classes, and provides scaffolds for the instruction as needed.

6. Transitional support (2 years) for ELLs learners that reach proficiency level on the NYSESLAT is two-fold. First, all our former ELLs are still entitled to testing modifications, such as the use of bilingual glossaries and extra time. Secondly, in their first transitional year, some of our former ELLs are placed into a transitional class that meets one period a day to provide support with reading and writing from the ESL teacher. This period also provides additional time and support to complete other content area assignments and individualized attention through small-group instruction. ESL tutoring is also provided on a weekly basis, and is made available to ELLs and former ELLs.

7. For the upcoming school year, our school will seek to provide further native language support for the students. In particular, Spanish speakers could receive native literacy instruction from the Spanish foreign language teacher.

8. At the moment, no programs or services for the ELLs will be discontinued.

9. ELLs are afforded equal access to all school programs. Students can participate in all extra-curricular activities and tutoring. Furthermore, ELLs are participating in the Lincoln Center Institute partnership that creates avenues for exposure and appreciation in the arts. Once a week, after-school tutoring is provided for our ELLs and former ELLs. During tutoring, students are provided with additional time to complete assignments for ESL and other content-area classes. Students are also encouraged to spend time on the computers to complete activities on Achieve 3000 or use Rosetta Stone.

10. A variety of instructional materials are used to support the ELLs. Technology is utilized with all ELL classes through the use of SMART boards. In addition, the students use language and literacy software, such as Achieve 3000 and Rosetta Stone. Bilingual dictionaries and glossaries are also made available. To support ELLs in the content areas, bilingual dictionaries and native language glossaries are made available. When available, books on CD or textbooks in the native language are provided.

11. Currently, the only model our school provides for English acquisition is ESL. During scheduled periods for all proficiency levels, native language support is provided through the availability of bilingual dictionaries and glossaries. Depending on availability, native language texts are a part of our classroom library. Furthermore, students are permitted to communicate in their native language with their peers when translation is needed.

12. At our school, required support and resources correspond to ELLs' ages and grade levels. First, students are placed in ungraded classes for ESL. As in most high schools, students receive their daily content-area instruction based on credit accumulation. Novels, textbooks, and computer-based resources are all targeted to our ELLs interest level. Instruction during ESL classes is often differentiated based on the needs of the students.

13. Currently, there are not any activities in our school to assist newly enrolled ELL students before the beginning of the school year. Pending funding, a 5 day ESL institute would be offered to assist these students' transition into an English only school. During this program,

students would be given an orientation of the school and introduced to the expectations of high school in New York City. Students would also be taught lessons centered around American culture that would be designed to build their English for basic interpersonal communication (BICS).

14. Spanish is offered as a language elective for ELLs. In addition, some students have taken the Spanish Regents exam.

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. The pedagogical and administrative staff, through PD, will learn specific strategies to use in the classroom that targets specific areas of need for ELL students. In addition, all Renaissance teachers take part in common planning collaboration for one full period per day. During this time, staff members engage in case-conferencing, through which teachers share strategies that work with various students. This time is also used for presentations from faculty members about how to better serve our students, including those students who receive language support.

Strategies used, but not limited to, include:

- Differentiated instruction based on students' ability, proficiency levels and learning styles
- Quality Teaching for English Learners
- Use of Point of Entry Model/Balanced Literacy
- Varied learning modalities
- Ongoing assessments
- Varied assessment tools
- Assessment for Learning Strategies
- Scaffolding instruction across all content areas

2. To assist ELLs as they transition from middle to high school, we provide staff with professional development to help them analyze the NYSESLAT scores and the State ELA and mathematics assessments to determine how to best address the needs of these incoming students. In addition, in content area teams, the staff will compare and contrast the reading and writing demands between middle school and high school, and what instruction will best bridge the gap for our ELLs.

3. For the minimum 7.5 hours of ELL training for all staff is introduced to understand and analyze the NYSESLAT and ELL Predictive scores. Since our ELLs receive content-area instruction in general education classes, the staff is presented with best practices for ELLs in their content areas that include methods for fair assessment, as well as strategies and scaffolds that can easily be implemented in content-area classes. Select staff are trained on how to score the NYSESLAT exams.

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. We encourage participation of all parents for all school activities such as parent-teacher conferences, field trips, workshops, and arts performances. During all parent functions translation services are available and all correspondence is sent home in Spanish as well. We offer workshops and social opportunities for parents to interact and support each other.
2. Our school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. Our Parent Coordinator surveys parents needs at the start of the school year and during the course of the academic year we try to support parent needs and expressed interest.
4. Parent involvement activities include ELL parent orientations, open school night, parent-teacher conferences, field trips and arts performances. Workshops are also provided to inform parents of the college application and financial aid processes. Although these activities are not exclusive to the needs of ELL families, these activities facilitate our open-door policy and encourage parents to visit and actively participate in their child's education.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8			2						2
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	2		1	
Math <u>Algebra</u>	7		2	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math <u>Geometry</u>	2			
Biology				
Chemistry				
Earth Science	1			
Living Environment	5			
Physics				
Global History and Geography	5		2	
US History and Government	1		1	
Foreign Language			1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

and writing scores. This pattern is consistent for each grade level.

3. This information informs our school's instructional plan by underscoring the needs for reading and writing support. First, reading level and grade appropriate texts need to be provided for our ELLs. Second, scaffolds and strategies to make reading more accessible to students across all content areas must be employed. Support in these area will also be provided in after-school tutoring.

4.

a. Further analysis of the students' NYSESLAT scores show that all of our intermediate students are from the 9th and 10th grades. As noted above, these students are achieving advanced proficiency in listening and speaking, with intermediate levels with reading and writing. While our advanced students exhibit the same pattern, most of our advanced students are from the upper grades (11th and 12th) and none are freshmen. There is a further correlation between their proficiency and their struggles in content areas. Approximately 40% of our ELLs are in the bottom third in terms of standardized test achievement. Those ELLs that are in the bottom third are designated as Intermediate ELLs. Moreover, the students in this bottom third are our long-term ELLs. This pattern is evident in all grades, but more pronounced in the ninth grade.

b. Scores from the ELL Periodic Assessments provide a clearer portrait of the specific skills in which the students need support. These assessments will inform instruction and will assist teachers in creating Student Individual Monitoring Plans to help ELLs achieve mastery in these specific skills. Teachers will utilize strategies and scaffolds that will assist students in maintaining mastery in their areas of need. Additionally, the results will help inform the administration on the types of professional development that we will provide our content-area teachers to support our ELLs.

c. Presently, data from our first administration of the Periodic Assessments is yet to be released. Once received, we will be able to analyze the data and draw conclusions about our current group of ELLs.

d. Native language is used to help strengthen the literacy of our students. When applicable, students are encouraged to read in their native language as part of their independent reading. In addition, native language can also be used to help students better negotiate the meaning of content, through the use of bilingual dictionaries, native language glossaries, translation software and working collaboratively with peers who speak language.

6. We will evaluate the success of our programs for ELLs by examining the data from the Periodic Assessments, NYSESLAT, and Regents examinations. The data should indicate improved reading and writing proficiency scores for ELL students, an increase in the number of ELL students advancing to the next proficiency level, and an increase the number of ELL students earning 65% or higher in the Regents exams.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: _____ 08x293

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$253,161	\$256,894	\$510,055
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2532	\$2569	\$5101
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4877	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,753	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
_____100%_____

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Students' data is reviewed from previous year to provide targeted support. Standardized and teacher made exams are used to determine student needs and design action plan to meet student needs.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Yes, over 95% of our staff is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All Renaissance staff participates in High-quality professional development; PD is provided by teacher mentors, coaches, consultant and network team.

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

We attract high-quality teachers due to our performance, our professional development opportunities, our mentors and teacher leader roles within the school.

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

We provide incentives and targeted parent workshops based on our parent needs survey. In addition, parent meetings are held on weekdays and weekends.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our school is organized by teams, lead by a teacher leader. As a school community we meet to discuss data, designed assessments and monitor student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students who are experiencing difficulties are identified based on in-class performance data and formalize assessments. Teachers work with students in creating SMART goals and create an Individualized Improvement Plan. Student and teachers work on improving and meeting student needs and mastering of topics. We adhere to the RTI model where we target student needs on a unit by unit topic.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA,

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
--------------	--	--	---	---

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **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.

	<i>or Local)</i>	(✓)			<i>school allocation amounts)</i>	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	✓			\$235,999	✓	20 - 31
Title I, Part A (ARRA)	Federal	✓			\$254,325	✓	20 - 31
Title II, Part A	Federal			✓	\$		
Title III, Part A	Federal			✓			
Title IV	Federal	✓			\$8854	✓	20 - 31
IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,190,054,	✓	20 - 31

