



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RENAISSANCE LEADERSHIP ACADEMY (05M286)

DBN: 05M286

PRINCIPAL: QADIR B. DIXON

SUPERINTENDENT: GALE REEVES

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
Qadir B. Dixon	*Principal	
Julio Mendez	*UFT Chapter Leader	
Margerite Teal-Jackson	*PA/PTA President	
Yesenia Rodriguez	DC 37/Community Director	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Maria Aquino	Parent Member	
Darrell Branch	Music Director	
Gaudi Acosta	Guidance Counselor	
Tarsha McClary	Parent Member	
Deborah Hall	Parent Member	
Cathy Davis	Parent Member	
Ruby Bragg	Parent Member/	
Tracy Steele	Mathematics Teacher	

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

Last year only 19% of all students achieved proficiency on the NYS ELA exam, by June 2012, there will be at least a 20% to 39% increase in the number of students achieving proficiency on the NYS ELA exam.-

Comprehensive needs assessment

We did not make AYP for all students, SWDs, Blacks, Hispanic, and Economically Disadvantaged in English Language Arts. Therefore we have made this a priority goal for this year. Due to these results we decided to use the Diagnostic Reading Assessment as a tool to assist in deepening our understanding of each individual student's literary needs. The DRA assist us in determining student reading levels, areas of comprehension in which they thrive or need additional work and how they approach and view reading. As a result of current data and our proficiency goals for this year, we have determined that the DRA will assist us in laying the foundation to getting all of our students to demonstrate at a minimum, one year of progress in reading as evidence by their reading level and other DRA results. We will use the DRA to measure throughout the year with the ultimate goal of increasing the number of all students including SWDs, Blacks, Hispanics, and Economically Disadvantaged achieving proficiency on the ELA exam.

Instructional strategies/activities

Professional Development will be provided to our English teachers. Teachers will be provided training on how to test students as well as how to analyze the student data once a student completes his/her DRA test. The entire faculty will be provided with an overview of the DRA program, how it works and how its results will benefit our students and teachers.

DRA Data Folders will be created for each student. The folders will be updated as students are tested and we will look for trends to determine whether or not students are improving as readers. Students will also have access to studying the information in their folders as well as setting goals to become better readers.

Target Population is all of our English teachers and students. Teachers will be provided with training. Students are members of our target population because we are testing them and then creating an action plan to ensure that they make one years progress as evidence by their reading level.

DRA Specialist, Principal, our Professional Development Team and Network Team will be responsible for providing ongoing DRA training throughout the school year.

Evidence: Benchmark assessments (DRA) will show progress toward achievement of the goal. The DRA is given in October/November and then again in May/June.

Implementation Timeline is September 2011 through June 2012 in which students will be tested at a minimum, twice.

Teachers will be included in the decision-making process by continuing to meet regularly during department meetings to discuss the development and impact of the DRA results and student action plans on their reading levels. Teachers will make collaborative decisions on next steps with struggling and thriving students. Teachers will discuss best practices used with students who show commonalities within and across the grade levels. Teachers will work as a team to ensure that

students are tested.

Strategies to increase parental involvement

- We will provide parents with information regarding their child's reading level and what they can do at home to assist their child's teacher in helping their child make at least one-year progress as evidenced by their reading level and other DRA results.
- A workshop will be provided to assist parents in understanding their child's reading level and additional information in their child's DRA results.
- During curriculum night, we will expose parents to authors and rich text that is at their child's reading level.
- We will provide strategies and encourage parents to read with their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will continue to expose our teachers to best practices in Sustained Silent Reading.
- We will publicly celebrate our student and teacher progress related to progress with DRA and DRA implementation.
- We will send our teachers to high profile professional development sessions in which they can learn from the best researchers and practitioners in the area of reading comprehension.

Service and program coordination

- We will provide teachers with ongoing professional development and provide them with common time to discuss DRA results, action plans and next steps.
- We will provide teachers with time during academic academies to address the needs and strategies to be implemented as per their student action plans.
- We will provide additional time during our academic enrichment after school program to assist students with reading comprehension through exposing them to text on their reading level as well as time to read independently.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement the action plan from September 2011 thru June 2012 as indicated below:

- Additional teachers in the English Department to assist in DRA testing and instructional delivery of strategies recommended in student action plans.
- Instructional Materials to support teacher implementation of next steps as evidenced by student DRA results and action plan.
- Additional copy machine to make all necessary copies needed to administer exam for students.
- DRA Kits for every teacher.
- Substitute teachers to free up teachers to test students.

ANNUAL GOAL #2 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 #2

Last year only 4% of our students with disabilities achieved proficiency on the NYS Math Exam, by June 2012 there will be an increase to at least 20% of SWDs achieving proficiency on the NYS Math Exam.

Comprehensive needs assessment

Our students with disabilities subgroup did not make AYP in Mathematics. Therefore we have made this a priority goal this year. Following careful analysis of our mathematics data we noticed that all student groups made progress except for our students with disabilities group these last two years. As a result we decided to make one years progress a goal for our SWD group in Mathematics thus increasing the number of students with disabilities achieving proficiency on the NYS Math Exam.

Instructional strategies/activities

Professional Development will be provided to our teachers in direct instructional approaches in Mathematics to increase learning in our SWD Mathematics classrooms. Teachers will also be provided ongoing professional development related to the use of technological tools such as Destination Math to support what students are learning in the SWD mathematics classroom. Teachers will also be provided ongoing professional development on the use of CCLS in mathematics, which will provide a new standard to instruct and assess our students.

Data Binders will be used to track student progress in mathematics. The binders will also provide a clear outlook of what students are learning and what needs to be taught and must be re-taught.

Target Population is the SWD mathematics teachers as well as the mathematics department members, as they will all work in collaboration to support the work that is occurring with our SWD group in mathematics.

Principal, our Professional Development Team, Network Team and Mathematics Department members will be responsible for providing each professional development session.

Benchmark Assessments will take place during the months of November, December, January, February, March and May.

Implementation Timeline is September 2011 through June 2012.

Teachers will be included in the decision-making process by meeting bi-weekly to discuss data binders and progress being made with our SWD group in mathematics. Teachers will share best practices in direct instruction. Teachers will also discuss and plan ways to infuse Destination Math in to their current and future lessons. Teachers will also push in to SWD classrooms to assist the SWD teacher and provide students with small group focused instruction in areas of need.

Strategies to increase parental involvement

- We will meet with parents of SWD students to share SWD data.
- We will provide workshops to assist parents in best ways possible to support their children in completing mathematics homework.
- We will provide parents with a workshop explaining Destination Math and CCLS.
- During Curriculum Night, we will discuss all grade level concepts and strands students will learn in Mathematics.
- Parents will learn how to navigate our online school environment to stay abreast of all that latest mathematics lessons and supports.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will send our teachers to quality professional development session discussing relevant concepts and strategies in mathematics.
- We will provide our teachers with opportunities to engage in looking at student work sessions through the use of a variety of protocols.
- We will provide ongoing in house professional development to our mathematics teachers.
- We will showcase our mathematics teachers' best practices in a variety of ways.

Service and program coordination

- We will provide our SWD students with opportunities to engage in rich mathematical instruction during our mandatory academic academy sessions.
- We will provide our SWD students opportunities to engage in the Destination Math online tool to further their learning of mathematical concepts.
- We will use the CAMS and STAMS system to assess students understanding of mathematics, instruct students in the concepts they must learn, assess students through benchmark and post-test.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement the action plan from September 2011 thru June 2012 as indicated below:

- Additional teacher to push into our SWD classrooms.
- Instructional Materials to support teacher implementation of mathematical concepts.
- Computers and headphones to so student can work at computer station on the Destination Math Program without distracting classmates.
- Ongoing professional development in direct instructional practices in mathematics linked to the CCLS.
- Ongoing professional development on the use of the Destination Math Program.
- Purchase of CAMS and STAMS materials for each student.
- Substitute teacher to free up teachers on professional development days.

ANNUAL GOAL #3 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 #3

By June 2012, 85% of students in grades 6-8 will demonstrate that they are able to go back into text to prove or support their arguments during shared inquiry sessions as evidence by their growth along a teacher created "Use of Evidence" rubric.

Comprehensive needs assessment

Findings from our needs assessment indicate that our students need additional development in the area of using textual evidence to support their claims, arguments and answers across the content areas. We found that students often generalized answers as opposed to supporting their answers with evidence. Minimal application of this very important skill, with more rigorous testing standards is one reason that our students did not make AYP in English Language Arts during the 2010-2011 school year. As a result we have decided to make using textual evidence to support claims, arguments and answer a major initiative at our school moving forward. This skill will be reinforced in all content areas due to its importance. This goal also supports our efforts to increase the number of all students achieving proficiency on the NYS ELA exam.

Instructional strategies/activities

Professional Development will be provided to our teachers in shared inquiry methods. Teachers will be trained to facilitate shared inquiry discussions. Teachers will also be trained to create questions that will foster productive and high quality shared inquiry discussions. Teachers will work together to formulate and plan shared inquiry lessons. Teachers will also be provided with one on one coaching from a shared inquiry specialist to continue the fostering of their skills as shared inquiry facilitators.

Teacher Binder Notes will be used as a tool to make notations on and assess student participation in discussions as well as their growth as participants in discussions throughout time.

Target Population is our English, Social Studies and Science Teachers. Teachers will be provided with training in shared inquiry methodology as well function as partners as they develop as shared inquiry facilitators. Students are also members of our population because we will determine our effectiveness as shared inquiry facilitators through their performance during shared inquiry discussion and tasks.

Shared Inquiry Specialist, Principal, our Professional Development Team and Network Team will be responsible for providing each professional development series related to Shared Inquiry.

Implementation Timeline is September 2011 through May 2012.

Teachers will be included in the decision-making process by meeting weekly to discuss shared inquiry and the progress that they are making as facilitators. Teachers will share discussion data as well as highlight things that have gone well and areas they need additional support from the shared inquiry specialist. Colleagues who are thriving as shared inquiry facilitators will have the opportunity to support and partner with colleagues who need additional support. Shared inquiry facilitators will seek feedback from students about the process and use student feedback to collaboratively plan future shared inquiry session with colleagues.

Strategies to increase parental involvement

- Workshops will be provided on the shared inquiry methodology and its benefits.
- We will provide a group of willing parents with the opportunity to engage in a shared inquiry discussion.
- We will expose parents to elements of shared inquiry during our curriculum night.
- We will have shared inquiry questions and assignments posted in our online school environment.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will provide prospective candidates with the opportunity to see a shared inquiry discussion in practice.
- We will continue to provide our teachers with shared inquiry training.
- We will create shared inquiry partners, so that teachers can observe, provide feedback and support one another.
- We will provide our teachers opportunities to view shared inquiry sessions in other schools that are noted as the models for its implementation.

Service and program coordination

- We will teach shared inquiry to incoming students early in our summer bridge program.
- We will provide students with opportunities to engage in shared inquiry during academic academies and after school enrichment programs.
- Additional teachers were hired to function as teacher partners to assist in the implementation of shared inquiry and all of its elements.
- We will provide students with opportunities to participate on our debate team, which will further enhance their discussions skills.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement the action plan from September 2011 thru June 2012 as indicated below:

- Additional teachers to assist in the implementation of shared inquiry.
- Instructional Materials to support teacher implementation of shared inquiry.
- Additional copy machine to make all necessary copies to support shared inquiry work.
- Ongoing professional development from a shared inquiry specialist throughout the school year.
- Individual training sessions with teacher teams and shared inquiry specialist throughout the school year.
- Purchase of rich reading materials in the content areas to support engagement in text before implementation of shared inquiry.
- Substitute teacher to free up teachers on shared inquiry training days.

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

By June 2012, all students in grades 6-8 will have engaged in at least one literacy and one math task embedded in a rigorous curriculum unit of study aligned to Common Core Learning Standards developed and produced by teacher teams.

Comprehensive needs assessment

After comparing our formative assessment results, benchmark exams and standardized testing data we notice a trend. 80% of our students demonstrated at least one-year progress in house in ELA and Mathematics. Even so, we still did not meet AYP in ELA and our SWD group also did not meet AYP in mathematics. In response to these results, we understand that we have to take the rigor and our instructional approach to the next level to ensure that our students meet state standards once again as they have in prior years. This thinking has shifted our attention and effort to immediately creating and implementing rigorous Common Core Learning Standard (CCLS) task. We understand the need to shift our focus and our planning to reflect and match the additional rigors being demanded by the New York State Educational Department.

Instructional strategies/activities

Professional Development will be provided to our English, Mathematics, Science and Social Studies teachers around Common Core State Standards and creating rigorous task bundles for our students to engage in. Teachers in each department will have the opportunity to plan together during department meetings to create rigorous common core learning standard bundles. Teachers will also share best practices as a result of the implementation of the task created collaboratively with their department team members.

Data Binders will be created to chart students growth and performance as they engage in the rigorous tasks of the task bundles created. Results in data binder will also inform teacher conversations with students about their academic progress and achievement in class.

Target Population is all of our English, Mathematics, Science and Social Studies teachers, both general education and SWD teachers. As a school we are studying the Common Core Learning Standards and understanding where and how we can infuse them into our current and new work.

Principal, Professional Development Team and our Network Team will be responsible for providing professional development on which will deepen teacher understanding of the CCLS and which in turn will assist in the creation of dynamic and engaging literacy and math task bundles.

Implementation Timeline is September 2011 through May 2012.

Teachers will be included in the decision-making process by continuing to meet during department meetings to discuss the development and impact of the CCLS task bundles and infusion of CCLS in our current work. Teachers will discuss best practices related to work with the CCLS and continue to develop CCLS tasks to meet the demanding needs of academic rigor at our school. Teachers will also use looking at student work protocols to discuss student work and determine whether or not the objectives of a given lesson are being met.

Strategies to increase parental involvement

- A team of teachers will conduct parent workshops to explain task bundles, assignments and expectations.
- During curriculum night we will provide parents with an overview of the CCLS.
- Parent coordinator will keep parents abreast of all the latest and most up to date CCLS information at our school.
- Teachers will continually engage in looking at student work protocols to determine if students are learning the objectives of the lesson as well as to reflect on their own teaching practices.
- Parents will have access to all CCLS lessons via our online school community in which they can see up to date daily lessons etc

Strategies for attracting Highly Qualified Teachers (HQT)

- We will continue to develop all teachers in this area.
- We will continue to foster positive relationships with universities and colleges as well as train their student teachers.
- We will continue to attend hiring halls in search of talent.
- We will continue to invite prospective teachers into our school to see all of the wonderful things we have happening.
- We will continue to have teachers work in teams to support one another.

Service and program coordination

- We have established common planning time in order for teachers to develop and work on CCLS tasks weekly and bi-weekly.
- We have created academic academies where students are able to engage in and be provided with additional support working with the CCLS tasks. .
- We have created an after-school enrichment program that fosters student growth on Common Core Learning Standard tasks.
- Teachers have volunteered their lunch periods twice per week to assist students who are seeking additional support (whether they are thriving with or need additional support with a given task)

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement the action plan from September 2011 thru June 2012 as indicated below:

- CCLS Professional Development Team Per-Session (1 day per week)
- Instructional Materials to support teacher development and implementation of CCLS tasks.
- Teacher per session for after school enrichment programs (2 days per week).
- Professional development on CCLS provide by network team and outside vendors.

ANNUAL GOAL #5 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 #5

By June 2012, the principal will provide Formative and actionable feedback to all teachers using the Danielson Competency: 3b Using Questioning and Discussion Techniques at least two times per month for each teacher through mini observations and learning rounds with teacher teams.

Comprehensive needs assessment

After conducting a needs assessment focused on how our students engage in discussions about their work in class, it became evident that all of our students needed to be provided with more opportunities to be cognitively challenged through higher order questioning and discussions. Our students did not meet AYP in English Language Arts and one of the reasons we believe is that students were not provided ample opportunities to engage in meaningful discussions about their work. Research suggests that in order for students to move information from their working memory to their permanent memory only after having the opportunity to work with the information over time in a meaningful way. Our students had plenty of opportunities to work independently, but we want them to experience the value added in discussing their work with their peers.

Additionally, as a school we found that we were asking students more clarifying questions than probing questions to ensure that we taught students all of the information needed. We now want to experience the value of asking probing questions, which means we spend longer on a topic, but also means that I students will have a deeper understanding of the concepts and strategies they are working on. As a faculty we have decided to study the different types of questions as well as learn to become facilitators of our student learning. This will happen through our study of discussion and questioning techniques.

Instructional strategies/activities

Professional Development will be provided to all teachers in our school related to Questioning and Discussion Techniques. Teachers will engage in professional development that focuses on three different elements of questioning and discussions. These elements are Quality of Questions, Discussion Techniques, and Student Participation in discussion. Teachers will use a rubric to self analyze their growth in this focus area as well as colleagues in their departments. Additionally, we will use benchmarks as well as daily formative assessments to determine whether the continual teacher development in this area is resulting in student achievement being raised. We will also make note of how students respond and what they articulate during discussions to assess whether we are asking the right questions as well as whether or not the students are able to articulate verbally that they understand the topic at hand.

Target Population is all of our teachers and students. We decided as a school community that questioning and discussion techniques should be the professional focus in every content area. Students are members of the target population as well because we are analyzing whether or not they growing academically as a result of being able to participate often in rich and engaging discussions about their work lead by higher order thinking questioning and a well trained facilitator.

Principal, our Professional Development Team and our Network Team will be responsible for providing each professional development series on Question and Discussion Techniques.

Implementation Timeline is September 2011 through May 2012.

Teachers will be included in the decision-making process by continuing to meet during department and grade team meetings to discuss the development and impact that their new found knowledge on discussion and questioning techniques is having on their instructional delivery and student performance. As a collective whole the teachers decided that this would be our focus this school year and decided that we would have quarterly meetings to discuss how this initiative is working school wide and determine if there were any areas that we must strategically focus in on. Also, teachers who are thriving in the area of questioning and discussion techniques have decided to become mentor teachers for those who may not be progressing as rapidly as they are. Teachers have also agreed to participate in short frequent cycles of classroom visitations where they would provide one another with feedback in the area of questioning and discussion techniques based on a rubric.

Strategies to increase parental involvement

- A team of teachers will host workshops for parents in the area of questioning and discussion techniques to provide them with a better understanding of how we are instructing and engaging their children in learning.
- We will host a curriculum night where we additionally explain how we are using questioning and discussion techniques to assess student learning.
- Parent coordinator will function as the liaison between teacher and parent in case a parent has additional questions.
- Parents will have access to all lessons via our online school community in which they can see up to date daily lessons etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will continue to foster positive relationships with universities and colleges and seek the latest research from them on questioning and discussion techniques.
- We will continue to develop our teachers and encourage them to become experts at questioning and discussion techniques.
- We will invite educators from other schools to view our practice of questioning and discussion techniques and provide us with feedback.
- We will continue to have teachers work in teams to support one another as they develop in the area of questioning and discussion techniques.

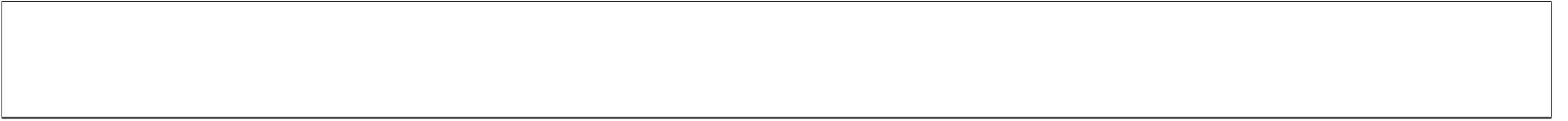
Service and program coordination

- We have established a summer bridge program to prepare incoming and current students for their work in questioning and discussion techniques in the content areas.
- We have created academic academies where students are group by ability and engage in discussions and questioning around common core state standards work.
- We have created an after-school enrichment program that is centered on questioning and discussion techniques to engage students in rigorous task.

Budget and resources alignment

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement the action plan from September 2011 thru June 2012 as indicated below:

- Professional Development Team Per-Session (1 day per week)
- Instructional Materials to support teacher development in Discussion and Questioning Techniques
- Teacher per session for after school enrichment programs (2 days per week)



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	8	7	7	8	2	0	0	0
7	15	14	15	14	11	0	0	0
8	11	10	11	10	3	0	0	0
9								
10								
11								
12								

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
<p>ELA</p>	<p>Achieve 3000: small group/one-to-one; school day/extended day/after school Read 180: small group/one-to-one; school day/extended day/after school REWARDS: small group/one-to-one/tutoring; school day FOCUS (Leveled Reading Materials): small group/one-to-one; school day GREAT LEAPS: small group/one-to-one/tutoring; school day BRAIN POP: large/small group; school day/extended day/after school</p>
<p>Mathematics</p>	<p>Destination Math: small group/one-to-one; school day/extended day/after school Brain Pop: large/small group; school day/extended day/after school Game 24: small group; school day/extended day GREAT LEAPS: small group/one-to-one/tutoring; school day/extended day/after school Flash Master: small group/one-to-one/tutoring; school day Middle School Math Games (www.math-play.com): small group; school day</p>
<p>Science</p>	<p>Achieve 3000: small group/one-to-one; school day/extended day Scholastic (Science): small group/one-to-one; school day/extended day Brain Pop: large/small group; school day/extended day</p>
<p>Social Studies</p>	<p>Achieve 3000: small group/one-to-one; school day/extended day/after school Scholastic (Social Studies): small group/one-to-one; school day</p>

At-risk Services provided by the Guidance Counselor	Walls Between Friends: small group/one-to-one; school day Bridging Friendships: small group/one-to-one; school day This Is Me: INSIDE and OUTSIDE: small group/one-to-one; school day
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

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

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

I. General Expectations

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

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

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

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

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: ongoing workshops, speakers at PTA meetings, Wednesday morning parent teas, to facilitate parent involvement and improve student's academic achievement. There will also be computer training for parents to improve their technology skills.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by **continuing to elicit active participation by the parent constituencies of the SLT (PTA, PAC)**.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with, and programs provided by the school, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, including: "Back to School" nights for each grade; specific grade workshops for parents dealing with making high school choices; ongoing workshop schedules including topics such as curriculum, helping problem students, parenting, etc; enhancement of our Parent Resource Center.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: school messages in different languages; website and fliers in various languages.

III. Adoption

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

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

compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact:

Renaissance Leadership Academy (I.S. 286) and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

Renaissance Leadership Academy (I.S. 286) will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. **The school will provide standards-based, data-driven, differentiated instruction that will meet the needs of its students. We will assist our teachers with the necessary professional development, and build a partnership with the parent community.**
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in the fall and the spring of each school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: quarterly report cards, quarterly "danger of failure" notices.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent teacher conferences, and as requested by parents the extent it is feasible and appropriate.)
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities serving as a class parent, chaperone on trips and other events, serving on parent patrols to increase school safety, and assisting in "telephone trees," or other similar activities that promote parent involvement, and support the goals of this policy.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of our School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

PARENT

STUDENT

DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 05M286 **School Name:** Renaissance Leadership Academy

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.

Phase: Improvement Year 1

Category: Comprehensive

Intervention: School Quality Review (SQR)

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.

Our school is new to the SINI list because our Students with Disabilities (SWD) did not meet AYP in Mathematics or ELA. After a needs assessment we found that our students did not have the foundational skills needed to better comprehend grade level appropriate work in Mathematics and English. Students met the annual goals of their Individual Educational Plans (I.E.P.), however, they did not acquire the level of proficiency needed to meet New York State expectations in English and Mathematics.

The specific academic issues that caused our school to be identified in English are:

- Lack of foundational skills and strategies
- Students not reading on grade level
- Students writing below what is expected for their given grade level
- Student limited vocabulary
- Students not reading their independent reading books on a daily basis.

The specific academic issues that caused our school to be identified in Mathematics are:

- Lack of foundational skills and strategies
- Lack of a conceptual understanding of mathematical concepts
- Lack of knowledge of basic mathematics facts
- Lack of understanding in approaching mathematical problems or word problems that require multiple steps to solve.
- Students not reading on grade level, which affects their ability to make sense of mathematical word problems.
- Student limited mathematical vocabulary
- Students not studying the information taught in class, which would take the information from their working memory and store it in their permanent memory.

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 implement the following interventions to support improved achievement of our Students with Disabilities:

Mathematics

- Provide our SWD Teachers of Mathematics and Mathematics Team with Professional Development related to best practices in Mathematics for our SWD population.

- Reinforce student foundational skills using the Comprehensive Assessment of Mathematics Strategies (CAMS) and Strategies To Achieve Mathematics Success (STAMS) system. Students will take pre-test, benchmark test and post-test using the CAMS system and instruction will be reinforced using the STAMS system as a support.
- Students will be provided with direct and explicit instruction in grade level mathematical concepts and strands.
- Students will attend our mandatory extended day Academic Academy for Mathematics.
- Students will use the Destination Math online tutorial program to reinforce mathematical concepts taught in class at least once per week.
- Students will have access to our online classrooms to revisit lesson concepts taught in class.
- Schedule time for one of our Mathematics teachers to push into our SWD classrooms part-time to assist with smaller group instruction.
- Create interactive SMART lessons to engage our students further in Mathematics.

English

- Provide our SWD English Teachers and English Team with Professional Development related to best practices in English for our SWD population.
- Reinforce student foundational skills using the Comprehensive Assessment of Reading Strategies (CARS) and Strategies To Achieve Reading Success (STARS) system. Students will take pre-test, benchmark test and post-test using the CARS system and instruction will be reinforced using the STARS system as a support.
- Students will be provided with direct and explicit instruction in Mathematics.
- Students will attend our mandatory extended day Academic Academy for English.
- Students will use the Achieve 3000 online reading program to reinforce English concepts taught in class at least once per week.
- Students will have access to our online classrooms to revisit lesson concepts taught in class.
- Schedule time for one of our English teachers to push into our SWD classrooms part-time to assist with smaller group instruction.
- Create interactive SMART lessons to engage our students further in English strategies and concepts being taught.
- SWD teachers of English will be provided with ongoing professional development where they will learn to facilitate shared inquiry sessions geared at engaging our students in conversations about the work facilitated through the use of higher order thinking questions.
- Students will be provided with explicit instruction addressing how to cite references from the text to prove and support their answers and arguments.

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.

We will acquire the following professional development services to assist in our removal from the SINI list.

Mathematics

Destination Math Implementation Professional Development

Teachers will be provided with professional development in which they will learn intermediate to advanced implementation strategies of the Destination Math Program. Teachers will use the program to reinforce and provide direct instruction to students about specific mathematics topics. Teachers will also learn how to navigate the Destination Math Data produced by students as they work and use that data to ensure that students gain mastery in the mathematical concepts being taught.

English

Teachers will be provided with professional development in which they learn how to facilitate higher order thinking during shared inquiry sessions. Teachers will learn to facilitate shared inquiry discussions. Teachers will learn the art of teaching students to cite references from text to prove their answers and support their arguments. Teachers will also

engage in rigorous work related to the levels of questions and types of questions that are appropriate to push and challenge student thinking.

Looking at Student Data Professional Development

Teachers will engage in a series of Looking at Student Data Professional Development sessions. The purpose of the session will be to provide our SWD teachers with an opportunity to work in collaboration with their colleagues to assess student work as they identify common themes and identify whether or not they met their lesson objectives. The analysis of student data will also provide teachers with an opportunity to assess whether students are learning and create assumptions as to why or why not together. Lastly, the teachers looking at student work together will provide them with an opportunity to analyze their professional practice and search for best practices to support their instructional delivery of academic task.

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

Teachers will collaborate with one another to ensure that we are addressing the many needs of our SWD Students in English and Mathematics. Members of our network team will also provide periodic professional development and mentoring for our SWD teachers as well. We also have a mentor provided by NYS that will be working along with our network to provide mentoring and professional development for our SWD teachers in best practices in English and Math.

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.

The school will notify parents about our SINI Status in a number of ways. We will send out a letter of notification through the mail as well as backpack a letter for the students to take home. Letters will be sent in the native languages that our parents speak. We will also host a formal meeting with our parents to inform them of our SINI Status.

**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 Altagracia Santana/CFN 410	District 05	Borough Manhattan	School Number 286
School Name Renaissance Leadership Academy			

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

Principal Qadir B. Dixon	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Christina Stephens	Guidance Counselor Hartwill Cornelius
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Caline Harrison
Related Service Provider Joan Mahmoud (Speech)	Other Jey-Chin Chu (AIS)
Network Leader Altagracia Santana	Other type here

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	0
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	233	Total Number of ELLs	30	ELLs as share of total student population (%)	12.88%
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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. 

Paste response to questions 1-6 here

- 1.) ELL's are identified and placed within the first week of their entry to our school. The ESL teacher and committee members conduct interviews with parents of students who are new and who speak a native language other than English. In addition, to the interview the students are also administered the LAB-R test. Newly admitted students also receive the Home Language Identification survey (HLIS) which is administered including an informal oral interview in English and in their native language. The HLIS is given in parent's preferred language. For example, Spanish speakers who are found entitled to ESL services are given the Spanish LAB by a certified ESL teacher. Once the ELL's are identified their parents are invited to attend a Parent Orientation, during which the video describing the three types of programs for ELLs is shown in the parents' home language. Several staff members who speak the parent's home language are included in the session to translate, interpret and answer questions. The Translation/Interpretation unit is called if a staff member is not available. As the initial Parent Orientation is held, further orientations are held on a "rolling" basis, as new families join our school community. Parents receive the appropriate Part 154 letter each spring, or after initial LAB-R testing, informing them of their child's eligibility and placement in the ESL program or that the child has tested out. Annually each of our ELL students are evaluated and progress is monitored by the ESL teacher, other service providers and classroom teachers. The ESL teacher is involved in ensuring that the LAB-R is administered within 10 days. We run the RLER report to ensure that all eligible students are administered the LAB-R within 10 days of registration. The ESL teacher and trained pedagogues are involved in the registration process and administration of HLIS and LAB-R. The RLER is run to ensure that all eligible students are administered the NYSESLAT. Students are given testing accommodations as per IEP for NYSESLAT. A schedule is made in advance to prepare rooms for each section of NYSESLAT. The Teachers are trained in administration procedures of the exam prior to testing window.
- 2.) In addition, parents of all ELLs are invited to participate in two Parent Orientation meetings, one in the Fall and one in the Spring, during which curriculum highlights and school expectations for student success are discussed. Three available programs are discussed in parent's home language. A video is shown in home language. If necessary the Translation unit is contacted to assist us in this process. At these meetings, parents have an opportunity to ask questions and receive current information. Parent Orientations for Title III programs are also held. Parents are usually sent an invitation to this event in their home language or if this is done during their registration process the child is given the LAB-R, orientation and watch the video. Parents are notified of program school offers only after a program selection is made.
- 3) Entitlement letters are sent home in Home Language. We include a section for parent's signature in the entitlement letters, and ask that they return a copy of the signed form for our records. We make an effort to have parents return the forms upon completion after the orientation while they are still in the building. If possible, we collect the forms during the registration process, while we have the parent and the child present after the LAB-R is used to determine ELL status. In some cases, parents also receive a follow up letter from school officials informing them to look out for the letter and to return it by a given deadline. We also provide parents a phone call from someone who speaks their language as a follow-up in receiving the letter and making sure they understand what it means.
- 4) Parent Choice forms are used to place students in programs. If at any point we have a request for a Dual Language or Transitional Bilingual Education program of 15 parents in two consecutive grades, we know that we must begin to create the desired program to

honor parent choice. Most of the parent choice forms we receive ask for Freestanding ESL program. However in the event that a child does not test out of the NYSESLAT, continued entitlement letters are sent home in home language. In our school, students are grouped by grade and level of proficiency into ESL classes. Data from NYSESLAT, ELA and curriculum-related diagnostics are used to determine placement of ELLs in groups for instruction. One licensed, certified ESL teacher provides ESL instruction in English during the daily “ELL” periods, so that most ELLs are not “pulled out” of academic classes. In this model, the Advanced students receive the required 180 minutes of instruction plus an extra period per week, totaling 225 minutes of instruction. Beginning and Intermediate students receive ESL instruction during the 5 ELL periods a week plus 3 periods per week when their ESL teachers push into academic classes to support instruction. Therefore, all Beginners and Intermediates receive the mandated 360 minutes of ESL instruction per week. ELLs, in this model, also receive 225 minutes of ELA instruction from their regular classroom teachers.

5) About 90% of our parents opt for an ESL program. Students involved in our ESL program enter our school as ELL students. Parents agree to have students involved in our push in, pull out, self-contained and extended day program for our ELL students. Our ELL students are provided with an array of support beyond their required hours.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	30	Newcomers (ELLs)	5
Special Education	9		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	16

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5			9		3	16		6	30
Total	5	0	0	9	0	3	16	0	6	30

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	7	13					21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							3	2	2					7
TOTAL	0	0	0	0	0	0	4	9	17	0	0	0	0	30

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 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?

Paste response to questions 1-7 here

- 1) Instruction is delivered in a multi-tiered way. Our ESL teacher, pushes in, pulls out and meets with our ELL students for extended day. During the day students see our instructor during blocks of times (45 minute and 90 minute blocks) and for one hour 3 times per week during extended day. Our ELL students get more than their mandated time and continue to grow by leaps and bounds because of it. Students mostly function in heterogeneous groups in which the ESL teacher does a fantastic job of differentiating instruction to address the learning needs and styles of our students.
- 2) We have a small school and do not have a large population of ESL students. Our ESL instructor has ample time to ensure that all students meet and actually supersede their mandated hours.
- 3) All content area instruction is delivered to our students in English. The classes all have a print rich environment and explicit and visible vocabulary words with description/meaning. The ESL teacher pushes in to the English Language Arts, Social Studies and Science classes. She works individually and in groups with reading comprehension, vocabulary, reading fluency, phonetics and vocabulary. She also assist students in building their writing skills in English. We have found that this model has assisted our students in quickly developing their understanding of the language, which in turn has improved their comprehension of all content area topics.
- 4.) We ensure that ELL's are appropriate evaluated in their native language by the Home language survey which is completed by the parent and the student.
- 5) We differentiate our instruction to meet the needs of our students. We analyze all relevant data to assist us in determining just what our student academic needs are.

A. Programming and Scheduling Information

- a. Our SIFE students are provided with many sources of support. They work closely with our ESL teacher. The teacher pushes in, pulls them out and works with them during extended day. Student data is generated and discussed by all classroom teachers. Our ESL teacher assist in helping classroom teachers differentiate instruction for our SIFE students. Students also have access to exciting technological programs such as Destination Reading and Math, Accelerated Reader and Brainpop, which all assist in their acquisition of knowledge in all content areas as well as their immersion and understanding of the English language.
 - b. We immediately immerse our students with less than 3 years in the country in the English language. We use programs such as Destination Reading and Math as well as Accelerated Reader and Brainpop to engage and assist in delivery of content. We also conduct a lot of vocabulary and writing workshops with each student in this subgroup. The ESL teacher often pulls students in this sub category out of class. This subgroup of students also receives additional peer tutoring.
 - c. Students within 4 to 6 years are more involved in our push in model and work on specific areas during extended day. Most of our students who fall within this subgroup demonstrate proficiency on their state exams as well as other formative assessments.
 - d. Our long term ELLs are functioning at or above proficiency level. The ESL instructor mostly pushes into their classes and works on specific targeted areas during the extended day program.
 - e. ELLs with special needs are assessed and their IEP's are reviewed so that our ESL instructor as all other instructors may provide them with a rich educational experience as per their IEP and other assessment tools.
- 5) Our model for all of our ELL students is simplistic, yet highly effective. We push in, pull out and have our students attend our extended day program three days per week for one hour to receive additional ESL instruction. Additionally, our ELLs have access to technology, books on their readability level in all content areas and are in classroom settings that are small and conducive to having their academic and social needs met.
 - 6) Our ELLs who are also SWDs have access to every program that all of our students have access to. After our ELL-SWD meet for an hour during extended day, they then have the opportunity to participate in our other after school programs, clubs, teams and study halls. The extended day work done with their ESL teacher is the work that need to be done to address specific needs noticed via analyzing data or struggles that student may have had during a particular lesson.
 - 7.)We use more push-in services than pulling out seperately because they are also some ELL's who are SWDs that are also serviced with general-ed ELLs. Our ELL-SWDs are provided with Destination Math and Reading, Brainpop, Achieve 3000, Great Books, Strategies for Writers, Science Materials, additional materials in all content areas that will further assist comprehension, small group tutoring, peer to peer tutoring, etc.

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

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

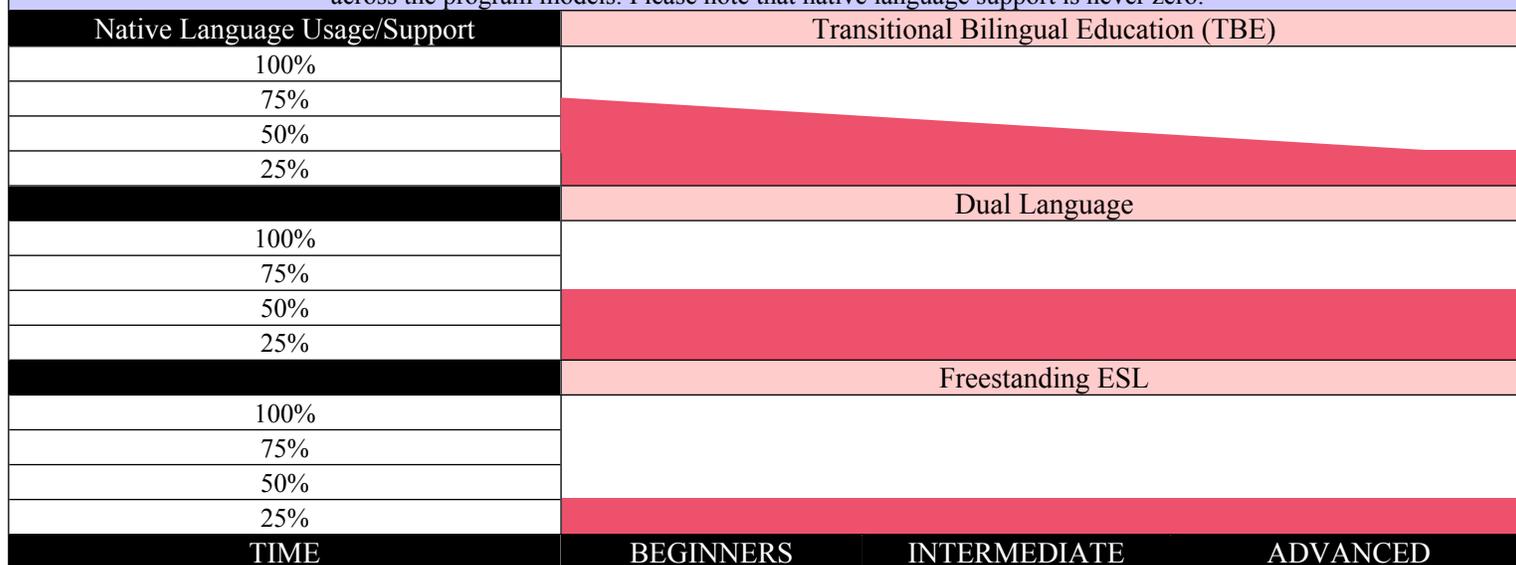
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. 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.
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

- 8.) The intervention programs for ELLs in ELA is READ 180, Achieve 3000 and Great books in addition to small group, peer to peer and student to peer instruction. In Math interventions programs used are Destination Math, Brain pop and also small and differentiated instruction in English.
- 9.) In regard to continuing transitional support, we will continue to immerse our students in the English language as well as differentiate instruction to meet their needs. We are also in the process of getting a student license for the Rosetta Stone program in English for our students to continue to support their learning needs of the English language. These students are also given testing accommodations for another 2 years. Students also receive AIS services during the day and afterschool.
- 10) We are also updating our Rosetta Stone program and adding more languages for students and parents in our school community.
- 11.) There are no programs being discontinued for our ELL's.
- 12.) Our ELLs have access to every program that all of our students have access to. After our ELLs meet for an hour during extended day, they then have the opportunity to participate in our other after school programs, clubs, teams and study halls. The extended day work done with their ESL teacher is the work that need to be done to address specific needs noticed via analyzing data or struggles that student may have had during a particular lesson.
- 13) Our ELLs are provided with Destination Math a program used to support their Mathematical skills and computation in Math. In ELA, Science and Social Studies program used is Achieve 3000 to support Reading comprehension, Vocabulary, Fluency, etc. For Science and Math another program used to help develop fundamental skills in Science and Math through hands-on and visual concepts is Brainpop. In each of the content areas all programs are set up in a way for students to learn in different ways such as individually, small group tutoring, peer to peer tutoring, etc.
- 14) Language is delivered in English. We have an ESL program. Also students are offered glossaries, texts in their native language, and are encouraged to use their native language with peers for content area vocabulary development.
- 15) Our support and resources are grade and age appropriate. ELLs are identified and placed within 5 days of their admission to our school. The licensed Teacher/Coordinator and committee members conduct interviews with parents of newly admitted students whose native language is other than English, and, if eligible for testing, the new student is LAB-R tested. Spanish speakers who are found entitled to ESL are given the Spanish LAB by the ESL teacher. The licensed Teacher/Coordinator completes the Home Language Identification Survey after the parents have chosen the program desired for their child and filled out a Parent Survey and Choice form.
- 16.) After ELLs have been identified, parents of new ELLs are invited to a Parent Orientation, during which the video describing the three types of programs for ELLs is shown in the parents' home language. Various staff members who speak the parents' home language are included in the session whenever possible to translate, interpret and answer questions. Once the initial Parent Orientation is held, further orientations are held on a "rolling" basis, as new families join our school community. Parents receive the appropriate Part 154 Letter each spring, or after initial LAB-R testing, informing them of their child's eligibility and placement in the ESL program or that the child has tested out. In addition to our parent orientation for ELL's we also have a parent orientation in the end of the year during the summer in August and on the first week of September for new incoming students. The Parent coordinator also has workshops for ELL parents which include how to use technology for communication with your child and school community. Other workshops are resources and books to help students including ELLs-SWD on how to cope with adapting to middle school and its expectations.
- 17.) The elective language offered to all students is American Sign Language.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1. Students are provided with 120 minutes of ESL instruction three times per week. All ESL students receive this amount of instruction regardless of whether or not their mandate is for less time.
2. ELLs are integrated 8 periods per day. During that time they also receive additional push-in instruction and work in smaller groups with our AIS teacher. This gives students more than the 360 minutes per week that most are mandated.
3. Students are immersed in the English language in every subject.
4. Does not apply to RLA.
5. No

can share best practices with a teacher who may just be beginning with a new group of 6th graders and can show how students who are now in the 8th grade have made so much progress and what specific practices were most effective. Guidance counselor provide workshops and activities to staff on how to help students including ELLs and ELL-SWD select the proper schools due to their academic level, interest and environment. Counselors also provide activities to staff members to assist ELL's in goal settings, good study and work habits.

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

2) We have partnered with ENACT as well as conducted our own in house workshops. We also offer parents workshops such as the curriculum their child is studying currently and throughout the school year, how to help their child transition from middle school to highschool, how to best communicate with your child, bridging the gap from school and home community.

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

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

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

- 1.) All teachers of ELLs including ESL teacher, all content area teachers, resource room teachers, guidance counselors, secretaries, parent coordinators and other service providers are provided with ongoing professional development both in house and out of school. Careful consideration is taken into account during in house PD to address how instruction or strategies will be differentiated to meet the needs of our ELLs during PD sessions, grade team meetings and other training sessions. Our network ESL liaison conducts mini workshops for our teachers and other school personnel in which she trains them in specific strategies that they will need to support and address the needs of our students. Some of the workshops that have been provided to staff are effective questioning techniques, vocabulary development, effective small group instruction, how to differentiate instruction to meet the needs of ELLs, etc.
- 2) Our staff is provided with ongoing professional development to assist our new ELLs transition into middle school and out of middle school into High School from our Guidance Counselor and school leaders. This process works nicely for our school because our teachers loop up with our students, so they not only get to know and grow with our students, they also conduct case studies in which they can share best practices with a teacher who may just be beginning with a new group of 6th graders and can show how students who are now in the 8th grade have made so much progress and what specific practices were most effective. Guidance counselor provide workshops and activities to staff on how to help students including ELLs and ELL-SWD select the proper schools due to their academic level, interest and environment. Counselors also provide activities to staff members to assist ELL's in goal settings, good study and work habits.
- 3) Our ESL liaison and administrators train our teachers. They lay out exactly what the ESL program is. Who students in the program are and what subgroup they fall under. They discuss where students are currently and then what teachers can do to support the students. They also work collaboratively with the teachers as they attend grade and department meetings to discuss students, how they are progressing and what their needs are.

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)							2		1					3
Intermediate(I)							1	8	10					19
Advanced (A)							1	2	5					8
Total	0	0	0	0	0	0	4	10	16	0	0	0	0	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2						
	I							1						
	A													
	P							1	10	16				
READING/ WRITING	B							2		1				
	I								8	10				
	A							2	2	5				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1	1		4
7	4	5	1		10
8	4	12			16
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	1		1		2				4
7	3		4		3				10
8	4		8		4				16
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	10		11		9				30
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				

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.

Paste response to questions 1-6 here

1) Our school uses the TCWRP to assess our students. This information has told us that our ELLs are at a variety of readability levels. Many on or if not quickly approaching grade level proficiency. This information assist in informing our school instructional plan because our teachers are able to use this data to create a program that will address the needs of our ELLs as well as other students. A next

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.

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

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

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

Paste response to questions 1-6 here

- 1) Our school uses the TCWRP to assess our students. This information has told us that our ELLs are at a variety of readability levels. Many on or if not quickly approaching grade level proficiency. This information assist in informing our school instructional plan because our teachers are able to use this data to create a program that will address the needs of our ELLs as well as other students. A great deal of our success stems from our use of data to inform and drive instruction. For example the proficiency rate in our school for English Language Arts and Mathematics has more than doubled in our school since we have begun to use data to drive instruction.
- 2) It has been revealed to us as we analyzed data patterns across proficiency level and grades that the longer a student has been in our program the more vastly they improve. As students reach the 7th and especially 8th grade their proficiency level is at or above proficiency level if they have been in our program since 6th grade.
- 3) Patterns across the varying modalities of the NYSESLAT will affect instructional decisions in the following way:
 - a) Reading/Writing- All patterns will be analyzed and used to improve our effectiveness in improving ELLs reading and writing levels. Also, positive patterns will inform us of what is working, so that we may build upon those practices.
 - b) Listening/Speaking- All patterns will be analyzed and used to improve our effectiveness in improving ELLs listening and speaking skills. Careful attention is always paid to how our ELLs respond to questions. As they grow academically under our guidance we expect to see their levels of listening and speaking continue to improve.
- 4)
 - a) Student results tell us that student proficiency improves as students' progress through our program. Our ELLs in grades 7 and 8 score at or above proficiency on their New York State Exams. Results are just about the same compared to how they score on exams in their native language.

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.

Part VI: LAP Assurances

School Name: Renaissance Leadership Academy		School DBN: <u>05M286</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Qadir B. Dixon	Principal		10/31/11
	Assistant Principal		1/1/01
Caline Harrison	Parent Coordinator		10/31/11
Christina Stephens	ESL Teacher		10/31/11
	Parent		1/1/01
Julio Mendez/SWD Math	Teacher/Subject Area		10/31/11
Raven Keys/ELA teacher	Teacher/Subject Area		10/31/11
	Coach		1/1/01
	Coach		1/1/01
Hartwill Cornelius	Guidance Counselor		10/31/11
Altagracia Santana	Network Leader		10/31/11
Jey Chin Chu	Other <u>AIS teacher</u>		10/31/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M286 **School Name:** Renaissance Leadership Academy

Cluster: 410 **Network:** CFN

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

Part A: Needs Assessment Findings

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

The SLT and ELL team reviewed our existing procedures to assist parents whose primary language is not English. Meetings were held with the Parent Coordinator, Community Director and ESL Teacher/Coordinator. The LAP team met to discuss the need for translation and interpretation services for parents. Documents that are sent out to all parents were considered, and discussions about which other documents will be needed in the future for translation were discussed. Enlisting the support of other staff member that are fluent in the languages spoken by our ELL parents was discussed. A survey was given in the beginning of the school year to parents in which ask the different languages spoken from parent and student. We have a diverse population of staff members that serve as translators for parents in meetings, events, and conferences.

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.

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

Part B: Strategies and Activities

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

- a. Organizations such as ENACT are service providers who provide parents with translators for workshops, meetings, and school events. They also provide documentation such as literature and pamphlets in more than one language for our Non-English speaking/reading parents .
- b. Use of staff, whenever is needed for written and oral translation.

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

- a. Use of NYC DOE's prepared notices in targeted languages, and DOE's translation services, whenever feasible, especially—but not limited to—issues involving a student's health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms.
- b. Use of staff, whenever feasible, to translate notices.
- c. In the case where translation is not possible, a standard blurb on important notices stating "This is an important document. Please have someone translate it to you," in the targeted language.

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

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