



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HARLEM RENAISSANCE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M285

PRINCIPAL: NADAV ZEIMER **EMAIL:** NZEIMER@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
<u>Wandra Chenault</u>	Member/Parent/SLT Chairwoman	
Nadav Zeimer	*Principal or Designee	
Gwen Garrett-Joly	*UFT Chapter Leader or Designee	
Naeemah Dye	*PA/PTA President or Designated Co-President	
Esmeralda Cedano	DC 37 Representative, if applicable	
Taquanna Carthens Imani Edwards Gabrielle Perkins	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Nikki Shribman	CBO Representative / LPP	
Tiffany Brand	Member/Parent/Title I Rep.	
Ruth Perkins	Member/Parent	
Mwanza Dye	Member/Parent	
Frances Hinton	Member/Parent	
Shasha Shlyamberg	Member/UFT	
Annie Tomasiewicz	Member/UFT	
Daniel Mason	Member/UFT	
Francisca Villar	Member/UFT/SLT Secretary	
Earl Gray	Member/DC 37	

Name	Position and Constituent Group Represented	Signature
NADAN ZEIMER	*Principal or Designee	
Gwen Garrett Soly	*UFT Chapter Chairperson or Designee	
Naeemah Dye	*PA/PTA President or Designated Co-President	
Tiffany Brand	Title I Parent Representative (suggested, for Title I schools)	
Esmeralda Cedano	DC 37 Representative, if applicable	
Taquanna Carthens	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Imani Edwards		
Nikki Shribman	CBO Representative, if applicable	
WANDA CERNALE	Member/ PARENT	
Ruth Perkins	Member/ PARENT	
FRANCES HINTON	Member/ PARENT	
Gabrielle Perkins	Member/ STUDENT	
Sasha Shlyamberg	Member/ VFT	
Annie Tomasiuci	Member/ VFT	
Daniel Mason	Member/ VFT	

Francisca Villerud rows, as needed, to ensure all SLT members are listed.

* Core (mandatory) SLT members.

Mwansa Dye

TEMPLATE - MAY 2010

Earl Gray

member/SECRETARY

MEMBER/ PARENT

DC 37 Rep

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Implement a collaborative inquiry team meeting schedule that includes lesson planning, low inference instructional rounds, and review of student work with the school wide focus of finding strategies to increase student voice in the classroom.

Comprehensive needs assessment

- School mission statement begins with “we are a community of committed learners...”
- 2010-11 JIT and the QR reports agree that the quality of education offered at HRHS would improve with the development and implementation of an engaging and differentiating curricula that: is aligned to NYS standards, emphasize the setting of clearly stated instructional goals and provide the aligning of instruction that meets the needs of a variety of learners together with a an organizational infrastructure that promotes teachers and students through the implementation of a loophole feedback mechanism that provides concrete and consistent steps for the evaluation of data and the performance evaluation of teachers and students.
- Citywide expectations to design and implement performance-based tasks and clear conversations centered on student work and its alignment to the Common Core State Standards led the SLT to focus on collaborative inquiry as a potential vehicle to satisfy these requirements in a meaningful way.
- In reviewing staff schedules from previous years and outcomes from professional assignments it was determined that the professional assignments (Circular 6) were not being used effectively (over 50% of professional assignments did not produce any measurable results in a review of assignments from 2010-2011).
- 2010-11 JIT Report: “The school should allow for more meetings of the technology inquiry team, and ensure that the membership is broadened to include members from all disciplines. Clear direction should be given to the team as to expected outcomes of meetings and how information about successful strategies can be shared schoolwide to improve student outcomes.”
- 2010-11 JIT Report: “The school leaders should create a schedule that provides common planning time across departments to ensure vertical alignment of the curriculum for all content areas. Support staff should be involved in common planning periods at each grade level to allow for conversations about student progress and achievement so that interventions are more carefully planned to address the specific learning needs of students.”
- 2010-11 QR: “teacher teams emphasize case conferencing, which allows for student social emotional growth but does not provide targeted strategies for classroom level work, thereby limiting capacity building and student academic progress.”
- 2010-11 QR: “The lack of a system of instructional rounds around a common instructional focus obviated an opportunity to allow teachers to share.”
- 2010-11 JIT Report: “Teachers should be given an opportunity to observe colleagues who effectively use questioning techniques in order to improve their practice.”
- 2010-11 QR: “Evaluate curricular and instructional practices to ensure that appropriate adjustments are made that align instructional decisions to improve impact on student learning.”
- September 2011 teachers approved the collaborative inquiry assignments in an SBO vote

Instructional strategies/activities

- Meaningful and well structured collaborative inquiry among teachers
- Online Google Docs for standardized collection of minutes, review of student work
- Teacher “instructional rounds” and feedback using low inference notes and the Danielson Framework for Teaching as a lens for peer observation
- Teacher analysis of student work using CCLS and DOK

- Formation of a professional development committee where teachers assess the effectiveness of professional development in supporting their collaborative inquiry work and provide feedback and suggestions for improvement
- A retreat for key inquiry leaders to review the work of their colleagues and help plan future professional development topics
- Timeline:
 - Summer 2011: extended staff retreat to share the foundations of collaborative inquiry, DOK, CCLS
 - September: SBO vote to create the collaborative inquiry schedule
 - September-October: PD to support and normalize practice
 - October: start first collaborative-inquiry cycle
 - October-December first set of collaborative inquiry using the Danielson Framework as a lens for intervisitations (each teacher is assigned one specific component through which to observe their colleagues' practice); each cycle lasts three weeks with one week of collaborative planning, one week of intervisitations, and one week of examining student work
 - December – retreat to review progress and make adjustments
 - January – June continue 3-week inquiry cycles with monitoring and adjustment to ensure that this is time well spent for teachers and that this impacts classroom practice and student outcomes.

Strategies to increase parental involvement

- Parents are notified of the collaborative inquiry process that teachers are engaged in through the PA.
- Results of the collaborative inquiry cycles where specific strategies were found to be successful with a certain subgroup are shared with parents at regular meetings
- Updates are shared with parents through a parent newsletter
- Planning for the use of the school success grant will include parents and will thus engage them in the fact that resources are being allocated to collaborative inquiry and foster discussion of why and how this works
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual

School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- providing written and verbal progress reports that are given weekly to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- This goal is driven by teachers' view that their professional assignments are a good use of their time and that the learning derived from collaborative inquiry are serving them in their classroom practice. If this goal is achieved teachers will talk with other teachers at PD and other conferences about the important work they are doing and thus recruit applicants to any available positions at the school
- When any teaching positions become available we will visit hiring fairs with video samples and our new marketing materials which include recruitment banners, business cards, and brochures which link to the website
- Teachers are being given business cards to share their pride in the school and to encourage them to make connections and recruit interest in the school
- Important events like our EXPO events which bring many key individuals from industry, education and colleges help to spread the word about the important work that we are engaged in at HRHS and this brings more interested teachers to our doors
- The school website will act to share information about the school including videos which has been shown to increase teacher turnout at recruitment events for open positions thus broadening the pool of potential applicants

Service and program coordination

- Programs supported under NCLB provide one avenue for teachers to find strategies that they may want to research in their inquiry teams. If an inquiry team finds a particular strategy to be effective at impacting the outcomes of a specific subgroup they will share it with the rest of the staff at our professional gatherings.

Budget and resources alignment

- Title I SWP / professional development
- Title I SWP School Success Grant
- TL Children First Inquiry Teams
- NYSTL Library
- ARRA RTTT Citywide Inst
- ARRA RTTT Data Specialist
- Rollover Title I DINI 5 (Summer Retreat)
- Contract for Excellence FY09 HS
- TL Fairs Student Funding

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Increase six year graduation rate as shown on the 2011-2012 as compared to the 2010-2011 Progress Reports by at least 5 percentage points.

Comprehensive needs assessment

- PLA status triggered by poor historical graduation rate
- M285_Prog_to_grad_TRANSFER_20111005: Cohorts L through P have an average of 46% of students “off track” for 6-year graduation.
- M285_Prog_to_grad_TRANSFER_20111005:Upcoming Cohorts O, P show fewer students “on track” for graduating than Cohorts L through N (since the state initially evaluates based on 4-year graduation cohort data, this is an important data point)
- According to meetings with DOE officials, getting a strong Progress Report grade is essential to avoiding a phase out of the school; graduation rate is the most comprehensive single indicator which encompasses key metrics such as Regents pass rates and credit accumulation.
- A majority of teachers cited the graduation tracking cards as an effective tracking strategy in the June 2011 end of year teacher survey

Instructional strategies/activities

- Use the Advisories which are divided by students’ credit accumulation to monitor and track student progress
- Use Atlas-Rubicon to map curriculum aligned to CCLS and leverage the collaborative inquiry teams to identify strategies that work best for specific subgroups of students
- Offer media production opportunities such as a video journalism and recording studio courses to engage students who may become disengaged with traditional ELA courses
- Offer rewards and incentives to students who pass all their classes on the weekly progress reports
- Work with guidance team to have students create their own graduation tracking cards for tracking of students eligible to graduate by August 2012
- Monitor weekly progress reports as a predictive of credit accumulation
- Institute Mock Regents and have students use those exams in after-school Regents prep
- Hold regular assemblies with “plus phase” students to discuss relevant information
- Use Skedula/Datacation for data analysis and “on track” progress of individual students by advisory
- Offer PD for advisors on using data to track student progress
- Use periodic assessment results for Regents predictive data
- Offer vacation, Saturday, and after-school Regents prep opportunities
- Ensure students have post-secondary plans and are acting on those plans by launching a post-secondary committee which will organize events for “plus phase” and “presentation phase” students.
- Partner with CBOs to engage students and parents in post-secondary planning workshops
- Work with CBOs to support individual students in college application related activities
- Monitor the advisory curriculum for “plus phase” students to ensure strong post-secondary exploration experiences
- Offer robust summer school program for students that do not make the June graduation target
- Timeline
 - Weekly: review progress reports and reach out to students at risk of falling off track / work with advisors as point person
 - August: review student transcripts and schedule individual students to ensure graduation plan in place
 - September: form post-secondary committee / distribute advisory pacing calendar
 - October: generate list of students to monitor for graduation in this school year and post in administrative offices
 - October: Plan the graduation tracking card / make instructions sheets
 - November: conduct “college week” with a college fair and daily college-related activities; review student transcripts to plan for Trimester 2 scheduling

- December-January: Regents prep opportunities for January Regents
- February review transcripts to plan for Trimester 3 scheduling
- March-June offer Regents Prep opportunities / plan for summer school

Strategies to increase parental involvement

- Hold regular parent events to educate them on post-secondary planning
- Offer weekly progress reports in print and online for parents to follow student progress
- Advisors will “flag” students who are falling off track and the Parent Association will use the lists of flagged students to ensure that those parents attend important trainings and parent events
- Phone messenger will notify parents of Regents preparation opportunities and other key resources as they become available
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress

Strategies for attracting Highly Qualified Teachers (HQT)

- By improving our Progress Report grade through increased graduation rate and coming off of the PLA list we will be able to make a strong case to hard working teachers that HRHS is an exciting opportunity to be part of a team that is causing transformation
- Our post-secondary committee will form relationships with local colleges and universities which can be used to recruit talent from teacher-training programs for specific vacancies
- Work with existing staff to ensure ongoing training and development to build capacity

Service and program coordination

- Work with CBO partners to engage specific subgroups of students such as those in temporary housing, those who have been incarcerated, etc. to support their specific needs as they progress toward graduation
- Work with LYFE program to support pregnant and parenting teens
- Continue planning for the expansion of our gardening program to learn about nutrition and engage students who have an interest in gardening as a truancy prevention measure

Budget and resources alignment

- Title I SWP / parent involvement
- Title I SWP / professional development
- Title I SWP School Success Grant
- Title I SWP Translation
- TL Parent Coordinator OTPS HS
- TL Fairs Student Funding HS
- TL Summer School

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Conduct cycles of short informal observations of all teachers and provide feedback to each teacher based on these observations.

Comprehensive needs assessment

- 2010-11 JIT Report, Recommendation: “The school leaders should conduct regular formal observations with all teachers as well as informal observations to ensure curriculum rigor and high expectations in order to prepare students for college and careers”
- 2010-11 JIT Report: “Walkthroughs and formal observations should evaluate how well each teacher knows and implements the curriculum for the subjects taught.”
- 2010-11 JIT Report: “Lesson observations and walkthroughs should be used as a vehicle in monitoring implementation of PD and in identifying best practices that can be shared across the school.”
- 2010-11 JIT Report: “Walkthroughs and observations by administrators should monitor and evaluate how well teachers are implementing the instructional strategies learned in PD.”
- 2010-11 JIT Report: Administrators should monitor practice through observations, walkthroughs and evaluations of teacher planning.
- 2010-11 QR: “Identify a common instructional focus to build a coherent school academic culture that provides consistent and effective staff performance evaluation and actionable feedback to teachers.”
- 2011-12 Citywide instructional expectations

Instructional strategies/activities

- Conduct regular walk-through observations and informal observations and provide timely feedback to teachers in a post-observation discussion
- Engage the CFN, NYC Leadership Academy coach as well as the School Improvement Liaison in the short observation cycles to improve the quality of feedback provided
- Ensure that feedback is evidence-based so that conversations are based on teacher and student actions and not judgments or personal opinions
- Establish a classroom visitation schedule by week
- Work with the PD committee to ensure that PD is relevant to the day-to-day challenges each teacher is facing and reference the tools offered in PD during observations
- Ensure that the inquiry work, the PD, and the observations are tightly aligned so that teachers feel supported rather than pulled in multiple directions
- Leverage the peer observations and low stakes feedback alongside the formal and informal observations
- Hire an F-Status AP to work with new teachers in particular with individualized support
- Coordinate visits to ensure that all teachers receive support
- Focus on an asset-based approach which acknowledges teachers strengths as a foundation for making improvements
- Offer staff the Danielson Framework for Teaching as a resource for guiding their professional growth – each teacher will be assigned a specific lens for nine weeks at a time to focus their development

Strategies to increase parental involvement

- schedule additional parent meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions

Strategies for attracting Highly Qualified Teachers (HQT)

- Regular feedback and the support of the Danielson Framework for Teaching will provide a valuable means to support current staff in becoming highly qualified teachers.
- Based on observations and certification teachers will be offered specific professional development opportunities to ensure that they are highly qualified

Service and program coordination

- n/a

Budget and resources alignment

- Title I SWP School Success Grant

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Ensure the success of Special Education population in all subject areas. 80% of Special Education students classified as LD, SI, or who have a 504 plan will accumulate 11 credits or graduate between September 2011 and September 2012.

Comprehensive needs assessment

- Trend showing a steady increase in the number of enrolled SWD over the past years (4% in 09/10, 12.9% in 10/11, 17.4% in 11/12)
- 100% turnover of SPED teachers from last school year
- Comments by staff at PD sessions that strategies that work for IEP students help them with many of our non-IEP students
- "Progress to 6-year Graduation Tracker, 2011 10 05 Version:" For Cohorts L, M, N in a greater percentage of SpEd students are "off track" and while the school average is 46% "off track" the SpEd average across cohorts is 55%

Instructional strategies/activities

- Include chapter in staff handbook about ICT models to support co-taught teaching
- Provide PD to all teachers about ICT models
- Provide PD to all teachers about differentiation strategies
- Work with SPED teachers to use data tracking systems to monitor progress and set interim goals
- Hire an additional SPED teacher and ensure that SPED teachers have different strengths (one in SETSS, one in ICT models)
- Strengthen resource room with rigorous instruction so that students report that their time in SETSS is valuable in helping them with their other courses
- Timeline
 - Weekly: review progress reports with SpEd staff
 - August: schedule IEP students before general population to ensure compliance and graduation plan
 - September: ensure that SpEd transition staff are at the core of the post-secondary planning work
 - October: complete new admissions and arrive at spreadsheet / Google doc with final list of SpEd students and accommodations
 - November: organize a parent event specifically for the parents of students with IEPs.
 - December-January: Regents prep opportunities for January Regents
 - February schedule IEP students ahead of the general population for trimester 3
 - March-June offer Regents Prep opportunities / plan for summer school and offer individualized support

Strategies to increase parental involvement

- Regular IEP-specific events for parents with food and focusing on the specific needs of their students
- Create parent-to-parent support structures
- Expand post-secondary planning efforts by forming a committee that includes SPED teachers and all college planning staff
- Offer translation services to parents who would benefit
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- providing assistance to parents in understanding City, State and Federal standards and assessments
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- providing written and verbal progress reports that are given weekly to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Offer professional development specifically focused on IEP student needs led by the Special Education teachers

Service and program coordination

- Work with CBO partners to engage specific subgroups of students such as those in temporary housing, those who have been incarcerated, etc. to support their specific needs as they progress toward graduation
- Work with LYFE program to support pregnant and parenting teens
- Continue planning for the expansion of our gardening program to learn about nutrition and engage students who have an interest in gardening as a truancy prevention measure

Budget and resources alignment

- Title I SWP / parent involvement
- Title I SWP / professional development
- Title I SWP School Success Grant

- Title I SWP Translation
- TL Parent Coordinator OTPS HS
- TL Fairs Student Funding HS
- TL Summer School

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	50	45	35	4	5	X	5	X
10	75	80	51	10	10	X	3	X
11	35	40	30	2	7	X	1	X
12	15	15	11	1	3	X	3	X

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA:	<ol style="list-style-type: none"> 1. Independent curriculum units. 2. Small group tutorial sessions geared to developing students test sophistication. 3. Extended Day. 4. Saturday Regents Prep sessions. 5. Regents prep classes for all students. 6. Remediation Packet for students based on skill. 7. Supplementary reading classes. 8. Weekly grades 10. Emphasis on students expanding their written expression 11. Maintain close Teacher/Assistant Principal/Guidance/ School Social Work Team [LTW, LPP and LYFE] contact regarding individual students and their progress. 12. Additional Services for growing ELL Population 13. Lunch and Learn Programs targeted to IEP and ELL students. 14. Emphasis on extended responses and research projects
Mathematics:	<ol style="list-style-type: none"> 1. Teachers will use differentiated instruction to help students who are having difficulties in math 2. Discuss with students their grades and next steps for improvement 3. Saturday Regents' Academy to prepare students for the Regents examination. 4. School-wide morning math tutoring; initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores 5. Incorporating media and technology in after-school courses. Provide differentiated options for students who need credit only, students who need credit and Regents prep, and students who need Regents prep only 6. Emphasis on extended responses, real world application of math concepts (math lab) 7. Improve students familiarity and ability to complete Part II and Part III responses on the

	<p>Math Regents</p> <ol style="list-style-type: none"> 8. Extended day math courses to challenge advanced students 9. Weekly grade reporting
Science:	<ol style="list-style-type: none"> 1. Make Up Labs. 2. Introduce students to science related professions through research and on site visits 3. Emphasis on the use of academic language by students and teacher during the instructional period 4. Coaching/Support around problem solving skills and research 5. Saturday Regents Prep sessions. 6. Maintain close Teacher/Assistant Principal/Guidance/ Social Work Team [LTW, LPP and LYFE] contact regarding individual students and their progress. 7. Weekly grade reporting 8. Professional Development for all staff in the science department 9. Hands on lab experiments during extended lab periods
Social Studies:	<ol style="list-style-type: none"> 1. Teach students to use a universal format to write essays for the Regents. 2. Small group tutorial sessions geared to developing students test sophistication. 3. Saturday Regents Prep sessions. 4. Regents prep classes for all students. 5. Remediation Packet for students based on skill. 6. Supplementary reading classes. 7. Weekly grade reporting 8. Emphasis on students expanding their written expression 9. Development of student's historical perspective 10. Maintain close Teacher/Assistant Principal/Guidance/ Social Work Team [LTW, LPP and LYFE] contact regarding individual students and their progress. 11. Professional Development for all social studies teachers 12. Small group sessions for all ELL students requiring Global History and US History Regents
At-risk Services Provided by the Guidance Counselor:	<ol style="list-style-type: none"> 1. Guidance Counselor will track student progress/credit accumulation 2. Evaluate transcript(s) and develop an individualized graduation plan 3. Meet with students on a bi-weekly basis to track progress and reassess goals 4. Develop graduation plans and next steps for all students 5. Develop/monitor/college readiness program 6. Mandated counseling for all IEP students 7. Monitor student attendance

<p>At-risk Services Provided by the Social Services Team [LPP, LTW & LYFE]:</p>	<p>1. The Harlem Renaissance Social Work Team will provide support services to students at-risk of dropping out of school. The program focuses services primarily on students that have a pattern of poor attendance. The students meet the following criteria: Students in temporary housing, students that have experienced child abuse and/or neglect, students in foster care/group homes, students that have been absent 27-75 days during the 2010-2011 school year.</p> <p>2. The core services include attendance services, family involvement, individual and group counseling, and youth development support services. The attendance services provide the school with an attendance teacher, attendance para and attendance aide to conference with students and families, make phone calls, mail notices of absenteeism, and conduct home visits. The Social Work Team will offer Individual and group counseling and provide students with an outlet to share issues which impede them from Effectively attending school. The youth development support services include the conflict mediation component of the program that will address the behavioral barriers that interfere with consistent student attendance.</p>
<p>At-risk Health-related Services:</p>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**HARLEM RENAISSANCE HIGH SCHOOL
PARENT INVOLVEMENT POLICY 2011-2012**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- check and assist my child in completing homework tasks, when necessary

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 05M285 School Name: Harlem Renaissance High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

x

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Graduation Rate: All Students

The new administration demonstrated in 2010-2011 that graduation rate can be increased by offering students more opportunities to earn credit in smaller classes with programs that extend the school day and the school year and by engaging them in media-rich experiences such as a video journalism course after school. Our PM school classes, lunch classes, summer school classes, vacation study sessions have all proven effective at supporting our unique population who need additional support to earn credits and to learn how to effectively prepare for high stakes exams. Our black/Hispanic male students in particular struggle to pass classes and exams hence we have begun to pilot some single gender interventions which focus specifically on supporting males and females separately in the specific barriers they face in engaging with their school assignments (one such intervention appeared on WNYC Radio on 12/7/2011). Finally a steadily increasing Special Education and English Language Learner population is driving demand for courses that can serve diverse classroom of student needs. We are engaging use 21st century resources, gathered in our school web portal to develop the individual voices and challenge the thinking of students including Flash-heavy computer simulations, laptop carts in classrooms with resources available for teachers to reference, class pages with resources for students, blended learning and media production activities with a specific audience assembled to share culminating assignments.

Recommendations from the 2010-2011 JIT Review:

- The school leaders should create a schedule that provides common planning time across departments to ensure vertical alignment of the curriculum for all content areas. Support staff should be involved in common planning periods at each grade level to allow for conversations about student progress and achievement so that interventions are more carefully planned to address the specific learning needs of students. School leaders should attend the meetings and ensure that strategies agreed to in meetings are being implemented.
- The school leaders should develop criteria for the rapid identification of at-risk students. These identified students should be provided with a full range of AIS supports during the school day to enable them to maximize their potential. School leaders should evaluate the quality of support and services provided for these students.
- The Principal should seek funds or reallocate existing funds to provide a dedicated library and media center to support research and learning for all students.
- The Principal should purchase a first aid kit for the laboratories, and the Earth Science room should be equipped with a fire extinguisher, fire blanket, first aid kit and an eye wash station to comply with safety regulations.
- The school leaders should provide more opportunities for parents to visit and be involved in the school. They should sponsor workshops of interest to parents, as well as special events and other celebrations that reward the students for excellence. The school administration should also seek guidance from the Network on best practice used in other schools that have led to greater parental involvement in the school community.
- The school leaders should work with the Network in developing strategies that would enable the SLT to become an intrinsic part of the process to develop the school's CEP. Parents should be informed of the school's goals for improvement, as well as other school initiatives.

- The school leaders and teachers should administer regular, formative assessments to all students to closely monitor their progress. Teacher-made assessments should be uniform within each content area and should be closely aligned to the NYS Standards and to external, summative tests.
- In order to differentiate instruction to meet the identified student learning needs, teachers should regularly analyze student assessment data. School leaders should provide support to teachers through PD and should monitor implementation across the school. A schoolwide procedure should be immediately put in place to identify the specific needs of struggling students, including students with disabilities. AIS supports should be provided for all the identified students as required.
- The school administration should create a comprehensive PD plan, aligned to the school goals to meet the needs of teachers and students. The plan should focus on themes that will have the greatest impact on increasing student achievement and take into account information gathered from data analysis, lesson observations and surveyed teacher needs.
- The school should provide additional structured time for PD that is supervised and allows teachers to develop effective educational practices. School leaders should ensure that PD affects practice and impacts student achievement.
- Teachers should have regular opportunities to provide feedback to school leaders about the quality and value of the PD to meet their instructional needs and improve student achievement.
- Lesson observations and walkthroughs should be used as a vehicle in monitoring implementation of PD and in identifying best practices that can be shared across the school.
- The school should provide sufficient PD opportunities for staff to meet the needs of the students, especially those who are designated as specialist teachers of students with disabilities.
- The school should allow for more meetings of the technology inquiry team, and ensure that the membership is broadened to include members from all disciplines. Clear direction should be given to the team as to expected outcomes of meetings and how information about successful strategies can be shared schoolwide to improve student outcomes.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- We will continue to offer PM school, vacation study groups, a robust summer school program, and other extended credit earning opportunities and Regents preparation opportunities. In addition we will engage students in activities that are of particular interest to them, leveraging our new recording studio, video editing equipment, and computers.
- Weekly progress reports have been implemented to help students self-monitor their performance and support student advisors and counselors in their work with individual students.
- A collaborative inquiry structure which includes common planning periods, instructional rounds, and analysis of student work was launched in September of 2011. This inquiry work is supported by weekly professional development sessions which focus on strategies to increase student voice in the classroom.
- We have begun to pilot some single gender interventions which focus specifically on supporting males and females separately in the specific barriers they face in engaging with their school assignments.
- We have brought in experts on gang affiliation to train staff, parents and students and to help the school find programs that will engage affiliated students so that they spend less time in the street where their activities can be detrimental to their future success
- The school is working with a consultant to craft a three-year plan to bring Advanced Placement courses to Harlem Renaissance High School to challenge the numerous students who we believe can be successful at advanced placement courses.
- We are working with consultants to engage students during their lunch period in meaningful conversations about the obstacles they face to completing their assigned work
- We are using technology as a means of collecting data, sharing data with all stakeholders, and engaging students in the classrooms. To this end we hope to have a laptop cart in each classroom and resources available for all teachers to make effective use of their SMART boards as they transition to 21st century teaching strategies.
- The school has transitioned to a new uniform grading policy which encourages performance based tasks, revision, and the use of rubrics.
- The principal moved to a smaller office to create a new library / media center
- The school has a new mission and vision statement which clarifies the expectations for student voice and engagement in classrooms
- Mock Regents exams and Performance Series assessments have been implemented to offer teachers more data for their instructional planning

- Each week advisory teachers review the data of their advisory students and share key findings with school support staff and parents
 - The assistant principal formed a PD Committee with teachers to gather feedback from staff and assess the effectiveness of consultants hired to provide professional development to teachers; the committee will gather for a full day retreat on December 14, 2011
-

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The school professional development plan links directly into the work of the PD committee and that of the teacher-led inquiry teams. The professional development sessions on Mondays focus on curriculum mapping and course design while the Wednesday sessions focus on specific strategies to increase student voice and engagement in the classroom. The inquiry teams use the techniques offered at professional development in their inquiry work which allows them to collaborate in negotiating implementation details and then to collect data on the effectiveness of the strategies on specific subgroups of students. Consultants have been hired who can help teachers leverage the technology which is being made available to them while some sessions offer techniques which are not technology heavy such as Socratic circles but which further the school wide focus on student voice. In addition professional development sessions on alternating Wednesdays focus on the use of "circles" as a vehicle to deliver important information during advisory periods.

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

Veteran teachers have been paired with new teaching staff for mentoring. In addition we hope to hire an F-status AP who we have previously worked with to support new teachers and model lessons for them two times per week.

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.

A letter will be sent home in both English and Spanish and the letter will also be posted on the parents' portal of our school website. The letter will be read at the next SLT meeting and the PA president will meet with the principal to discuss any further distribution needs of the parent population.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader type here	District 05	Borough Manhattan	School Number 285
School Name Harlem Renaissance High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Nadav Zeimer	Assistant Principal Ahmed Edwards
Coach	Coach type here
ESL Teacher	Guidance Counselor Andre Perez
Teacher/Subject Area Sasha Shylamberg	Parent
Teacher/Subject Area Kathleen Goldpaugh	Parent Coordinator Iris Fields
Related Service Provider Olivia Batts	Other
Network Leader Gillian Smith	Other

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	220	Total Number of ELLs	27	ELLs as share of total student population (%)	12.27%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All students who enroll in Harlem Renaissance High School that are recently arrivals to the country; at registration they are administered the Home Language Survey (HLIS), informal interviews, and the Language Assessment Battery-Revised (LAB-R) to determine their ESL status and eligibility for ESL and/or bilingual services.

HRHS High School in conjunction with personnel from Network 403 will coordinate the LAB-R program. Since students are automatically identified as ELLs, the HLIS is completed by the parents during registration and the LAB-R is administered during the first ten days of enrollment as mandated.

Each semester as part of program planning LAB-R coordinators, assistant principal, and the program chair review the NYSESLAT scores of students to determine continued eligibility for services, and as a general guide to assist in the placement of students in particular classes.

Students who score “Proficient” on the NYSESLAT are placed in regular English classes. LAB-R coordinators, ESL assistant principal, and parent coordinator organize the distribution of Entitlement Letters. Entitlement Letters are sent to all parents in various native languages annually.

In addition to the Parent Coordinator, Ms. Fields, Harlem Renaissance High School utilizes their translation services to communicate with new parents primarily in Spanish, French and other languages. In explaining programs choices to parents in their native language. The Parent Coordinator also distributes printed NYCDOE materials in these various languages . Parents complete documents such as Parent Survey and Program Selection during enrollment of students in the school. Harlem Renaissance High School provides an “orientation” the first five days of school for ELLs in which policies and required materials are completed.

After students have been identified as ELLs using the HLIS, Parent Survey and Program Selection forms and the LAB-R, an in-house placement test is administered to assist in placing students in the exact level of ESL instruction. A math placement is also administered in the student’s native language. The Spanish LAB is also administered to Spanish speakers. All of these tests and form are usually completed within the first few days of school either over the counter or in the orientation.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)											12	5	10	27
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	12	5	10	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	0
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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. [i](#)

	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	15			12						27
Total	15	0	0	12	0	0	0	0	0	27

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish												20		20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											7			7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	7	20	0	27									

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish					5		15		20	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French			3				4		7	0	
Other									0	0	
TOTAL	0	0	3	0	5	0	19	0	27	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>27</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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													15	15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											2			2
French											5	5		10
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	7	5	15	27									

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Beginner level English Language Learners receive supplemental instruction with their English as a Second Language teacher; Mondays, Tuesdays and Thursdays from 3:15-5:15 p.m. The rationale for choosing beginner level ELLs is because on test result data from either their transferring high school ELA Regents test scores and NYSESLAT scores in combination with interdisciplinary exam results. These Beginner level students struggle with reading comprehension and are in the developmental stages of writing to express ideas when responding to or creating main ideas for essays. The grade levels groups that are serviced from Mondays, Tuesdays and Thursdays 3:15-5:15 p.m. are in all grades . The students chosen to receive supplemental instruction have been tested with the Lab-R and/or NYSESLAT exam and are on the Beginning-Intermediate level of English proficiency. The commonality between the Beginning-Intermediate level ELL students are that they have all scored low in relation to the writing sections on the English Regents exams. Therefore, the instruction provided during the Monday Mondays, Tuesdays and Thursdays afternoon sessions will supplement the acquired writing skills learned during their regularly scheduled English classes that they attend with members of the English department teachers. The materials to be used are, Past Regents Exams, National Geographic, the Focus on Grammar/A Basic Course for Reference and Practice text and the Composition Practice: Third Edition text by Linda Lonon Blanton, glossaries and dictionaries in their home language. In addition, if students should have concerns connected to other challenges faced in other classes they may address them during one-to-one sessions with an English teacher.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

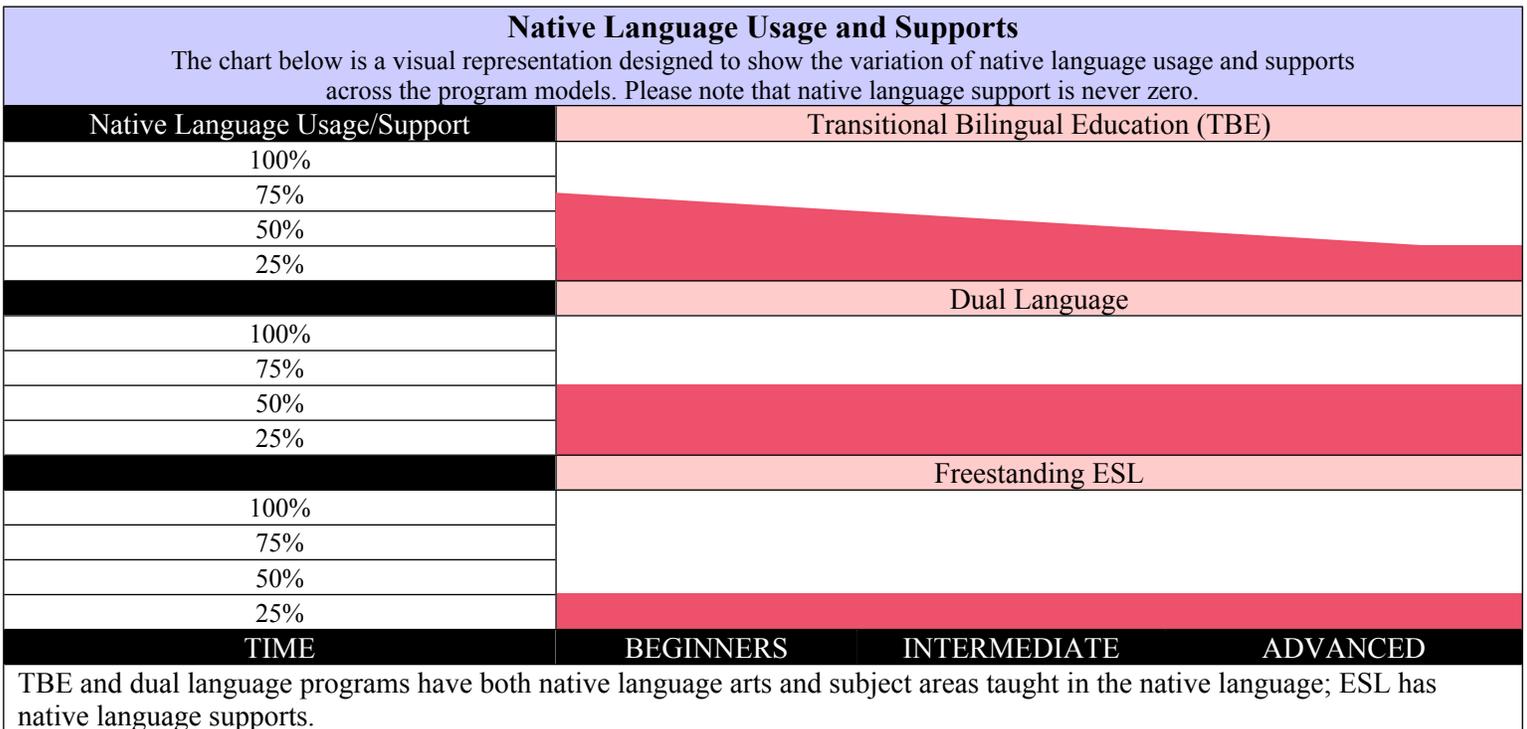
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	English
Social Studies:	English
Math:	English
Science:	

Class/Content Area	Language(s) of Instruction
English	English
English	English
English	English

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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

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- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-1 Harlem Renaissance High School will provide professional development to all instructional teachers of ELLs through scheduled professional development series that are offered through the Office of English Language Learners. Teachers at Harlem Renaissance High school will also receive training from the E.S.L liaison from Network 403 on themes outlined in The New York State ESL Learning Standards, using online tools as www.colorincolorado.com to refer to on data and research connected to enhancing and differentiating instruction for classrooms with Ells. Harlem Renaissance High School will keep a log of E.S.L. Professional Development with the principal's secretary. Each professional development will coincide with school-wide instructional initiatives; PD will last for a minimum of 1 hour. At times, support for the E.S.L professional development series will be enhanced with the aid of facilitators from Network 403.

C. Schools with Dual Language Programs

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

- 100%
- 100% - No classes are taught separately
- N/A
- N/A
- All classes are taught in English

D. Professional Development and Support for School Staff

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

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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?

The structures in place to ensure that parents understand program choices include having a full-time Parent Coordinator who is responsible for running the Parent Orientation Program and parent meetings at the school. In addition to distributing materials in the various major languages, the Parent Coordinator telephones parents to keep them abreast of important news, the rights, programs, and progress of their children. School aides/Community associates are also bilingual (Spanish) and assist in helping parents when they come to register/enroll their children. Parent meetings are held regularly and are attended by teachers, aides or others who can translate. Some parents also are part of the School Leadership Team, the Parents Association, and other planning groups in order to keep the parent perspective in the planning of school policies and events.

Harlem Renaissance High School makes effort to evaluate the needs of parents through several avenues. Parents complete the school survey in expression of their needs. Parents are also invited to meet with the School Leadership Team and are involved in other aspects of the school governance. As such, they exert influence in expressing their needs and those of their children at HRHS.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										5	5	10	7	27
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	5	5	10	7	27

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Students have just enrolled in Harlem Renaissance High School in October 0f 2011. There is no Regents Data as yet to review. All students are in the process of being registered for all needed 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

School Name: Harlem Renaissance High School		School DBN: <u>05M285</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nadav Zeimer	Principal		1/1/01
Ahmed Edwards	Assistant Principal		1/1/01
Iris Fields	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Sasha Shylamberg	Teacher/Subject Area		1/1/01
Kathleen Goldpaugh	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Andri Prez	Guidance Counselor		1/1/01
Gillian Smith	Network Leader		1/1/01
	Other		1/1/01

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

Part A: Needs Assessment Findings

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

In order to conduct our needs assessment for written translation needs we reviewed the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of written translation services. From this preliminary information we determined that many ESL students had parents who spoke Spanish, French-Haitian Creole, and Bengali in descending order of occurrence. We also reviewed the list of parents who attended the previous parent teacher conferences in 2010-2011. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate our statistical results with the practical experience of teacher and guidance counselors.

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.

After a review of the data we determined that a major need for written translation services existed within the school for Spanish and French-Haitian Creole. Furthermore, it was agreed that increasing parental involvement in the school was a major priority.

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.

We plan to provide written translations of our open school day letter to all parents in Spanish informing parents we will have translators available to assist during parent teacher conferences. We plan to provide translators available at our open school day and evening to all parents in Spanish, and French-Haitian Creole. We agreed to revisit the need for French-Haitian Creole written translation again in the future. Providing Spanish written translation services will lead to increased parent involvement by facilitating communication with both teachers and guidance counselors. We also plan to translate other key documents for outreach, such as a parent handbook and recruitment flyers, as the need arises.

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.

In order to conduct our needs assessment for oral translation needs we examined the home language summary report from ATS to determine the home languages represented in our school. We then correlated this list with our list of students in need of ESL services to determine those students and families most in need of oral translation services. From this preliminary information we determined that many ESL students had parents who spoke Spanish, French-Haitian Creole, and Bengali in descending order of occurrence. We also reviewed the list of parents who attended the previous parent teacher conferences in 2010-11. We discussed the results of this preliminary review of the data with our guidance department and the academic departments within the school to correlate our statistical results with the practical experience of teacher and guidance counselors.

After a review of the data we determined that a major need for oral translation services existed within the school for Spanish, French-Haitian Creole, and Bengali. Furthermore, it was agreed that increasing parental involvement in the school was a major priority. Finally we will ensure that at major school functions beyond parent-teacher conferences we will have translators available and offer written notices and letters in these languages in the future.

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>.

In addition to providing professional simultaneous translators during parent-teacher conferences; we purchased wireless headset translation devices as used at the U.N. at the end of last year. This allows us to provide simultaneous translation for a greater number of parents.