



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ RENAISSANCE SCHOOL OF THE ARTS _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 04M377 _____

PRINCIPAL: _____ TAMMY PATE _____ **EMAIL:** _____ TPATE@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ LUZ CORTAZZO _____

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
Tammy Pate	*Principal or Designee	
Lauren Kellner	*UFT Chapter Leader or Designee	
Anthony Echevarria	*PA/PTA President or Designated Co-President	
Lorraine Natal	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Warren McDonald	CBO Representative, if applicable	
Amy Trojanowski	Member/	
Boris Loach	Member/	
Natalie Page	Member/	
	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

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

Enhance instruction through ongoing professional development including the school wide implementation of the Charlotte Danielson Framework – Enhancing Profession Practice: A Framework for Teaching through weekly informal observations focusing on specific areas of the Danielson rubric.

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.

August 2011 reports indicate that students did not meet AYP in Math or ELA and that the percentage of Level 1 and Level 2 student is relatively consistent across grade levels, indicating an overall all need to improve teacher practice. Additionally according teacher self-assessments administered in September 2010 a need for increased professional development and feedback was determined.

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.

Activity #1

- Professional Development: PD will be given on the Danielson Framework
- Target Population(s): All Teachers
- Responsible Staff Members: Principal, Assistant Principal, CEI-PEA Consultants
- Implementation Timeline: September 2011

Activity #2

- Create a schedule of snapshots/observations: Instructional quality will be consistently monitored with weekly informal observations focusing on a specific area of the Danielson rubric. Notes on these observations will be compiled into a weekly feedback forms distributed on Fridays. Staff will also be provided with notes from informal observations
- Target Population(s): All Teachers
- Responsible Staff Members: Principal and Assistant Principals
- Implementation Timeline: September 2011-May 2012

Steps for Including teachers in the decision-making process

- Teachers will meet in grade-level and cross functional teams to review student data gathered from classroom assessments.
- Department meeting will be conducted to support the instructional planning
- Professional development provided and will be carefully monitored, and follow up will be provided as necessary to ensure that teachers have developed the necessary skills to become successful.
- Teacher's will be provided with written feedback on their informal observations

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.
 - Feedback from the weekly walkthroughs will be a point on the School Leadership Team meeting agenda at each monthly meeting

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 becomes highly qualified, in order to achieve this goal.
Implementation of a school wide weekly focus using Charlotte Danielson will guide ongoing walkthroughs and informal observations. Weekly cabinet meetings, including LEAD teachers for each department, will be conducted to debrief findings and create goals as well as strategies to support teachers. LEAD teachers and mentors provide instructional support.

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.

We are currently partnered with various programs that provide both professional development and student enrichment support. As a NYC Connected Learning school we are partnered with six organizations that converge to increase digital inclusion among high needs communities across New York City and raise student achievement among middle school students. The program uses the following three levers to achieve its goals:

- **Bridging the Digital Divide in the Home.** NYC Connected Learning is distributing free desktop computers, an opportunity to purchase deeply discounted broadband and access to a technology help desk available 24 hours a day, 7 days a week.
- **Increase Parental Involvement.** NYC Connected Learning is conducting family digital literacy training for all participating families, equipping students and their parents/guardians with the skills to use the technology as an educational tool in the home.
- **Facilitate On-line Learning at Home and in School.** NYC Connected Learning is providing a comprehensive training, curriculum and classroom technology support package to all participating schools, increasing the capacity of teachers and school leaders to facilitate on-line learning at home and in school.

In addition to this partnership we have in-house enrichment programs:

Achieve Now Program funded through the Office of School and Youth Development's (OSYD) goal of providing expanded instructional and student support service options for schools.

La Isla Scan Beacon and Stanley M. Isaacs Neighborhood Center Afterschool Programs- Offer educational activities include tutoring and homework help, computer software basics, computer games and also familiarity with technology, educational and recreational field trips, art, dance, math,

science.

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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (varied days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- The purchase of laptop computers and other technology
- Licensing of online academic enrichment programs
- Teacher per session (varied days per week) for before/after school programs and differentiated professional development.
- Education consultants to support CCSS curriculum writing and in-class instructional best practices

ANNUAL GOAL #2 AND ACTION PLAN

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Annual Goal #2

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

To increase the percentage of students making 1 year progress in Math and ELA which will include a school wide focus on Special Education, ELLs and male students in the city's lowest third.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the following illustrates results of Math and ELA State Examinations for the academic year of 2010-2011

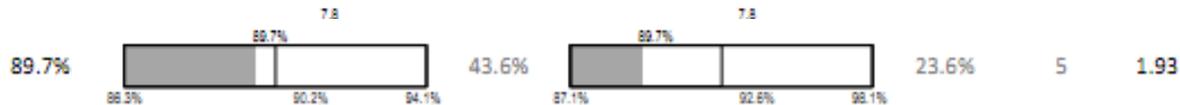
	ELA	MAT
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According to our progress report for 2010-11 these are our results:

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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School Survey Results

Attendance Rate



We were by September 2011 to have 90.2% of our data to create groups of ten students, to whom they will provide special intervention services.

Instructional strategies/activities

- Administer a minimum of 3 school wide assessments using an online assessment system. Periodically analyze generated data to identify trends and areas of need as well as reorganize student groupings through the academic year (based on student needs)
- 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) incorporate departmental weekly meetings, inter-visitations, walkthroughs, and observations to assess instruction
 - d) ongoing collaborative partnership and weekly cabinet meetings between EEAD teachers and administration to assess effectiveness of the curriculum map, data driven instruction, school wide initiatives, and assess teacher support needs.

Strategies to increase parental involvement

- By October 2011, Parent Coordinator will facilitate a parent workshop to expose and train parents on ARIS
- 1. Organize special events such as the Bankfulness Dinner to improve student involvement and attendance.
- 2. Continue programs such as "I Will Graduate, and Boost" that offer trips and incentives that increase student attendance.
- 3. Post signage near the main office that is visible and will be updated by a school aide and will list the attendance goal and the previous days school-wide attendance.
- 4. Hold two parent-teacher conferences for the academic year
- 5. In grade teams with guidance counselors and social workers will identify chronically late students and meet with these students and families.
- Strategies for attracting Highly Qualified Teachers (HQT)
 - Uniforms are funded partly through a grant program. Uniforms reduce peer pressure and encourage students to attend school.
 - All teachers are certified as per the New York City Department of Education

Strategies to increase parental involvement of Common Core Standards and UDL

- Cite the ongoing plan shared in our professional development strategies Policy of Regents

template is provided on pages 11 through 15 in this CEP.

Service and program coordination

- 1. Parents can use Juniper grades to check their child's daily attendance for individual teachers

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	57	57	N/A	N/A	15	N/A	N/A	N/A
7	70	70	N/A	N/A	20	N/A	N/A	N/A
8	65	65	20	20	12	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>A.I.S in ELA is being implemented in several different ways: Extended-Day and After –school program utilizing the Buckle Down Series (March-March Intervention Book.) Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. A special ELL’s intervention is also provided to students who receive these mandated services. The Wilson system is also provided for AIS students. Using various instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. Accelerated Reader is used in ELA (replacing Fontas and Pinnell to track reading levels and comprehension. Each child is assessed at the beginning of the year and goals are set based on that assessment. Assessment is ongoing. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of core content, anthologies and Audio books. The session ends with 10 more minutes of Whole-Group Instruction for a total of 90 minutes of direct AIS support. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. This program incorporates scaffolded pre-scripted lessons and plans with leveled reading material and assessments. Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support). AIS students receive weekly support from our ELA, ESL and Special Education teachers. The Achieve Now Program provides additional support and credit recovery for all enrolled students.</p>
Mathematics:	<p>AIS in Math is being implemented in several different ways: Extended-Day and After –school program utilizing the Buckle Down Series (March-March Intervention Book.) Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. A special ELL’s intervention is also provided to students who are ELL’s mandated. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. Holt mathematics and intervention programs are used for assessment, remediation, preparation and general instruction. Both plans include weekly tracking software, virtual instruction for individual student remediation, online assessment and analysis and high-interest teacher instructional materials. The Achieve Now Program provides additional support and credit recovery for all enrolled students.</p>

Science:	<p>AIS in science is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school as needed. We have not yet opened an assessment grade in this new school. When we reach that point in the coming years, we will conduct Parent Workshops to support parents of AIS students understanding of the science state exam. Parents will be given a six week assessment to help them determine areas that their child needs support with and provide them with after-school additional support opportunities.</p>
Social Studies:	<p>AIS in social studies is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. Five-week assessments are given to ensure students' performance is aligned with the state scope and sequence. Small group tutoring is provided during lunch, before and after school. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. The Achieve Now Program provide additional support and credit recovery for students as well.</p>
At-risk Services Provided by the Social Worker:	<p>The school guidance team provides group and individual counseling including conflict resolution; crisis intervention; class visits and act as a resource for teachers and parents. Case Managers for PPT. Assist with attendance monitoring and intervention services. Child abuse prevention and intervention; address issues relating to students in temporary housing. Referral to outside agencies and services (ex: FAP; family counseling, academic services).</p>
At-risk Services Provided by the School Psychologist:	<p>The school psychologist will offer clinical services and provide group and individual counseling including conflict resolution; crisis intervention; class visits & act as a resource for teachers & parents.</p>
At-risk Health-related Services:	<p>The school nurse provides students with their daily medication during the school day. Approximately 20+ students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.</p>

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

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

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

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader	District 04	Borough Manhattan	School Number 377
School Name Renaissance School of the Arts			

B. Language Allocation Policy Team Composition

Principal Tammy Pate	Assistant Principal Melissa Vaughan
Coach type here	Coach type here
ESL Teacher Joanne Tu	Guidance Counselor Ronald Murray
Teacher/Subject Area Reyes/ CTT	Parent Anthony Echevarria
Teacher/Subject Area Mendez/CTT	Parent Coordinator Christopher Wilson
Related Service Provider type here	Other type here
Network Leader Ben Soccadato	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	198	Total Number of ELLs	12	ELLs as share of total student population (%)	6.06%
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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. Students entering New York City public school for the first time will be given HLIS by padagogues who are familiar with HLIS. Once the HLIS indicates student's native language is a language other than English, an informal oral interview in English and in their native language will be conducted. Translators will be available if the parents can not communicate in English. ESL teacher will then administer the LAB-R to the new ELLs as a formal assessment to identify students' English proficiency. Based on the LAB-R scores, an entitlement/nonentitlement letter will be sent home. In addition, our school will provide a parent orientation for newly admitted students within ten days of enrollment. Parents will be informed of the three programs offered in New York City. The principal and the ESL teacher pull out LAB-R, NYSESLAT Exam History Report (RLAT) periodically to make sure the entitled students receive mandated ESL service. These students will attend ESL classes and learn about NYSESLAT test taking strategies and other language skills. They will be given NYSESLAT in May as an annual evaluation of their English proficiency.

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

3. The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. Parents will be informed of the three ELL programs offered in New York City. Parents will choose the program they prefer before the school inform them the programs school offers. The parents will be encouraged to complete the forms on the date of the orientation. If parents do not come in for orientation or if the Program Selection forms are not returned, the default program for ELLs will be Transitional Bilingual Education Program.

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

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

6. The program model offered at our school aligned with parent requests. Most parents request ESL program, which is what our school offers. In the future, if the parents request a dual language or a bilingual program, our school will inform the parents of nearby schools that offer these programs. If there are 15 or more ELLs of the same language in two contiguous grades, our school will make plans to form bilingual classes and support these students.

Part III: ELL Demographics

A. ELL Programs

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

Page 18

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	4	1	1	3	0	3	5	0	1		12
Total	4	1	1	3	0	3	5	0	1		12

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

1a. The organizational models are Push-In and Pull-Out models.

1b. ELLs are grouped homogeneously and ungraded in some ESL classes. One class is grouped heterogeneously and ungraded.

2. Beginning level ELLs have 2 periods of ESL, intermediate level, 2 periods of ESL and advanced level, 1 period of ESL. ELLs are pull-out of Science, Social Studies, ELA, Math or electives on a rotating basis. In August/September, the principal and the ESL teacher sit down to create a schedule for the entitled students. Our school makes sure students receive mandated minutes of ELL services through a combination of Push-In and Pull-Out models.

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

4. Our school will ensure ELLs are appropriately evaluated in their native language by reviewing students' report cards from their native countries and communicating with their parents.

5a. The ESL teacher will work with the SIFE students individually as well as in group setting. She will provide English support using ESL strategies and one-on-one tutoring.

5b. Newly enrolled ELLs will be paired up with another ELLs or a mainstream student for guidance and support. Materials appropriate for the newcomers will be available for them. Newcomers will be notified that they're required to take New York State ELA exam after the first year. ELA teachers and the ESL teacher will provide necessary help such as one-on-one tutoring and small group test prep to ensure these students can learn as much as possible and be prepared to take the New York State ELA exam.

5c. The ESL teacher will analyze students' NYSESLAT test scores with them so they will know their weaknesses and areas they need to work on. Students will take periodic assessment to check their progress.

5d. Our school will continue to provide support and instruction to Long-Term ELLs in order to help them transition into mainstream class. Their NYSESLAT test scores will also be analyzed so students will be clear about the areas they need to work on to reach proficiency.

6. The ESL program follows QTEL methodologies and workshop model to make content and language instruction comprehensible. Various grade-level materials such as Visions, Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and computer learning programs such as SkillsTutor, Renzulli Learning and Computers for Youth are used to provide access to academic content areas and accelerate English language development.

7. Our schools uses curriculum, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs with the least restrictive environment by adapting Push-In and Pull-Out models for ELLs. In core subjects such as ELA and math, the ESL teacher will push-in the class to assist ELLs with language and content supports. Students can understand the lessons more thoroughly and obtain necessary skills and information from the Push-In model. ELLs are pull-out from their electives such as foreign language and gym so that they can receive additional language support to enhance their English skills.

Courses Taught in Languages Other than English

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

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

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

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

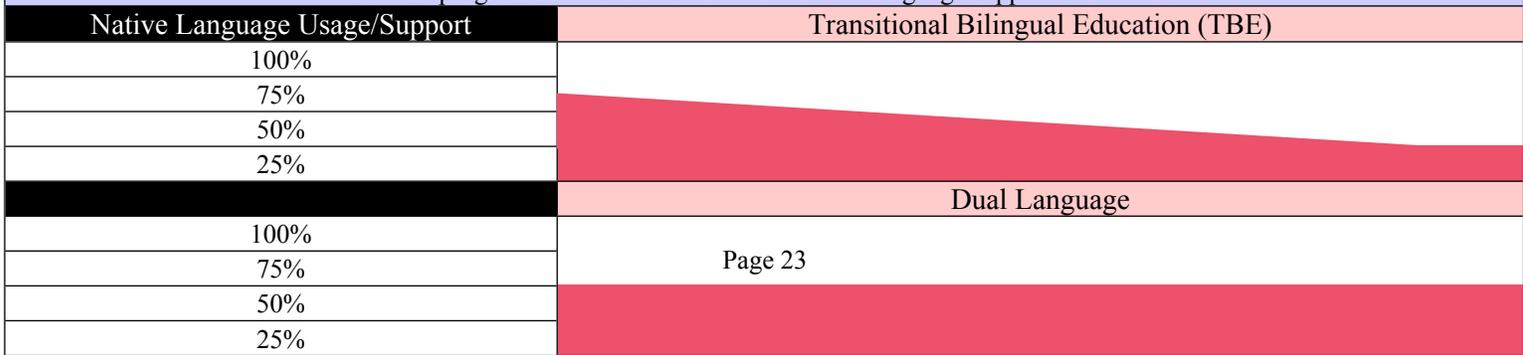
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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. All of the targeted intervention services offered in our school are taught in English with native language resources such as bilingual dictionary and bilingual glossaries. Beginning ELLs receive one on one targeted intervention to support their content areas. In addition, all ELLs receive targeted small group instruction Mondays through Thursdays on ELA, math and other content areas.
9. The students who have reached proficiency on NYSESLAT will continue to receive support from the ESL teacher when needed. Content area teachers and ESL teacher will have on-going communication to discuss best ways to support these students. They will not receive ESL class on their schedule but the ESL teacher will continue to support them academically during lunch time or after school. We will continue to ensure that these students receive testing accommodations for two years.
10. Our school will continue to strengthen ESL program by providing students with various language resources such as different levels of textbooks/workbooks, bilingual dictionaries and independent reading books in different levels. In addition, the ESL teacher will attend workshops to learn new strategies that will meet students' different needs. Moreover, we will implement more use of technology to enrich instructional experience.
11. None
12. All ELLs at Renaissance of the Arts are fully integrated into the general population and participate in all activities available within the school community. They have equal access to all school programs. Most of our ELLs have attended New York City public school for many years and they are fluent English speakers. They are offered the same opportunities to participate in school activities such as after school programs, trips and school dance. Translation services will be available to new ELLs and parents of new ELLs. We will inform them about upcoming school events and school programs. We will also recommend suitable programs that will be beneficial to these students. Our school offers homework tutoring and math instructions after school. These services provide instructions for students in preparations for the New York State Exams.
13. Various textbooks/workbooks are used for different levels of students. Some titles are Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and other supplemental materials. We also provide students with textbooks and tests in their native languages. In addition, students use Ranzulli Learning, Skills Tutor, and Accelerated Reader software programs to strength students' reading levels and for better differentiated instruction and.
14. ESL lessons are taught and designed to activate ELLs' prior knowledge while allowing them to absorb new information. ELLs' native language skills will be used for instructional purposes such as translating/assisting lower level students. Moreover, bilingual dictionaries, bilingual glossaries and textbooks in students' native languages will also be available to provide native language support in ESL program model.
15. Yes, the required services emphasize strengthening students' listening, reading, speaking and writing skills by using grade appropriate materials.
16. Newly enrolled ELLs will be paired up with another ELL or a mainstream student for guidance and support. They will be informed about the three programs offered by New York City during orientation. Materials appropriate for the newcomers will also be available to expedite their learning process.
17. Our schools offers Spanish to all students.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. All ELL personnels will attend PDs offered by the region and other educational institutions with a minimum of three PDs attended annually. Additionally, all school personall receive weekly professional development that emphasizes instructional modifications for ELLs and students with IEPs.
2. Administrators and teachers will have on-going communication to discuss ELLs who need assistant as they transition from elementary to middle and middle to high school.
3. PDs attended annually will satisfy the minimum hours of ELL training required.

E. Parental Involvement

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

1. Most parents attend parent orientation, school wide family dinner, and parent teacher conferences regularly. Some parents also volunteer as chaperons on school trips and help decorate the school for school concerts and dances.
2. No.
3. We encourage parents to share their opinions and ideas related to ESL issues during orientation, parent teacher conferences, and individual meetings with the parents.
From the survey forms and their feedbacks, we will be able to address their questions/concerns and evaluate their needs.
4. The parental involvement activities allow the parents to express the needs and ask questions about the school or the ESL program. The parents can learn about the resources and supports offered by our school. In addition, some parents get acquainted with other parents, teachers, and administrators and become active community members.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	2			3
7	2	2			4
8	2	3			5
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			2		1				3
7	2				2				4
8	5								5
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	2		6				1		9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Our school uses baseline assessment, Acuity and Accelerated Reader to assess the early literacy skills of our ELLs. These assessment tool reveal most ELLs' weaknesses in recognizing unfamiliar words and inferencing skills. This information will be an indication for lesson planning so students can strengthen their weak areas and fill the gap.

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: Renaissance School of the

School DBN: 04M377

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Pate	Principal		10/31/11
Melissa Vaughan	Assistant Principal		10/31/11
Christopher Wilson	Parent Coordinator		10/31/11
Joanne Tu	ESL Teacher		10/31/11
Anthony Echevarria	Parent		10/31/11
Karla Reyes	Teacher/Subject Area		10/31/11
Christopher Mendez	Teacher/Subject Area		10/31/11
	Coach		1/1/01
	Coach		1/1/01
Ronald Murray	Guidance Counselor		10/31/11
Ben Soccadato	Network Leader		10/31/11
	Other		1/1/01

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 04	Borough Manhattan	School Number 377
School Name Renaissance School of the Arts			

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

Principal Tammy Pate	Assistant Principal Melissa Vaughan
Coach type here	Coach type here
ESL Teacher Joanne Tu	Guidance Counselor Ronald Murray
Teacher/Subject Area Reyes/ CTT	Parent Anthony Echevarria
Teacher/Subject Area Mendez/CTT	Parent Coordinator Christopher Wilson
Related Service Provider type here	Other type here
Network Leader Ben Soccadato	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	198	Total Number of ELLs	12	ELLs as share of total student population (%)	6.06%
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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. Students entering New York City public school for the first time will be given HLIS by padagogues who are familiar with HLIS. Once the HLIS indicates student's native language is a language other than English, an informal oral interview in English and in their native language will be conducted. Translators will be available if the parents can not communicate in English. ESL teacher will then administer the LAB-R to the new ELLs as a formal assessment to identify students' English proficiency. Based on the LAB-R scores, an entitlement/nonentitlement letter will be sent home. In addition, our school will provide a parent orientation for newly admitted students within ten days of enrollment. Parents will be informed of the three programs offered in New York City. The principal and the ESL teacher pull out LAB-R, NYSESLAT Exam History Report (RLAT) periodically to make sure the entitled students receive mandated ESL service. These students will attend ESL classes and learn about NYSESLAT test taking strategies and other language skills. They will be given NYSESLAT in May as an annual evaluation of their English proficiency.

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

3. The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. Parents will be informed of the three ELL programs offered in New York City. Parents will choose the program they prefer before the school inform them the programs school offers. The parents will be encouraged to complete the forms on the date of the orientation. If parents do not come in for orientation or if the Program Selection forms are not returned, the default program for ELLs will be Transitional Bilingual Education Program.

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

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

6. The program model offered at our school aligned with parent requests. Most parents request ESL program, which is what our school offers. In the future, if the parents request a dual language or a bilingual program, our school will inform the parents of nearby schools that offer these programs. If there are 15 or more ELLs of the same language in two contiguous grades, our school will make plans to form bilingual classes and support these students.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	Page 30 K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	1	1	3	0	3	5	0	1	12
Total	4	1	1	3	0	3	5	0	1	12

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

1a. The organizational models are Push-In and Pull-Out models.

1b. ELLs are grouped homogeneously and ungraded in some ESL classes. One class is grouped heterogeneously and ungraded.

2. Beginning level ELLs have 2 periods of ESL, intermediate level, 2 periods of ESL and advanced level, 1 period of ESL. ELLs are pull-out of Science, Social Studies, ELA, Math or electives on a rotating basis. In August/September, the principal and the ESL teacher sit down to create a schedule for the entitled students. Our school makes sure students receive mandated minutes of ELL services through a combination of Push-In and Pull-Out models.

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

4. Our school will ensure ELLs are appropriately evaluated in their native language by reviewing students' report cards from their native countries and communicating with their parents.

5a. The ESL teacher will work with the SIFE students individually as well as in group setting. She will provide English support using ESL strategies and one-on-one tutoring.

5b. Newly enrolled ELLs will be paired up with another ELLs or a mainstream student for guidance and support. Materials appropriate for the newcomers will be available for them. Newcomers will be notified that they're required to take New York State ELA exam after the first year. ELA teachers and the ESL teacher will provide necessary help such as one-on-one tutoring and small group test prep to ensure these students can learn as much as possible and be prepared to take the New York State ELA exam.

5c. The ESL teacher will analyze students' NYSESLAT test scores with them so they will know their weaknesses and areas they need to work on. Students will take periodic assessment to check their progress.

5d. Our school will continue to provide support and instruction to Long-Term ELLs in order to help them transition into mainstream class. Their NYSESLAT test scores will also be analyzed so students will be clear about the areas they need to work on to reach proficiency.

6. The ESL program follows QTEL methodologies and workshop model to make content and language instruction comprehensible. Various grade-level materials such as Visions, Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and computer learning programs such as SkillsTutor, Renzulli Learning and Computers for Youth are used to provide access to academic content areas and accelerate English language development.

7. Our schools uses curriculum, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs with the least restrictive environment by adapting Push-In and Pull-Out models for ELLs. In core subjects such as ELA and math, the ESL teacher will push-in the class to assist ELLs with language and content supports. Students can understand the lessons more thoroughly and obtain necessary skills and information from the Push-In model. ELLs are pull-out from their electives such as foreign language and gym so that they can receive additional language support to enhance their English skills.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

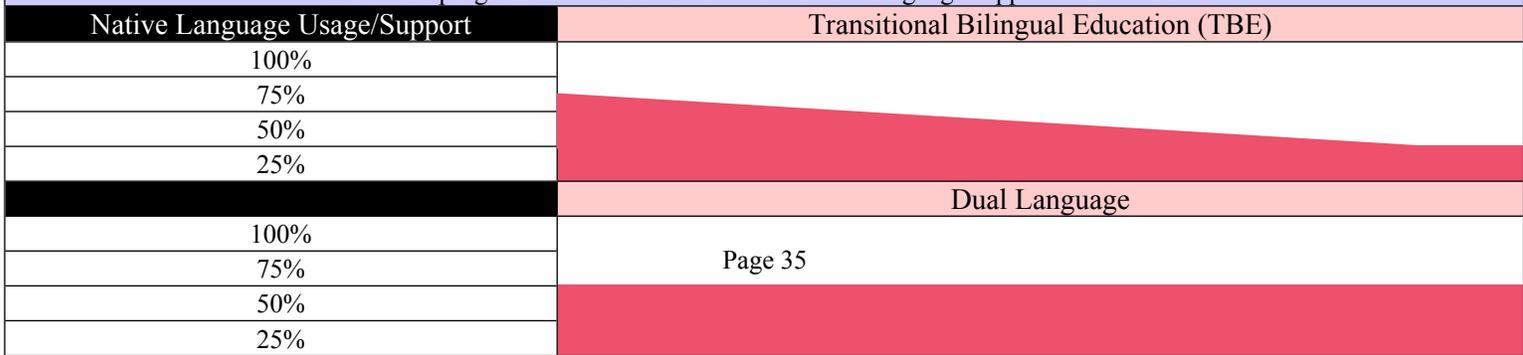
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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. All of the targeted intervention services offered in our school are taught in English with native language resources such as bilingual dictionary and bilingual glossaries. Beginning ELLs receive one on one targeted intervention to support their content areas. In addition, all ELLs receive targeted small group instruction Mondays through Thursdays on ELA, math and other content areas.
9. The students who have reached proficiency on NYSESLAT will continue to receive support from the ESL teacher when needed. Content area teachers and ESL teacher will have on-going communication to discuss best ways to support these students. They will not receive ESL class on their schedule but the ESL teacher will continue to support them academically during lunch time or after school. We will continue to ensure that these students receive testing accommodations for two years.
10. Our school will continue to strengthen ESL program by providing students with various language resources such as different levels of textbooks/workbooks, bilingual dictionaries and independent reading books in different levels. In addition, the ESL teacher will attend workshops to learn new strategies that will meet students' different needs. Moreover, we will implement more use of technology to enrich instructional experience.
11. None
12. All ELLs at Renaissance of the Arts are fully integrated into the general population and participate in all activities available within the school community. They have equal access to all school programs. Most of our ELLs have attended New York City public school for many years and they are fluent English speakers. They are offered the same opportunities to participate in school activities such as after school programs, trips and school dance. Translation services will be available to new ELLs and parents of new ELLs. We will inform them about upcoming school events and school programs. We will also recommend suitable programs that will be beneficial to these students. Our school offers homework tutoring and math instructions after school. These services provide instructions for students in preparations for the New York State Exams.
13. Various textbooks/workbooks are used for different levels of students. Some titles are Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and other supplemental materials. We also provide students with textbooks and tests in their native languages. In addition, students use Ranzulli Learning, Skills Tutor, and Accelerated Reader software programs to strength students' reading levels and for better differentiated instruction and.
14. ESL lessons are taught and designed to activate ELLs' prior knowledge while allowing them to absorb new information. ELLs' native language skills will be used for instructional purposes such as translating/assisting lower level students. Moreover, bilingual dictionaries, bilingual glossaries and textbooks in students' native languages will also be available to provide native language support in ESL program model.
15. Yes, the required services emphasize strengthening students' listening, reading, speaking and writing skills by using grade appropriate materials.
16. Newly enrolled ELLs will be paired up with another ELL or a mainstream student for guidance and support. They will be informed about the three programs offered by New York City during orientation. Materials appropriate for the newcomers will also be available to expedite their learning process.
17. Our schools offers Spanish to all students.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. All ELL personnels will attend PDs offered by the region and other educational institutions with a minimum of three PDs attended annually. Additionally, all school personall receive weekly professional development that emphasizes instructional modifications for ELLs and students with IEPs.
2. Administrators and teachers will have on-going communication to discuss ELLs who need assistant as they transition from elementary to middle and middle to high school.
3. PDs attended annually will satisfy the minimum hours of ELL training required.

E. Parental Involvement

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

1. Most parents attend parent orientation, school wide family dinner, and parent teacher conferences regularly. Some parents also volunteer as chaperons on school trips and help decorate the school for school concerts and dances.
2. No.
3. We encourage parents to share their opinions and ideas related to ESL issues during orientation, parent teacher conferences, and individual meetings with the parents.
From the survey forms and their feedbacks, we will be able to address their questions/concerns and evaluate their needs.
4. The parental involvement activities allow the parents to express the needs and ask questions about the school or the ESL program. The parents can learn about the resources and supports offered by our school. In addition, some parents get acquainted with other parents, teachers, and administrators and become active community members.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	2			3
7	2	2			4
8	2	3			5
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			2		1				3
7	2				2				4
8	5								5
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	2		6				1		9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

1. Our school uses baseline assessment, Acuity and Accelerated Reader to assess the early literacy skills of our ELLs. These assessment tool reveal most ELLs' weaknesses in recognizing unfamiliar words and inferencing skills. This information will be an indication for lesson planning so students can strengthen their weak areas and fill the gap.

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: Renaissance School of the

School DBN: 04M377

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Pate	Principal		10/31/11
Melissa Vaughan	Assistant Principal		10/31/11
Christopher Wilson	Parent Coordinator		10/31/11
Joanne Tu	ESL Teacher		10/31/11
Anthony Echevarria	Parent		10/31/11
Karla Reyes	Teacher/Subject Area		10/31/11
Christopher Mendez	Teacher/Subject Area		10/31/11
	Coach		1/1/01
	Coach		1/1/01
Ronald Murray	Guidance Counselor		10/31/11
Ben Soccadato	Network Leader		10/31/11
	Other		1/1/01