



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : THE RENAISSANCE LEADERSHIP ACADEMY (MS 322)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M322

PRINCIPAL: ERICA ZIGELMAN EMAIL: EZIGELMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

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
Erica Zigelman	*Principal or Designee	
Crystal Washington	*UFT Chapter Leader or Designee	
Ana Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Migdalia Torres	CBO Representative, if applicable	
David Keck	Member/	
Christina Thomas	Member/	
Dennis Ryan	Member/	
Mr. S. Moreno	Member/Parent	
Ms. M. Quezada	Member/Parent	
Raissa Rodrigues	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

* By June 2012, the percentage of students scoring Level 3 or above on the New York State ELA Exam will increase by 4 percentage points.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Improvement in English Language Arts is crucial for the success of our school and our students. In 2010-2011, after two years of increasingly difficult state exams, only 16.4% of our students could achieve grade level performance (Levels 3 or 4). Particularly hard hit were our large populations of English Language Learners (especially first time test takers where only 12% of students were at level) and students with Individual Education Plans. Over 44% of our students is either an ELL, has an IEP, or both. Focusing our efforts on helping students to reach grade level performance is an obvious and critical goal.

Instructional strategies/activities

- Strengthen the multi-grade classrooms launched in 2010 for English multi grade
- Language Learners by starting the program earlier, avoiding technical difficulties, and developing a more effective assessment plan. (The system uses stations, careful groupings, and supporting educational software --System 44 or Read 180).
- Add an additional common planning period each week (small grade-group math inquiry).
- Reduce class sizes in ELA through team teaching.
- Quarterly NYS exam-based assessments tracking progress.
- Revamp portfolios to include at least one “culminating task” and to align with the common core curriculum (while exploring universal rubrics and electronic storage).
- Improve tracking of TCRWP assessments in TC AssessmentPro.
- Increase the number of high interest/appropriately leveled books in every ELA and content library.
- Block schedule ELA Instruction-10 periods per week.
- Continue to use the Teachers College Reading and Writing Project (Curriculum, Consultant and Professional Development), developing plans with TCRWP support curriculum maps and differentiation.
- Expand ELA common planning to encourage school-wide inquiry to pinpoint problem areas and seek solutions with action research.
- Continue units of cross-curricular study to multiple content areas to increase engagement and transfer.
- Focus professional development (PD) on supporting student-centered learning environments that foster active engagement.
- Focus professional development (PD) on designing more focused lessons that activate prior knowledge and require higher order thinking.
- Employ JupiterGrades grading software across the entire school to give parents, teachers, and administrators easy online access to student

progress between interim assessments.

- Improve coordination of AIS with systematic identification and progress monitoring.
- Develop and implement a strengthened school-wide discipline plan.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system
- monthly parent workshops to inform parents curriculum
- Parent outreach with our community associate
- English Language Arts parent "learning walks"
- celebrations of academic success for parents and students.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- support school-level committees that include parents
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.
- schedule additional parent meetings and allow parents to provide suggestions;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written – electronic -- and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Middle School 322 has a strong Partnership with Teach For America and The NYC Teaching Fellows Program. These partnerships gives us the chance to visit summer programs to observe prospective teachers, to see their progress and to decide whether they might be a good fit for our school. We have also contacted Universities and worked with securing staff from such programs as Math for America and TOPS.

In addition to a school wide mentoring program for all new teachers, staff undergoes intensive professional development, especially in the areas of English Language Arts where teachers and coaches receive enormous support and intensive instruction through coaching and seminars from Teachers College Reading and Writing Project. In addition, the school's many team teaching tandems are working with a coach brought in to specifically address best practices in collaborative teaching. This professional development extends beyond the teaching level to include the administration. Our principal receives Leadership Academy Administrative Coaching, while our assistant principals receiving coaching from the

Educational Leadership Institute.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our partnership with our CBO (Children's Aid Society) provides many additional supports for our students and staff alike. Ongoing medical, dental and mental health programs are available to all students. CAS also provides family and parent outreach workshops and programs. The After School Program provides additional recreation time for our students with such activities as dance, cooking crafts and film as such examples of these offerings. In addition, students receive academic support. This year the director of the CAS afterschool academic program is collaborating with our instructional team's coaches so that children in the program are receiving academic support aligned to our curriculum.

Budget and resources alignment

- Leverage Title I 10% to provide ongoing coaching and professional development for all staff by ELA Lead Teacher
- Leverage conceptually consolidated funds (Title I, Tax Levy and Title III) to maintain reduced class size in ELA classrooms
- Leverage conceptually consolidated funds to implement innovative instructional program for ELL students
- Leverage conceptually consolidated funds to maintain TCRWP curriculum and professional development
- Leverage conceptually consolidated funds (Title I, Tax Levy, Title III) to maintain a dedicated departmental planning/inquiry team period for all staff

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

* By June 2012, the percentage of students scoring Level 3 or above on the New York State Mathematics Exam will increase by 4 percentage points.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Mathematics is an area where we have traditionally met with considerable success. The language barriers facing English Language Learners are somewhat reduced in mathematics. In 2010-2011, we saw only 31.3% achieving grade level results. The struggles of newly arrived students and students with Individual Education Plans to reach state standards are obvious. The mathematics department has redoubled its efforts to help all of our children progress toward these goals. Many of the core strategies are listed below.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Implement departmental quarterly assessments based on New York State exam items, choosing performance indicators to follow curriculum map. (Part of the School's Design Your Own assessment plan).
- Analyze quarterly testing results in mathematics common planning periods in grade level inquiry groups, assigning priority to weak areas by performance indicator, reflecting on causation, and adapting instruction.
- Implement Algebraic Thinking curriculum for IEP students to address special needs of students in self-contained classes and CTT classes.
- AUSSIE mathematics consultant Chris Coombs supporting conceptual learning (crucial to CCLS).
- Merge Common Core Learning Standards with current NYS performance indicators in curriculum planning.
- Develop curriculum with units structured around clearly articulated two week cycles with clear learning targets (so that performance indicators are not taught in isolation).
- Develop performance assessment task-based unit structures to accompany two week learning cycles.
- Provide tutoring in a Saturday Academy.
- School-wide mathematics competitions to foster improved number sense and arithmetic skills:
 - School-wide in-house *math league* competition (twice-annual), focusing on number sense and math fluency.
 - Twice annual school-wide in-house *Math 24* competition. In-class competitions lead to school-wide contest focusing on math fluency.
 - *Ken Ken* competition. In-class competitions lead to school-wide contest focusing on math fluency.
- Add an additional common planning period each week (small grade-group math inquiry).
- AIS with F-status teacher, Mr. Pasqual, targeting underperforming mathematics students (especially ELLs)
- Extend mathematics curriculum planning time to accommodate additional small group planning.
- Facilitate a professional learning community through common planning periods to support curriculum planning, assessment design, and instructional innovation.
- Focus professional development (PD) on conceptual, inquiry-based learning.
- Employ JupiterGrades grading software across the entire school to give parents, teachers, and administrators easy online access to student progress between interim assessments.
- Add additional mathematics periods to IEP and ELL classes when possible.
- Improve coordination of AIS in math with more systematic identification and progress monitoring.
- Develop and implement a strengthened school-wide discipline plan.
- Implement an after school program for targeted groups of students.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Conduct monthly parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system
- Parent outreach with our community associate
- monthly parent workshops to inform parents curriculum
- English Language Arts parent “learning walks”
- Celebrations of academic success for parents and students.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- support school-level committees that include parents
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.
- schedule additional parent meetings and allow parents to provide suggestions;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; providing written – electronic -- and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Middle School 322 has a strong Partnership with Teach For America and The NYC Teaching Fellows Program. These partnerships give us the chance to visit summer programs to observe prospective teachers, to see their progress and to decide whether they might be a good fit for our school. We have also contacted Universities and worked with securing staff from such programs as Math for America and TOPS.

In addition to a school wide mentoring program for all new teachers, staff undergoes intensive professional development, especially in the areas of English Language Arts where teachers and coaches receive enormous support and intensive instruction through coaching and seminars from Teachers College Reading and Writing Project. In addition, the school’s many team teaching tandems are working with a coach brought in to specifically address best practices in collaborative teaching. This professional development extends beyond the teaching level to include the administration. Our principal receives Leadership Academy Administrative Coaching, while our assistant principals receiving coaching from the Educational Leadership Institute.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our partnership with our CBO (Children’s Aid Society) provides many additional supports for our students and staff alike. Ongoing medical, dental and mental health programs are available to all students. CAS also provides family and parent outreach workshops and programs. The After School Program provides additional recreation time for our students with such activities as dance, cooking crafts and film as such examples of these offerings. In addition, students receive academic support. This year the director of the CAS afterschool academic program is collaborating with our

instructional team's coaches so that children in the program are receiving academic support aligned to our curriculum.

Budget and resources alignment

- Use C4E funds (100%) to staff full time math coach to provide coaching and professional development
- AUSSIE mathematics consultant from School wide Projects SWP funds.
- Leverage conceptually consolidated funds (Title I, Tax Levy, Title III) to staff a dedicated .3 AIS math teacher to work with Level 1 students
- Leverage conceptually consolidated funds (Title I, Tax Levy, Title III) to maintain a dedicated departmental planning/inquiry team period for all staff

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, English Language Learners will move an average of 10% through their current NYSESLAT scale score ranges in both modality pairs (Listening/Speaking and Reading/Writing).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Every year, a large percentage of our students are English Language Learners. As of this writing, 36% of our students are English Language Learners. It could be argued that Washington Heights is a community of language learners. 85% of students speak a language other than English at home. Nearly 26% are former ELLs. Our ELL population includes both long term English Language Learners in danger of stagnation and the new students arriving every week. Strategies for helping these all of these students move smoothly through the stages of language acquisition are central to our work. Measuring their progress within and between levels with the NYSESLAT provides us with clear evidence of program success.

Instructional strategies/activities

- Improve the implementation of our pilot ELL program by getting the program underway earlier, applying new technical capacities, and developing a more effective assessment plan. (The system uses stations, careful groupings, and supporting educational software -- System 44 or Read 180)
- Block schedule ELA Instruction-10 periods per week.
- Improve tracking of TCRWP assessments in TC AssessmentPro.
- Increase the number of high interest/appropriately leveled books in every ELA and content library.
- Extend opportunities that allow qualifying students to receive tutoring series through external organizations.
- Teachers College Reading and Writing Project (Curriculum, Consultant and Professional Development).
- Facilitate ELL common planning to encourage school-wide meetings to pinpoint problem areas and seek solutions with action research.
- Involve teachers in additional TCRWP study groups and calendar days.
- Employ JupiterGrades grading software to give parents, teachers, and administrators online access to student progress.
- Title III after school program supporting new arrivals who will be taking the ELA exam.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system
- monthly parent workshops to inform parents curriculum

- English Language Arts parent “learning walks”
- celebrations of academic success for parents and students.
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- support school-level committees that include parents
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.
- schedule additional parent meetings and allow parents to provide suggestions;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee; providing written – electronic -- and verbal progress reports that are periodically given to keep parents informed of their children’s progress.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Middle School 322 has a strong Partnership with Teach For America and The NYC Teaching Fellows Program. These partnerships gives us the chance to visit summer programs to observe prospective teachers, to see their progress and to decide whether they might be a good fit for our school. We have also contacted Universities and worked with securing staff from such programs as Math for America and TOPS.

In addition to a school wide mentoring program for all new teachers, staff undergoes intensive professional development, especially in the areas of English Language Arts where teachers and coaches receive enormous support and intensive instruction through coaching and seminars from Teachers College Reading and Writing Project. In addition, the school’s many team teaching tandems are working with a coach brought in to specifically address best practices in collaborative teaching. This professional development extends beyond the teaching level to include the administration. Our principal receives Leadership Academy Administrative Coaching, while our assistant principals receiving coaching from the Educational Leadership Institute.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our partnership with our CBO (Children’s Aid Society) provides many additional supports for our students and staff alike. Ongoing medical, dental and mental health programs are available to all students. CAS also provides family and parent outreach workshops and programs. The After School Program provides additional recreation time for our students with such activities as dance, cooking crafts and film as such examples of these offerings. In addition, students receive academic support. This year the director of the CAS afterschool academic program is collaborating with our instructional team’s coaches so that children in the program are receiving academic support aligned to our curriculum.

Budget and resources alignment

- Leverage conceptually consolidated funds (Title I, Tax Levy, Title III) to provide ongoing coaching and professional development.
- Leverage conceptually consolidated funds (Title I, Tax Levy, Title III, Title III Immigrant Program) to provide reduce class sizes and provide after school programming.
- Leverage conceptually consolidated funds (Title I, Tax Levy, Title III) to maintain a dedicated departmental planning/inquiry team period for all staff.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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	58	18	8	8	8		7	9
7	50	12			6		6	15
8	60	15			12		10	12
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
ELA	Students will receive academic intervention services through a reduction of class size. The students will be tracked using a variety of formal assessments (TC AssessmentPro and quarterly testing in all core subjects) on a continuous basis. Services will be provided during class session. Teachers will provide pull-out AIS as monitored by our literacy coach. Read 180 and System 44 programs will provide support for small classes of Language Learner population.
Mathematics	All students will receive academic intervention services through a reduction of class size. All target students will be offered am classes, instructed by staff in their preferred language. The students will be tracked using a variety of formal assessments (MS322 Math Assessment Tool and Quarterly Exam-Based Tests) on a continuous basis. Services will be provided during class session. Teachers will also provide pull-out AIS with monitoring by our math coach. Our Level One students will be receiving additional support through small group interventions during the school day.
Science	Students will benefit from the push-in support of an A.I.S. lab specialist during regular class time. Additionally, cross-curricular collaboration with E.L.A. will focus on comprehension and writing skills for this content area. Literacy strategies such as graphic organizers will be utilized on a continuous basis.
Social Studies	Students will benefit from the push-in support of an A.I.S. specialist during regular class time. Additionally, cross-curricular collaboration with E.L.A. will focus on comprehension and writing skills for this content area. Literacy strategies such as graphic organizers will be utilized on a continuous basis.
At-risk Services provided by the Guidance Counselor	Through our weekly PPT meetings, we identify groups of at-risk students who will receive counseling services in collaboration with the Children’s Aid Society.
At-risk Services provided by the School Psychologist	We will continue to collaborate with Children’s Aid Society who provide targeted students with psychological counseling and family support.

At-risk Services provided by the Social Worker	Through our weekly PPT meetings, we identify groups of at-risk students who will receive counseling services in collaboration with Children's Aid Society
At-risk Health-related Services	We will continue to collaborate with Children's Aid Society who provides on-site health and dental services for students and their families.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 06M322 School Name: The Renaissance Leadership Academy (MS 322)

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 Improvement Year 2 Corrective Action Year 1 **X: Corrective Action Year 2**
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused **X: Comprehensive**

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

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

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

Middle School 322 has struggled to meet AYP in all subgroups for ELA. Academic support beyond the school day for students performing below level is an obvious, critical need. Extending the student's education into the weekends and holidays will help students perform. In addition, a school quality review conducted in March, 2011, noted that we had a large population of English Language Learners and had therefore developed a block-scheduled classroom structure to allow reduced class sizes, intensive differentiation, small group instruction and daily rotating stations. SINI monies will support the implementation of this project.

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.

SINI funds will go directly to supporting instruction beyond school hours with the majority of the funding going directly to staffing. Programs planned include a Saturday Academy, and 3 day programs to run in the February and April Breaks.

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.

In ELA, we employ a lead teacher and literacy coach. She is a highly qualified, energetic presence in the school who coordinates PD for teachers of English Language Arts and supports literacy instruction across the curricula. Her background in special education provides a valuable additional skill set.

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

Ms. Montano, an experienced assistant principal, supervises a group of teachers who serve as mentors for eligible staff members (who log their time as per regulations). In addition, our Principal, Ms. Zigelman, facilitates a new teacher study group which meets afterschool each month. The group invites guest speakers, shares problems and solutions, and studies a common text.

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 Renaissance Leadership Academy (MS 322) will notify parents about the school's identification for school improvement by utilizing the parent letter template provided by the Department of Education. We will customize this letter to address and reflect our schools specific needs and services.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado	District 06	Borough Manhattan	School Number 322
School Name Middle School 322			

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

Principal Erica Ziegelman	Assistant Principal Guillermina Montano
Coach David Keck/ELA	Coach Jenny Figaro
ESL Teacher Lisa Rotterdamn/ESL	Guidance Counselor Elizabeth Johnson
Teacher/Subject Area Vernoika Kiss/ESL	Parent Ana Mendez
Teacher/Subject Area type here	Parent Coordinator Esmeralda Pelaez
Related Service Provider Donna Karasik	Other Freddy Bude
Network Leader Benjamin Soccodato	Other Boris Consuegra

C. Teacher Qualifications [i](#)

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	4	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	1

Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	464	Total Number of ELLs	196	ELLs as share of total student population (%)	42.24%
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Part II: ELL Identification Process

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

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

1. Identification of prospective ELLs begins with the registration process. At enrollment, the Home Language Identification Survey (HLIS) is administered by the ELL Coordinator to determine LAB/LAB-R eligibility. If the home language is determined to be other than English or if the student's native language is other than English, an informal oral interview in the student's native language is administered by the ELL Coordinator or a properly licensed ESL or bilingual pedagogue, with translation and interpretation support as necessary. If the student's home language is determined to be English or if the student's only language is English, the ELL identification process terminates at this point.

If the student speaks a language other than English and speaks little or no English, the student is scheduled to take the LAB-R (and Spanish LAB for students with a home language of Spanish). LAB-R and Spanish LAB (for students with a home language of Spanish) testing is administered within 10 days of initial enrollment, as scheduled by the ELL Coordinator in collaboration with administration.

Administration of the exams is done by our LAB Coordinator, a bilingually licensed pedagogue and school administrator. The tests are then hand-scored by the ELL Coordinator (same as above). If the student scores at or above proficiency on the LAB-R, the ELL identification process terminates and the student is programmed as

a general education student and a Non-Entitlement Letter is sent to the parent. If the student scores below proficiency on the LAB-R, the student is designated as an ELL and the home language is updated in ATS by the Pupil Accounting Secretary.

If the LAB-R hand-score indicates that a student is indeed an ELL student, parents are notified using the Entitlement Letter. The ELL Coordinator and Parent Coordinator then collaborate to ensure that parents come into the school in a timely manner to exercise the Parental Option, after an initial ELL Parent Orientation Session, in which parents are advised of the three program models offered in New York City, are shown the Orientation Video, and are given the ELL Parent Brochure in their native language and given the opportunity to complete the Parent Survey and Program Selection Form. Parents are advised of the program offerings at our school. In cases where the parent's preference is not available at our school, a Transfer Option is provided. In cases in which the parent does not complete and/or return the Parent Survey and Program Selection Form, students are automatically placed in bilingual programming, per CR Part 154. Student placement is once again verified for the parent using the Placement Letter. We honor and monitor parent choice using new ELPC screen on ATS.

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

Program Selection Form

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

Each subsequent year following initial enrollment, ELL students are assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT). Each summer, upon receipt of the test results from the most recent NYSESLAT administration, results are analyzed to determine new student proficiency levels. Based on these results, parents are provided either with a Continued Entitlement Letter (for students who did not attain proficiency) based on the results of the most recent NYSESLAT administration or with a Non-Entitlement/Transition Letter (indicating that the student has scored proficient on the most recent NYSESLAT administration and is no longer designated an ELL student).

NYSESLAT eligibility is assessed using the RLER, RLAT and RNMR reports obtained from ATS (as well as to access quantitative data that will be used in our ELL instructional decision-making). Teachers receive professional development on the administration of test components. The ELL coordinator monitors the administration of each step, ensuring that all students complete all sections in a timely fashion, working with the school's testing coordinator to ensure that materials are correctly completed and submitted.

2. At The Renaissance Leadership Academy, a number of structures are in place to ensure that parents are advised of all three program choices for ELLs (Dual Language, Transitional Bilingual Education and ESL) available to them. At ELL Parent Orientation Sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with the ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. To ensure that parents are fully apprised of the choices available to them and are capable of making a well-informed choice, parents are then asked to complete the Parent Survey and Program Selection Form, prior to being advised of the options available at our school, to ensure that parent

choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parent's native language and all documentation is provided in the native language as well.

In the fall, two ELL Parent Orientation Sessions are held within the first 30 days of school. For these sessions, invitation letters are sent to parents, along with the Entitlement Letter sent to all newly identified ELL students. Supplemental parent outreach is a collaborative effort between the ELL Coordinator, Parent Coordinator and administration through phone calls and follow up correspondence made in the native language. Thereafter, ELL Parent Orientation Sessions are conducted on either an individualized basis at the time of enrollment or scheduled with the parent at the time of initial enrollment for within ten days of initial enrollment.

3-5. Entitlement Letters are provided to parents in-person at the ELL Parent Orientation sessions, after showing of the ELL Parent Orientation Video. Therefore, the majority of letters are returned before the parent leaves the building. In cases in which the parent chooses to take the letter home, the parent, ELL Coordinator and Parent Coordinator come up with an agreed upon return deadline prior to the parent leaving the building. If the parent fails to return the letter by the agreed upon deadline, the ELL Coordinator informs the Parent Coordinator who follows up with the parent by phone at regular intervals to ensure that the letter is returned. Copies of all entitlement letters are kept on file in the building by the ELL Coordinator.

Identified ELL students are placed in bilingual or ESL instructional programs based on parent choice for newly admitted ELL students and based on continuity of programming for continuing ELL students, except where the parent requests otherwise. For newly admitted students, parents are initially advised of all program model choices available to them in the city of New York at either a group or individual Parent Orientation Session in the native language, held within the first ten days of initial enrollment. At these sessions, parents are shown the ELL Parent Orientation Video that is part of the LAP Toolkit. They are also provided with translated ELL Parent Brochure and have the opportunity to have any questions regarding the program model options available to them in the city of New York answered by a properly licensed education professional. Once parents are fully apprised of the choices available to them and capable of making a well-informed choice, parents are asked to complete the Parent Survey and Program Selection Form (prior to being advised of the options available at our school) to ensure that parent choice is not unduly influenced by in-house offerings. In the event that parent choice does not align with in-house offerings, a transfer option is provided, which the parent then has the opportunity to accept or decline. All components of the process are always conducted in the parent's native language and all documentation is provided in the native language as well. Based on parent choice, the student is then placed in the appropriate class based on grade level, language proficiency level and availability.

6. After reviewing the Parent Survey and Selection forms for the past few years, we have found that over 90% parents of newly admitted ELL students are requesting Transitional Bilingual Education. However, in spite of concerted efforts to educate our parents on the importance of program continuity, we continue to find that

these same parents often later wish to opt their children out of TBE and into ESL, within their child's first three years as an ELL student. The programs offered at our school are well-aligned to parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							25	32	30					87
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							22	20	25					67
Push-In														0
Total	0	0	0	0	0	0	47	52	55	0	0	0	0	154

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	154	Newcomers (ELLs receiving service 0-3 years)	79	Special Education	33
SIFE	46	ELLs receiving service 4-6 years	38	Long-Term (completed 6)	41

Number of ELLs by Subgroups

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. ①

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	63	41	0	4	1		3	0	0	70
Dual Language										0
ESL	9	2	6	34	1	17	35	0	10	78
Total	72	43	6	38	2	17	38	0	10	148

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							22	24	24					70
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other <u>BU</u>							1							1
TOTAL	0	0	0	0	0	0	25	24	24	0	0	0	0	73

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
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							7	13	21					41
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	13	21	0	0	0	0	41

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?

1. Literacy instruction in our bilingual program is team-taught by six staff members in a daily, ungraded triple period literacy block, serving our ninety highest-needs ELL students. Within this ninety, the sixty highest-needs

A. Programming and Scheduling Information

ELL students receive a daily triple period literacy block, using a station-based rotational model, with students homogeneously sub-grouped into tens based on data. Each day, students rotate through each of the following six stations: Teachers College Reading & Writing Project Reader's Workshop, Teachers College Reading & Writing Project Writer's Workshop, Guided Reading, Independent Reading, Computers (System44/Read180) and a final station involving NLA three days per week and RTI two days per week. These stations are collaboratively taught by a team of ESL/ELA/NLA teachers as follows: Reader's Workshop (ESL licensed teacher), Writer's Workshop (ESL licensed teacher), NLA (NLA licensed teacher), Guided Reading (ELA licensed teacher in collaboration with Reader's Workshop teacher), RTI (ESL licensed teacher).

2. Within this same ninety, the thirty highest-functioning ELLs (typically demonstrating Advanced or high Intermediate NYSESLAT Levels and beginning ELA exam score data), regardless of grade, go across the hall and also receive a daily triple period literacy block using a more traditional form of the TCRWP curriculum, adapted for ELLs. These students receive TCRWP-based Reader's and Writer's Workshop instruction daily, team-taught by one ELA and ESL-licensed faculty member. In addition, two-days a week, they also receive NLA instruction, totaling at least 180 minutes per week from an NLA licensed teacher.

Literacy instruction in our ESL program is taught during a daily, ungraded double-period literacy block. Similarly to our bilingual program, ELLs in ESL programming are divided up with the lowest-functioning sixty students receiving daily instruction using the TCRWP Readers and Writers Workshop curriculum, adapted for ELLs. Again, the thirty highest functioning of this group receive the same instruction with less scaffolding, a focus on transitioning into the mainstream ELA classroom and passing the NYSESLAT. All literacy teachers in our ESL program hold a license in ESL and also receive ongoing professional development and coaching from our TCRWP consultant, literacy coach and ELLs coach in appropriately adapting the TCRWP workshops to effectively meet the instructional needs of ELLs at all levels.

In both our bilingual and ESL programs, students are ungraded and receive literacy instruction differentiated, based on their current ability level in English. We have, however, worked hard to ensure that this would not come at the cost of undermining effective delivery of the appropriate grade-level material in content area classrooms. In both our bilingual and ESL programs, outside of the daily triple/double (respectively) literacy block, students break out into grade level cohorts ("blocks" which travel together to all content area classes) for content area instruction. In both our bilingual programs, students receive the same grade-appropriate content as their peers in all core subject areas. In our bilingual program, instruction in content area classes is governed first by CR Part 154 and the recommended NLA Usage/Support in TBE based on the level of the students.

3-4. While a wide variety of instructional scaffolds are used to ensure content mastery in the content area classroom for all of our ELL students day-to-day, several key instructional scaffolds, identified as having high investment return, are routinely expected supports across the content areas in all ELL content area classrooms: conceptual (versus procedural teaching), bilingual word walls, cognate walls, explicit instruction in bilingual dictionary/glossary use, visual supports, TPR, a daily language objective in addition to the content objective,

A. Programming and Scheduling Information

hands-on/project-based learning whenever possible, adapted text, bilingual classroom library materials consisting of trade books at varied reading levels, multi-media supports including Discovery United Streaming and Brain Pop instructional videos, etc. In our bilingual classes, in addition to the above-named scaffolds, the L1 is strategically used in all content area classes to facilitate content comprehension and mastery for all students, while the relevant English CALP for the content area is simultaneously taught, using an adapted form of the sandwich model (Dr. Sonia Soltero, Bilingual Programs Planning Grant Meeting, Office of English Language Learners).

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
Native Language Usage/Support	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
Native Language Usage/Support	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

using the TCRWP Reader's and Writer's workshops to ensure content delivery in grade-appropriate. Access to content is supported through daily guided reading instruction and the use of computer-based interventions

B. Programming and Scheduling Information--Continued

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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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?

8. In addition to the various scaffolds built into daily instruction for ELLs, certain ELL students have been identified for targeted intervention based on the data. Based on last year's data and diagnostics administered early in the year in mathematics, we identified that a large number of our first-year ELLs and newcomer SIFE students have significant gaps in their background in math, causing them significant difficulty in accessing the grade-level curriculum. Therefore, we have set up two targeted interventions to address the needs of these students: AM Remedial Math Skills Program designed to address deficiencies in pre-requisite skills needed to access the grade-level math curricula in middle school, running from 7:30-8:10 AM daily. This program is open to all students, but ELLs have been group and receive instruction from one of the bilingually licensed math teachers. Additionally, newly admitted SIFE students with the greatest level of need in math, are also being targeted from small group AIS math instruction two days per week in their native language, to help accelerate mastery of the prerequisite skills needed to meaningfully access the grade-level curricula. The AIS math teacher, classroom math teacher and math coach are closely collaborating to triangulate teaching, learning and data on an ongoing basis to monitor progress for these students. In ELA/ESL, we have targeted our ELL students who did not meet standards on the 2011 ELA Exam and ELL students who will be taking the ELA Exam for the first time this year for AIS Intervention in ELA. Based on feedback from teachers and students last year and based on various data measures, we have found that pulling students out of class to receive AIS services too frequently undermines instruction and student achievement in the regular classroom. To address this and ensure that AIS remains relevant to what is going on in the classroom, we have shifted our ELA AIS to a model in which the AIS teacher works with the target group in the ELA classroom on the material actual being covered in class at that time. This means that our ELLs targeted for AIS in ELA receive targeted small-group instruction aligned to the classroom learning twice per week. In addition, ELLs identified as reading significantly below grade-level in both our ESL and bilingual programs receive targeted computer-based intervention using the System44 (40 licenses)/Read180 (120 licenses) programs, as part of the rotational model in our ELL literacy classrooms. As the year progresses, we also hope to target our LTELL and at-risk LTELL students with NYSESLAT test prep, content area enrichment programs in math and science for our grade eight ELLs and ELA test prep programs targeting our various ELL sub-populations.

9. A number of supports are provided for to ensure transitional support for two years to former ELLs after having attained proficiency on the NYSESLAT. Ensuring proper supports are in place for these students begins with communication. All staff are provided with data sheets and training on the use of data to identify students in their classes who have attained proficiency on the NYSESLAT within the last three years, with modality pair

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A. Programming and Scheduling Information

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

1) The Renaissance Leadership Academy Offers extensive, ongoing professional development for all ELL personnel at the school.

Our ELL professional development plan of academic year 2011–12 includes four components:

- offsite Teacher's College Reading and Writing Project Professional Development (weekly)
- continued onsite professional development with consultants from TCRWP consultants (biweekly) and offsite consultant, Ilvia Osceola
- onsite ELL coaching by in-house ELL and Literacy Coach
- offsite PD provided by network (CEI-PEA) ELL Consultant, Luis Quan
- deans, teachers, and administrators receive offsite PD provided by Office of Department of English Language Learners

2. In order to support staff in assisting ELLs as they transition from elementary to middle school, we offer the following supports:

- use of advisory time to establish routines and procedures used at the middle school level
- training in school-wide discipline plan (PBIS)
- providing teachers with comprehensive student data on entering sixth graders by the end of the first week of school
- training to help students create individual SMART goals based on data

Likewise, as our 8th graders prepare for high school, staff is supported in assisting ELL students in making a smooth transition through:

- the use of advisory time in ELL classes for explicit instruction in effective use of the High School Directory, with a particular focus of identifying schools that are a good match based on individual student data and program offerings relevant to ELLs
- use of advisory time to assist 8th graders in developing SMART Goals aligned to their high school education and beyond
- familiarizing 8th grade students with their individual data profile and its role in the high school admissions process

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- familiarizing 8th grade students with their individual data profile and its role in the high school admissions process
- empowering ELL students to take on greater ownership of their education by familiarizing 8th grade ELL students with the meaning of their status as an ELL and its technical implications in high school (i.e., implications of the NYSESLAT proficiency level on their high school program, per CR154) and testing modifications to which they are entitled as ELL students
- parent workshops on Demystifying the High School Application Process, specifically targeting the needs of ELL students and their families
- collaboration between the 8th grade guidance counselor and ELL Coordinator in identifying high schools with program offerings well-aligned to individual student needs
- availability of small group and individualized sessions with the guidance counselor with translation and interpretation support available

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- availability of all school correspondence regarding all aspects of the middle to high school transition in the

E. Parental Involvement

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

1. Parents are involved at our school on many levels. As our school is 39.84% ELL at the time of writing and over 85% of students come from a home in which a language other than English is spoken, nearly all of our parents are or were at one time the parents of ELL students. Parents of ELL students participate in the following:

- Breakfast with the Principal
- ELL Parent Workshops
- High School Transition Workshops for ELL Parents
- Middle School Transition Workshops for ELL Parents
- Scholars/Progress Celebrations
- Publishing Parties (selected)
- Parent-Teacher Conferences
- School Leadership Team
- Field Trips (selected)
- Meet the Teacher Night
- PTO
- opportunities to participate in collaborative arts and service learning opportunities with students
- NYSESLAT Proficiency/Progress Award Ceremonies
- open-houses
- Parent Learning Walks with the Principal
- continuing education opportunities offered by our onsite CBO (Children's Aid Society)

2. In partnership with our onsite CBO (Children's Aid Society), we are thrilled to offer a wide range of workshops and services to parents of ELL students, including:

- parent workshops
- comprehensive medical, dental and mental health services for students
- a comprehensive after-school program
- adult continuing education classes, including ESL, GED and Computer Skills

The needs of parents are evaluated using both data and ongoing communication with parents. Parental needs are identified through:

- constant communication between the Parent Coordinator and parents
- school staff who are themselves parents and residents of the local community
- review of BESIS data, with a focus of the Parental Option
- review of Parent Survey & Selection Form data
- School Progress Report
- Learning Environment Survey
- School Quality Review

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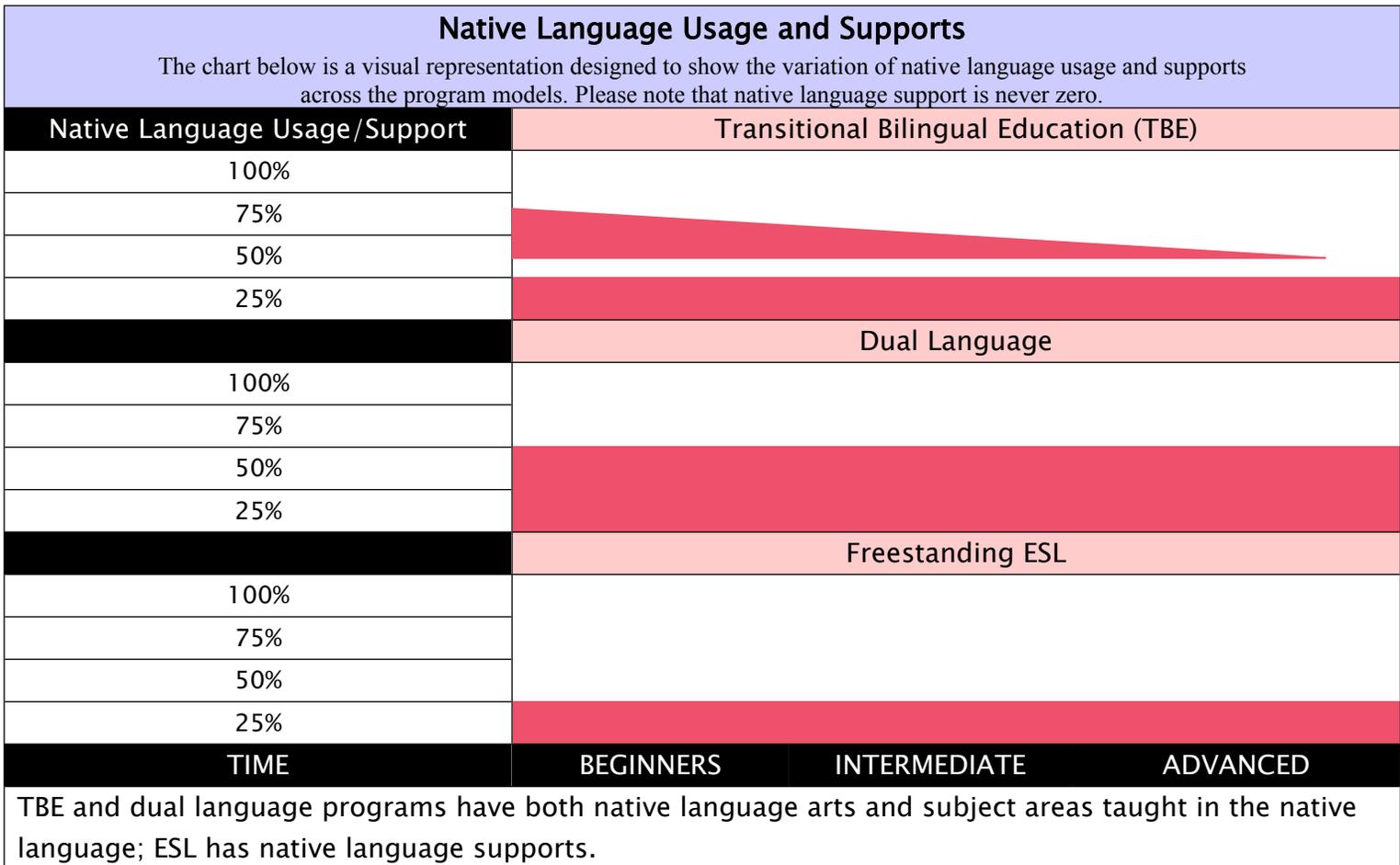
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- School Progress Report
- Learning Environment Survey
- School Quality Review
- comparative analysis of parent attendance data at various workshops and other involvement opportunities

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60–90 minutes per day	45–60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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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)
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?

8. In addition to the various scaffolds built into daily instruction for ELLs, certain ELL students have been identified for targeted intervention based on the data. Based on last year's data and diagnostics administered early in the year in mathematics, we identified that a large number of our first-year ELLs and newcomer SIFE students have significant gaps in their background in math, causing them significant difficulty in accessing the grade-level curriculum. Therefore, we have set up two targeted interventions to address the needs of these students: AM Remedial Math Skills Program designed to address deficiencies in pre-requisite skills needed to access the grade-level math curricula in middle school, running from 7:30-8:10 AM daily. This program is open to all students, but ELLs have been group and receive instruction from one of the bilingually licensed math teachers. Additionally, newly admitted SIFE students with the greatest level of need in math, are also being targeted from small group AIS math instruction two days per week in their native language, to help accelerate mastery of the prerequisite skills needed to meaningfully access the grade-level curricula. The AIS math teacher, classroom math teacher and math coach are closely collaborating to triangulate teaching, learning and data on an ongoing basis to monitor progress for these students. In ELA/ESL, we have targeted our ELL students who did not meet standards on the 2011 ELA Exam and ELL students who will be taking the ELA Exam for the first time this year for AIS Intervention in ELA. Based on feedback from teachers and students last year and based on various data measures, we have found that pulling students out of class to receive AIS services too frequently undermines instruction and student achievement in the regular classroom. To address this and ensure that AIS remains relevant to what is going on in the classroom, we have shifted our ELA AIS to a model in which the AIS teacher works with the target group in the ELA classroom on the material actual being covered in class at that time. This means that our ELLs targeted for AIS in ELA receive targeted small-group instruction aligned to the classroom learning twice per week. In addition, ELLs identified as reading significantly below grade-level in both our ESL and bilingual programs receive targeted computer-based intervention using the System44 (40 licenses)/Read180 (120 licenses) programs, as part of the rotational model in our ELL literacy classrooms. As the year progresses, we also hope to target our LTELL and at-risk LTELL students with NYSESLAT test prep, content area enrichment programs in math and science for our grade eight ELLs and ELA test prep programs targeting our various ELL sub-populations.

9. A number of supports are provided for to ensure transitional support for two years to former ELLs after having attained proficiency on the NYSESLAT. Ensuring proper supports are in place for these students begins with communication. All staff are provided with data sheets and training on the use of data to identify students in their classes who have attained proficiency on the NYSESLAT within the last three years, with modality pair breakdowns. Teachers are familiarized with LEP Testing Accommodations and receive training in preparing students

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

1) The Renaissance Leadership Academy Offers extensive, ongoing professional development for all ELL personnel at the school.

Our ELL professional development plan of academic year 2011–12 includes four components:

- offsite Teacher's College Reading and Writing Project Professional Development (weekly)
- continued onsite professional development with consultants from TCRWP consultants (biweekly) and offsite consultant, Ilvia Osceola
- onsite ELL coaching by in-house ELL and Literacy Coach
- offsite PD provided by network (CEI-PEA) ELL Consultant, Luis Quan
- deans, teachers, and administrators receive offsite PD provided by Office of Department of English Language Learners

2. In order to support staff in assisting ELLs as they transition from elementary to middle school, we offer the following supports:

- use of advisory time to establish routines and procedures used at the middle school level
- training in school-wide discipline plan (PBIS)
- providing teachers with comprehensive student data on entering sixth graders by the end of the first week of school
- training to help students create individual SMART goals based on data

Likewise, as our 8th graders prepare for high school, staff is supported in assisting ELL students in making a smooth transition through:

- the use of advisory time in ELL classes for explicit instruction in effective use of the High School Directory, with a particular focus of identifying schools that are a good match based on individual student data and program offerings relevant to ELLs
- use of advisory time to assist 8th graders in developing SMART Goals aligned to their high school education and beyond
- familiarizing 8th grade students with their individual data profile and its role in the high school admissions process

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- use of advisory time to assist 8th graders in developing SMART Goals aligned to their high school education and beyond
- familiarizing 8th grade students with their individual data profile and its role in the high school admissions process
- empowering ELL students to take on greater ownership of their education by familiarizing 8th grade ELL students with the meaning of their status as an ELL and its technical implications in high school (i.e., implications of the NYSESLAT proficiency level on their high school program, per CR154) and testing modifications to which they are entitled as ELL students
- parent workshops on Demystifying the High School Application Process, specifically targeting the needs of ELL students and their families
- collaboration between the 8th grade guidance counselor and ELL Coordinator in identifying high schools with program offerings well-aligned to individual student needs
- availability of small group and individualized sessions with the guidance counselor with translation and interpretation support available

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- collaboration between the 8th grade guidance counselor and ELL Coordinator in identifying high schools with program offerings well-aligned to individual student needs
- availability of small group and individualized sessions with the guidance counselor with translation and interpretation support available
- availability of all school correspondence regarding all aspects of the middle to high school transition in the

E. Parental Involvement

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

1. Parents are involved at our school on many levels. As our school is 39.84% ELL at the time of writing and over 85% of students come from a home in which a language other than English is spoken, nearly all of our parents are or were at one time the parents of ELL students. Parents of ELL students participate in the following:

- Breakfast with the Principal
- ELL Parent Workshops
- High School Transition Workshops for ELL Parents
- Middle School Transition Workshops for ELL Parents
- Scholars/Progress Celebrations
- Publishing Parties (selected)
- Parent-Teacher Conferences
- School Leadership Team
- Field Trips (selected)
- Meet the Teacher Night
- PTO
- opportunities to participate in collaborative arts and service learning opportunities with students
- NYSESLAT Proficiency/Progress Award Ceremonies
- open-houses
- Parent Learning Walks with the Principal
- continuing education opportunities offered by our onsite CBO (Children's Aid Society)

2. In partnership with our onsite CBO (Children's Aid Society), we are thrilled to offer a wide range of workshops and services to parents of ELL students, including:

- parent workshops
- comprehensive medical, dental and mental health services for students
- a comprehensive after-school program
- adult continuing education classes, including ESL, GED and Computer Skills

The needs of parents are evaluated using both data and ongoing communication with parents. Parental needs are identified through:

- constant communication between the Parent Coordinator and parents
- school staff who are themselves parents and residents of the local community
- review of BESIS data, with a focus of the Parental Option
- review of Parent Survey & Selection Form data
- School Progress Report
- Learning Environment Survey
- School Quality Review

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- review of Parent Survey & Selection Form data
- School Progress Report
- Learning Environment Survey
- School Quality Review
- comparative analysis of parent attendance data at various workshops and other involvement opportunities

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)							17	20	26					63
Intermediate(I)							13	17	16					46
Advanced (A)							33	27	19					79
Total	0	0	0	0	0	0	63	64	61	0	0	0	0	188

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	8	4				
	I							4	11	4				
	A							25	30	18				
	P							19	9	16				
READING/ WRITING	B							5	12	6				
	I							12	19	17				
	A							31	20	16				
	P							3	7	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	18	1		34
7	12	24	1		37
8	24	28	1		53
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	10	22	11	4	5	0	1	61
7	7	6	14	10	8	5	0	0	50
8	8	9	27	27	3	3	0	0	77
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	13	5	29	12	3	14	0	0	76
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	17	17	17	12				
Chinese Reading Test								

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

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

1. Middle School 322 uses TCRWP assessments to track the early literacy skills of our ELLs. TC Running Record assessments in English struggle to reflect the literacy levels of beginning ELLs; however, at higher reading levels students frequently demonstrate fluency far in advance of their comprehension (or their ability to articulate that comprehension). At higher level, students are frequently confronted with unknown second tier words. These words create confusion. Teachers across the school are integrating language objects into their lesson plans, posting content-relevant cognates and improving the efficacy of word walls to help meet these needs. A useful alternative to Running Records to explore the beginning skills of ELLs, TCRWP's Primary Spelling Inventory highlights the difficulties of most beginning ELLs in the more idiosyncratic features of written English (representing long vowel sounds, etc.).

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Middles School 322

School DBN: 06M322

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erica Ziegelman	Principal		11/15/11
Boris Consuegra	Assistant Principal		11/15/11
Esmeralda Pelaez	Parent Coordinator		11/15/11
Lisa Rotterdam	ESL Teacher		11/15/11
Ana Mendez	Parent		11/15/11
Vernoka Kiss/ESL	Teacher/Subject Area		11/15/11
	Teacher/Subject Area		1/1/01
David Keck	Coach		11/15/11
Jenny Figaro	Coach		11/15/11
Elizabeth Johnson	Guidance Counselor		11/15/11
Ben Soccodato	Network Leader		11/15/11
Guillermina Montano	Other <u>Assistant Principal</u>		11/15/11
Donna Karasik	Other <u>Related Services</u>		11/15/11
	Other		1/1/01
	Other		1/1/01

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Middle School 322	DBN: 06M322
Cluster Leader: 5	Network Leader: 532
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ●Saturday academy ✳Other: In school
Total # of ELLs to be served: 182 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✳6 ✳7 ✳8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

To meet the language needs of newcomers and long term ELLs in danger of stagnation in all three grades, we use two separate models of instruction each supported by Title III funds. Title III funds supplement these programs by allowing us to reduce effective class size (see below).

Students in our bilingual program are scheduled for a daily three period block of language instruction. Students are divided into seven groups by language acquisition level regardless of grade level. Using numerous data sources, ... Six small groups (of no more than ten students) are given intensive, differentiated instruction at 6 stations (including NLA, guided reading, writer's workshop, reader's workshop and computer mediated instruction). Four appropriately licensed teachers operate as a team in this 6 station rotation. The largest group, primarily composed of students who have already faced the ELA exam, receives instruction by a teaching team who provide a reader's / writer's workshop program based on our Teacher's College Reading and Writing Project units of study with careful differentiation and native language support. This larger group is taught by a team of two teachers, with certification in ELA and ESL. In both models, the dominant language of instruction is English. Classroom libraries include large numbers of appropriately leveled texts in both Spanish and English.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: To ensure that teachers are conversant with the latest methodologies and that their work across the department is of a consistent standard, we have contracted an independent vendor Ilvia Osceola to provide targeted support to teachers working with English Language Learners. Dr. Osceola has worked with our school since its inception and meets with all teachers in bilingual and ESL classes. This year, she is scheduled to spend twelve full days with our staff. In addition to systematic classroom observations and individual feedback, she has provided model lessons demonstrating best practices. Her work has covered guided reading strategies, supporting independent reading, writing for ELLs, ESL vocabulary development, reciprocal teaching, aural language development and persuasive writing. She has also worked with our math and science teachers focusing on ELL strategies for content teachers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Ongoing monthly workshops are conducted in collaboration with our CBO Children's Aid Society and the City College Academy of the Arts at the SUMA parent room in our campus. A wide range of topics are covered, from testing and homework strategies to community resources. A highlight of this year will be a Saturday Fair in March which will provide our parent community with a guide to a wide range of important community resources including community banks and medical, dental and insurance options.

Our ELL consultant Dr. Ilvia Osceola provides workshops for our parents as part of her contracted services. Three times per year, she holds a morning workshop. Her topics include (but are not limited to) strategies to help children with homework, whole family literacy, and reading strategies which foster a greater love of literature.

Parents are notified of these meetings through various sources: phone messenger, flyers which are backpacked home, posters in English & Spanish as well as personal calls to parents. These events are also posted on our school website.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		