



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** HARLEM RENAISSANCE HIGH SCHOOL

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

**PRINCIPAL:** NADAV ZEIMER      **EMAIL:** [NZEIMER@SCHOOLS.NYC.GOV](mailto:NZEIMER@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** **ANTHONY LODICO**

## 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 |
|---|--|-----------|
| Nadav Zeimer  | *Principal   |           |
| Frank DiMaggio  | *UFT Chapter Leader  |           |
| Naeemah Dye   | *PA/PTA President  |           |
| Earl Gray   | DC 37 Representative   |           |
| Gabrielle Perkins<br>Imanibrielle Edwards<br>Janai Glover<br>Willie Keitt<br>Naya Neville | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| Nikki Shribman  | CBO Representative   |           |
| Mwanza Dye  | Member/Parent  |           |
| Annamarie Anderson  | Member/Parent-Secretary  |           |
| Ruth Perkins  | Member/Parent  |           |
| Annie Tomasiewicz   | Member/Lead Teacher  |           |
| Mildred Vanessa Emile   | Member/Teacher   |           |
| Mimi Pearle   | Member/Teacher   |           |
| Sasha Shlyamberg  | Member/Special Ed. Teacher   |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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

## **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**

Teachers will ensure alignment of one “model unit” each trimester to the Common Core Learning Standards by publishing that unit and the associated standards and related performance based task online using Atlas Rubicon curriculum development software. At the same time teacher inquiry teams will evaluate student work produced on the performance based task and scaffold these tasks with formative assessment strategies throughout the “model unit.”

#### **Comprehensive needs assessment**

- Need to address citywide instructional expectations and development of CCLS-aligned tasks
- June 2012 SBO vote approved use of teacher professional time for inquiry team work and a shortened schedule on Wednesdays to allow departmental curriculum work (by the elimination of Advisory one time per week, thus not impacting seat time for other courses)
- 2011-12 End of Year teacher feedback about professional development suggested that department-specific meetings would be a more effective use of Wednesday professional development time and that collaborative work on “model units” aligned to CCLS would provide a clear objective for these meetings
- Review of 2011-12 inquiry team work and teacher debriefs of the inquiry process led to a school wide focus on formative assessment over the course of one “showcase” unit each trimester which culminates in a CCLS-aligned task that students find “too hard” to complete before they participated in the unit of instruction and which they successfully complete by the end of the unit. The primary feedback from 2011-12 inquiry was that it was not well integrated into the efforts to address the citywide instructional expectations
- 2011-2012 Progress Report score was an “A” overall, but we received a “D” in college-career readiness suggesting the need for more challenging tasks
- Administration visited academic classes to discuss the level of work with students which confirmed the need for more in-depth project-based assignments which required students to integrate learning across a unit into a product which made them feel proud and ready for college
- Students participating in ‘CollegeNOW’ routinely fail to complete these courses suggesting that classes are not adequately preparing them for college-level work
- 2010-11 JIT Report: “The school leaders should create a schedule that provides common planning time across departments to ensure vertical alignment of the curriculum for all content areas. Support staff should be involved in common planning periods at each grade level to allow for conversations about student progress and achievement so that interventions are more carefully planned to address the specific learning needs of students”
- 2012 Learning Environment Survey: when students were asked how often they were required to “complete an essay or project where you had to use evidence to defend your own opinion or ideas?” 42% of students responded that teachers asked them to do this fewer than three times throughout the school year
- 2012 Quality Review stated, “Develop rigorous standards-aligned curriculum that engages all learners to promote and support the school wide focus on college readiness” as an area in need of improvement
- 2012 Quality Review, Quality Statement 4 included three “Developing” ratings which made this quality statement the lowest of the five quality statements. Quality Statement 4 includes the language “structured professional collaboration around meeting the school’s goals and student learning” and the “Developing” ratings were for “Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?” and “Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes?”
- Work to develop a student portfolio system over the past year led to the creation of parallel teacher and administration portfolio definitions involving inquiry work focused on analysis of student work on culminating assignments and one “model unit” developed each trimester

#### **Instructional strategies/activities**

- Teachers’ inquiry work will build on training from 2010-2011 school year which used the ASCD book “Transformative Assessment” to guide PD discussions as well as implementation of unit planning and formative assessment
- Common templates are used by teachers in three phases of inquiry work and for unit planning aligned to UBD and the Danielson Framework for Teaching
- Each department has weekly meetings to adjust and customize their work together; each inquiry team meets daily to collaborate and support each other’s progress; each advisory “phase” meets two times per month to discuss curriculum development for advisory classes
- Administration meets with each team after each unit/inquiry cycle to provide and receive feedback with a specific focus on making the work relevant

- Teachers analyze student work using specific CCLS-language and rubrics designed using DOK
- Work is supported by
  - Mr. Mondrone, consultant with AUSSI supporting Math, Science and PE teachers
  - “Transfer School Common Core Initiative” consultants from reDesign and Eskolta support the ELA department
  - AP Edwards for Social Studies and Language teachers
  - Mr. Russ Gonzalez from CFN403 meets with individual inquiry teams for additional support around formative assessment
  - Partnership with TriBeCa Film Institute supports two teachers’ design of multimedia units
  - FKAT Grant funding and oversight also used to supervise these
  - Students are engaged in providing feedback about the class tasks through a PENCIL partnership with Sunshine Sachs which is focused on helping students move from a middle school or high school culture to a college and career culture within HRHS classrooms
- Timeline
  - June 2012: SBO vote to approve the collaborative inquiry schedule
  - August 2012 Summer Renaissance Institute launches initiative and allows teachers to play a key role in defining outcomes and priorities
  - September-October: PD to introduce consultants, support and normalize practice across departments
  - October start first collaborative-inquiry cycle / January second cycle / March third cycle with debrief and feedback for each team
  - March – retreat to review work and make adjustments for next year

#### **Strategies to increase parental involvement**

- Provide regular parent events to help parents use the school website and other resources to track student progress and learn about resources to support struggling students in core subjects
- Provide ongoing parent training to effectively become involved in planning and decision making in support of the education of their children
- provide weekly progress reports for students to share with parents and mailed directly to parents who are not able to receive the progress reports through their student
- Share course syllabus and unit overview with parents at the start of each trimester and make these available online
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Assign each student a teacher-advisor as well as school-based student advocates to monitor and support students and families with academic, social, and emotional needs and coordinate parent-outreach
- 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
- Work with parents each summer to plan for the upcoming school year and revise key documents; work with each group of newly admitted students and their families intensively during their first month at the school
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Maintain a Parent Coordinator to serve as a liaison between the school and families
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Updates shared with parents through our school newsletter, online calendar and web-presence
- Regular home contact by our teacher-advisors who do parent outreach whenever they have no students in attendance for AIS sessions
- Host events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- Providing written progress reports that distributed WEEKLY to keep parents informed of their children’s’ 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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 X  Tax Levy    X  Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III    X  Grants   \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

A PD Planning document will be integrated into staff handbook at start of year and will be reviewed and modified in the first PD sessions of the school year. Lead teacher Tomasiewicz and Mr. Zeimer support the initiative across departments. Bi-weekly meetings on Wednesday mornings with all consultants will reflect on previous weeks and align work for upcoming PD sessions and deliverables. Mr. Zeimer will, in addition, review deliverables every Saturday morning and provide feedback as necessary. SLT meetings will review funding allocations and discuss progress.

Funding details:

- Rollover Title I Correct 91 (Summer Retreat)
- TL Fairs Student Funding for materials, Lead Teacher
- TL Blueprint Assistance HS for per session, AUSSI consultant
- ARRA RTTT Citywide Inst. Exp for per session
- TL Transfer School Common Core for TSCCI Consultants and Per Session

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

Implement a teacher-led instructional rounds protocol (where teachers visit each other's classrooms and then meet to offer feedback and support) that uses the citywide focus competencies found in the Danielson Framework for Teaching as a lens for the visits and documented feedback.

#### **Comprehensive needs assessment**

- Need to address citywide instructional expectations and development of CCLS-aligned tasks
- School community belief that effective teacher-teacher professional development is a critical element in implementing the Danielson Framework for Teaching
- 2012 Learning Environment Survey question 95% of teachers answered that "other teachers at the school... feel engaged in an active and vibrant partnership to promote learning" indicating a great strength that we can build off of and confirmation that the importance of teacher-teacher support is shared throughout the community
- 2012 Learning Environment Survey question "In my school, curriculum, instruction, related services and assessments are aligned" had 33% of teachers disagree or strongly disagree
- 2010-11 JIT Report: "Teachers should be given an opportunity to observe colleagues who effectively use questioning techniques in order to improve their practice"
- 2011-12 End of Year teacher feedback highlighted our early pilot of teacher inter-visitations as a highlight of their professional learning which must be expanded in future years
- Student government meetings with the principal specifically mentioned in two meetings the impact of seeing teachers visit each other with clipboards as an important message that the staff are serious about their own learning and as a key source of transforming the culture of our academic community
- 2012 Quality Review stated that the school needs to "strengthen teacher pedagogy across the school to reflect the school's set of shared beliefs about how students learn best so that instruction is cognitively engaging and meets the needs of all learners"
- 2010-11 QR: "Evaluate curricular and instructional practices to ensure that appropriate adjustments are made that align instructional decisions to improve impact on student learning"

#### **Instructional strategies/activities**

- Each teacher will compose a reflection based on a common template after each time colleagues visit their classroom and provide feedback; the teacher will pre-select the specific component rubric for visiting teachers to use as a lens during their visit and feedback sessions
- Work is supported by
  - Mr. Russ Gonzalez from CFN403 will provide support around the use of the Danielson Framework
  - CFN403 Professional Development related to the citywide instructional expectations
  - Use of ARIS-Learn resources for teachers
  - Templates designed by administration provide protocols and structures to help normalize the work across classroom visits
  - Lead teacher Ms. Tomasiewicz will support feedback from the lens of specific Danielson component rubrics
  - This initiative is designed to allow teachers to support each other collaboratively
- Timeline
  - June 2012: SBO vote to approve the collaborative inquiry schedule
  - August 2012 Summer Renaissance Institute launches initiative and allows teachers to play a key role in defining outcomes and priorities
  - October start first collaborative-inquiry cycle / January second cycle / March third cycle with debrief and feedback for each team
  - March – retreat to review work and make adjustments for next year

**Strategies to increase parental involvement**

- provide regular parent events to help parents use the school website and other resources to track student progress and learn about resources to support struggling students in core subjects
- provide ongoing parent training to effectively become involved in planning and decision making in support of the education of their children
- provide weekly progress reports for students to share with parents and mailed directly to parents who are not able to receive the progress reports through their student
- Share course syllabus and unit overview with parents at the start of each trimester and make these available online
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Assign each student a teacher-advisor as well as school-based student advocates to monitor and support students and families with academic, social, and emotional needs and coordinate parent-outreach
- 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
- Work with parents each summer to plan for the upcoming school year and revise key documents; work with each group of newly admitted students and their families intensively during their first month at the school
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Maintain a Parent Coordinator to serve as a liaison between the school and families
- Host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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
- Translate all critical school documents and provide interpretation during meetings and events as needed
- Updates shared with parents through our school newsletter, online calendar and web-presence
- Regular home contact by our teacher-advisors who do parent outreach whenever they have no students in attendance for AIS sessions
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- Providing written progress reports that distributed WEEKLY to keep parents informed of their children's' progress

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III      X   Grants           Other

If other is selected describe here:

**Service and program coordination**

Staff handbook, distributed at start of year and reviewed and modified in the first PD sessions of the school year will outline the program and introduce the templates used. Each Trimester Mr. Zeimer and AP Edwards will meet with teachers to review their feedback/reflection document and provide support to improve subsequent intervisitations. Mr. Zeimer will work on Saturdays to review completed feedback/reflection forms as necessary. SLT meetings will review funding allocations and discuss aggregate progress and findings from the teacher meetings.

Funding details

- Rollover Title I Correct 91 (Summer Retreat)
- TL Fairs Student Funding for materials, Lead teacher
- TL Blueprint Assistance HS for per diem substitute coverage if necessary to facilitate inter-visitations and coaching during the school day



### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

Double parent participation at parent-teacher conferences by Spring 2013.

#### **Comprehensive needs assessment**

- On average 26% of parents participated in parent-teacher conferences in 2011-2012
- In the 2012 Learning Environment Survey 100% of surveyed parents were satisfied with their “opportunities to be involved in your child’s education;” given the low participation in parent-teacher conferences this suggests that the families of our students are not accustomed to high levels of school engagement, a significant opportunity for growth and expanded support for our students if we can transform this fact
- SLT members agreed that parent-teacher conferences are a critical time for parents to engage in their students’ education, particularly with respect to establishing a plan for student graduation
- SLT calculated that if every student who was scheduled to graduate (n=86 from 2012 PR) was able to attend parent-teacher conferences the Annual Goal #3 would be achieved
- Most at risk students were shown to have the lowest family participation at parent-teacher conferences – this subgroup impacts the school’s progress report grade and understanding the nature of these students’ home environment provides the school bases support team with critical information to differentiate critical social-emotional support for each student
- 2012 Progress Report awarded the school an “A” grade overall, but a “C” for Student Performance which is a measure of student 6-year graduation rate for those students eligible to graduate
- Teachers agreed that increased participation in parent-teacher conferences would support their academic objectives, particularly with respect to supporting students barriers to graduation
- Advisory teachers agreed that increased participation in parent-teacher conferences would create a breakthrough opportunity for establishing action plans for students scheduled to graduate this year
- Students in student government agreed that parent-teacher conferences are an important time for parents and students to have important conversations about their goals and barriers to learning
- In 2011-2012 at least two parents participating in each parent-teacher conference agreed to have their student evaluated for special education services as a result of conversations with teachers and administration which in turn resulted in improved performance for those students

#### **Instructional strategies/activities**

- Timeline: a month before each parent-teacher conference event the PA, SLT, and student government will convene to plan individualized outreach and invitation confirmations to each parent in the school
- The week of parent-teacher conferences will include a daily schedule of volunteers to call homes and confirm attendance alongside automated calls to all homes
- The day of each parent-teacher conference volunteers will be scheduled to make final follow-up calls to ensure that confirmed parents are still coming
- This initiative will be supported by
  - Administration
  - Parent Coordinator
  - Parent Association leadership
  - SLT
  - Student Government and Senior Council members
  - Special Education department
  - CFN403 team

- School Guidance counselor
- CBO partners Street Corner Resources, NYC Mission Society, Liberty Partnership Program
- Teacher Advisors

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP
- Assign each student a teacher-advisor as well as school-based student advocates to monitor and support students and families with academic, social, and emotional needs and coordinate parent-outreach
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Provide automated home phone calls for all parent events as well as for family-specific meetings
- Provide live human phone calls and follow up calls for parent-teacher conferences
- The PA will work to develop a parent-parent support system each school year to offer parents who request support from fellow parents a clear mechanism for doing so; in the 2012-13 school year the PA president has served as a point person to coordinate these requests and match parent leaders with parents requesting support
- Updates shared with parents through our school newsletter, online calendar and web-presence
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Establishing a Parent Resource Center and offering instructional materials and training events for parents
- 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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Parent and student handbooks, distributed at start of year and reviewed and modified in the first parent and advisory sessions of the school year outline the goal and introduce the templates used. Summer SLT meetings and the first meetings in the school year as well as the meetings in October and March will focus on implementing this initiative.

**Funding details**

- TL Parent Coordinator HS for our parent coordinator salary
- AIDP Attendance Shared for home visits and outreach to most at risk students
- TL Parent Coordinator OTPS HS for mailings, handbook printing, event materials
- TL Fair Student Funding HS for SLT stipends

- TL Blueprint Assistance HS for leadership training for parent leaders and SLT members
- Title I SWP Translation Services for translation of key documents for parent-teacher conferences



**ACADEMIC INTERVENTION SERVICES (AIS)**

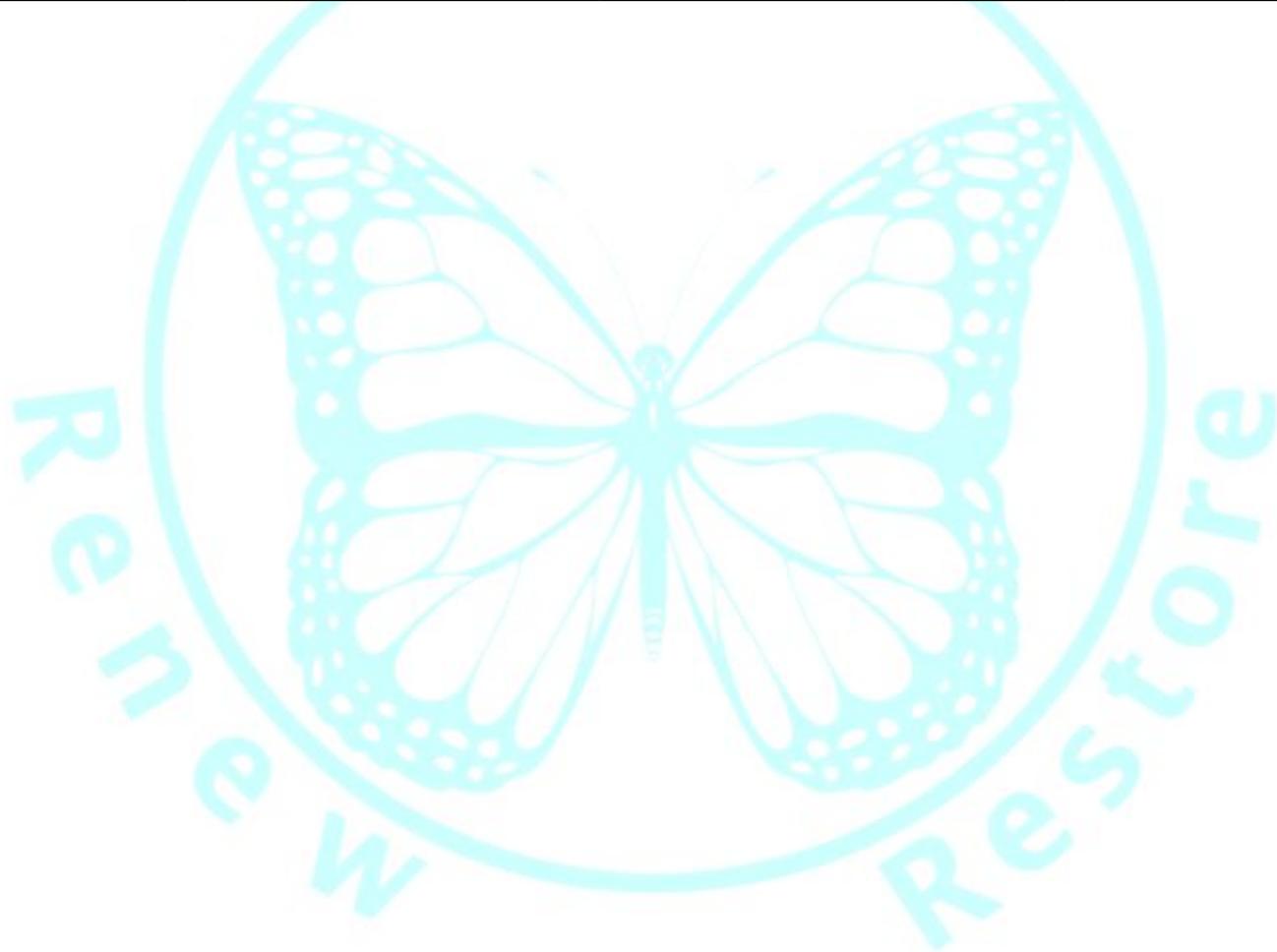
Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description   |  |   |
|--|---|--|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA  | Morning AIS by teachers   | One-to-one or small group  | Before school M,Tu,Thu, Fri   |
|  | Peer homework help  | One-to-one or small group  | Lunch and after school  |
|  | LPP Tutoring hours  | One-to-one   | Lunch and after school  |
|  | PM School Support   | Small group  | After school  |
|  | Saturday support  | Small group  | Saturdays   |
|  | Lunch support   | One-to-one or small group  | Lunchtime   |
|  | Regents-specific workshops  | Small group  | Lunch, after school, Saturdays  |
|  | Supplementary reading support   | One-to-one   | Lunch, advisory   |
|  | Recording Studio writing and composition sessions                               | Small group  | Lunch and after school  |
| Mathematics                                  | Morning AIS by teachers   | One-to-one or small group  | Before school M,Tu,Thu, Fri   |
|  | Peer homework help  | One-to-one or small group  | Lunch and after school  |
|  | LPP Tutoring hours  | One-to-one   | Lunch and after school  |
|  | PM School Support   | Small group  | After school  |
|  | Saturday support  | Small group  | Saturdays   |
|  | Lunch support   | One-to-one or small group  | Lunchtime   |

|                |   |  |                                |
|----------------|---|--|--------------------------------|
|                | Regents-specific workshops  | Small group  | Lunch, after school, Saturdays |
|                | Online practice resources   | Individualized independent or integrated into one of above | Lunch and after school         |
| Science        | Morning AIS by teachers   | One-to-one or small group                                  | Before school M,Tu,Thu, Fri    |
|                | Make-up lab sessions  | Small group  | After school and Saturdays     |
|                | Peer homework help  | One-to-one or small group                                  | Lunch and after school         |
|                | LPP Tutoring hours  | One-to-one   | Lunch and after school         |
|                | Lunch support   | One-to-one or small group                                  | Lunchtime                      |
|                | Regents-specific workshops  | Small group  | Lunch, after school, Saturdays |
|                | Online practice resources   | Individualized independent or integrated into one of above | Lunch and after school         |
| Social Studies | Morning AIS by teachers   | One-to-one or small group                                  | Before school M,Tu,Thu, Fri    |
|                | Peer homework help  | One-to-one or small group                                  | Lunch and after school         |
|                | LPP Tutoring hours  | One-to-one   | Lunch and after school         |
|                | PM School Support   | Small group  | After school                   |
|                | Saturday support  | Small group  | Saturdays                      |
|                | Lunch support   | One-to-one or small group                                  | Lunchtime                      |
|                | Regents-specific workshops  | Small group  | Lunch, after school, Saturdays |
|                | Supplementary reading support   | One-to-one   | Lunch, advisory                |
|                | Recording Studio writing and composition sessions aligned to historical themes / current events | Small group  | Lunch and after school         |

|  |   |                      |                                      |
|--|---|----------------------|--------------------------------------|
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Weekly related services meeting driven by teacher advisors' "flags" and anecdotal logs          | Team meeting         | School day                           |
|  | Weekly progress reports distributed through advisories  | By advisory          | School day                           |
|  | Advisory teachers review student data weekly to flag most at risk students for SBST             | By advisory          | School day                           |
|  | Regular assemblies with specific student subgroups to offer differentiated support and guidance | By student subgroup  | School day                           |
|  | Mentoring organized by CBO partners   | individualized       | After school / school day            |
|  | Home visits by CFN403 and school-based attendance team  | individualized       | After school / weekends / school day |
|  | Parenting group, young men's group, drugs rehabilitation group                                  | Group session        | School day / after school            |
|  | Alternatives to suspension program / community service program                                  | individualized       | School day / after school            |
|  | Field trips and incentives  | By specific criteria | Vacations / after school             |
|  | Individual and group counseling   | Individual/group     | School day                           |
| Teacher anecdotal logs drive daily debrief between   | individualized  | School day           |                                      |

|  |   |                       |                                  |
|--|---|-----------------------|----------------------------------|
|  | <p>administration and social work team to identify students in crisis</p> <p>Differentiated support for students in temporary housing often identified by the attendance team or student advisors</p> | <p>Individualized</p> | <p>School day / after school</p> |
|--|---|-----------------------|----------------------------------|



## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

All new hires are screened by a teacher-led hiring committee which includes a required demonstration lesson in front of our students. Students and teachers debrief these demonstration lessons to inform hiring decisions.

Significant PR efforts including student-led work with our PENCIL partner Sunshine Sachs, our community EXPO events, weekly appearances on WHCR radio, and our strong online presence with music and videos produced by our students help the community know about our school and help bring larger numbers of applicants to us.

Specific language has been crafted by teachers and administration for posting positions making clear our community expectations for teachers including our summer retreat, weekly meetings, teacher-driven inquiry work, unit planning, and the demands of working with a transfer school population.

The school includes a significant number of former New York City Teaching Fellows, including the principal, and our unique relationship with that office helps us recruit the best new teachers.

A strong relationship with our UFT district representative helps us identify highly qualified and experienced candidates for open positions.

When we attend any hiring fair we bring our school banners, video projection highlighting videos of our teachers in action and our brochures which result in our booth always standing out in a singular way among all represented schools.

New teachers are supported with a colleague-mentor as well as by weekly meetings with administration and an open door policy to address issues as they arise.

A detailed staff handbook helps orient new staff to our community norms and weekly meetings, monthly meetings and daily morning meetings help new teachers get just in time support for their work by colleagues of the same department, the same advisory phase, and a small three-person inquiry team which meets at least three times each day.

A secure online staff website provides up-to-date resources for teachers, school event calendars, links to key websites and other important supports (advisory lesson plans, citywide instructional expectations, inquiry templates, etc.)

External consultants are hired as needed for individual departments and at times a consultant has been brought in just to support new teachers.

Regular staff "circles" and retreats provide an opportunity for extended, in-depth conversations among faculty members.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Harlem Renaissance High School  
Parent Involvement Policy 2012-2013**

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:

- Provide regular parent events to help parents use the school website and other resources to track student progress and learn about resources to support struggling students in core subjects
- Provide ongoing parent training to effectively become involved in planning and decision making in support of the education of their children
- Provide weekly progress reports for students to share with parents and mailed directly to parents who are not able to receive the progress reports through their student
- Share course syllabus and unit overview with parents at the start of each trimester and make these available online
- 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
- Assign each student a teacher-advisor as well as school-based student advocates to monitor and support students and families with academic, social, and emotional needs and coordinate parent-outreach
- Provide automated home phone calls for all parent events as well as for family-specific meetings
- Provide live human phone calls and follow up calls for parent-teacher conferences
- The PA will work to develop a parent-parent support system each school year to offer parents who request support from fellow parents a clear mechanism for doing so; in the 2012-13 school year the PA president has served as a point person to coordinate these requests and match parent leaders with parents requesting support

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 skill
- Work with parents each summer to plan for the upcoming school year and revise key documents; work with each group of newly admitted students and their families intensively during their first month at the school
- 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 1<sup>st</sup> 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
- Updates shared with parents through our school newsletter, online calendar and web-presence

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

- Holding an annual Title I Parent Curriculum Conference
- Establishing regular home contact by our teacher-advisors who do parent outreach whenever they have no students in attendance for AIS sessions
- Conducting home visits as necessary to reach disconnected youth and families in crisis
- 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 and offering instructional materials and training events for parents
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents
- Providing written progress reports that distributed WEEKLY to keep parents informed of their children's' progress
- Review teacher anecdotal logs daily and communicate with families regarding any unusual behavior
- Include parents in any mediation or conflict resolution involving their student

- Publish all events and announcements on our online calendar
- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
- Provide an opportunity for parents to come in to meet teachers monthly to discuss their child'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

### **Harlem Renaissance High School** **School-Parent Compact 2012-2013**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member

- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- Check and assist my child in completing homework tasks, when necessary
- 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 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 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 with dialogue
- Be responsible for learning and ask for help when needed

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>type here</b>    | District <b>05</b> | Borough <b>Manhattan</b> | School Number <b>285</b> |
| School Name <b>Harlem Renaissance High School</b> |                    |                          |                          |

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

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

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>1</b> | Number of certified bilingual teachers   | <b>0</b> | Number of certified NLA/foreign language teachers              | <b>1</b> |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |               |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | <b>220</b> | Total Number of ELLs | <b>27</b> | ELLs as share of total student population (%) | <b>12.27%</b> |
|------------------------------------|------------|----------------------|-----------|---|---------------|

## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

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

**B. ELL Years of Service and Programs**

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

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 15                |          |                   | 12               |          |                   |                                    |          |                   | 27        |
| <b>Total</b>  | <b>15</b>         | <b>0</b> | <b>0</b>          | <b>12</b>        | <b>0</b> | <b>0</b>          | <b>0</b>                           | <b>0</b> | <b>0</b>          | <b>27</b> |

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

| Dual Language (ELLs/EPs)<br>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        |  |
| <b>TOTAL</b>                                   | <b>0</b> |  |

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 27

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

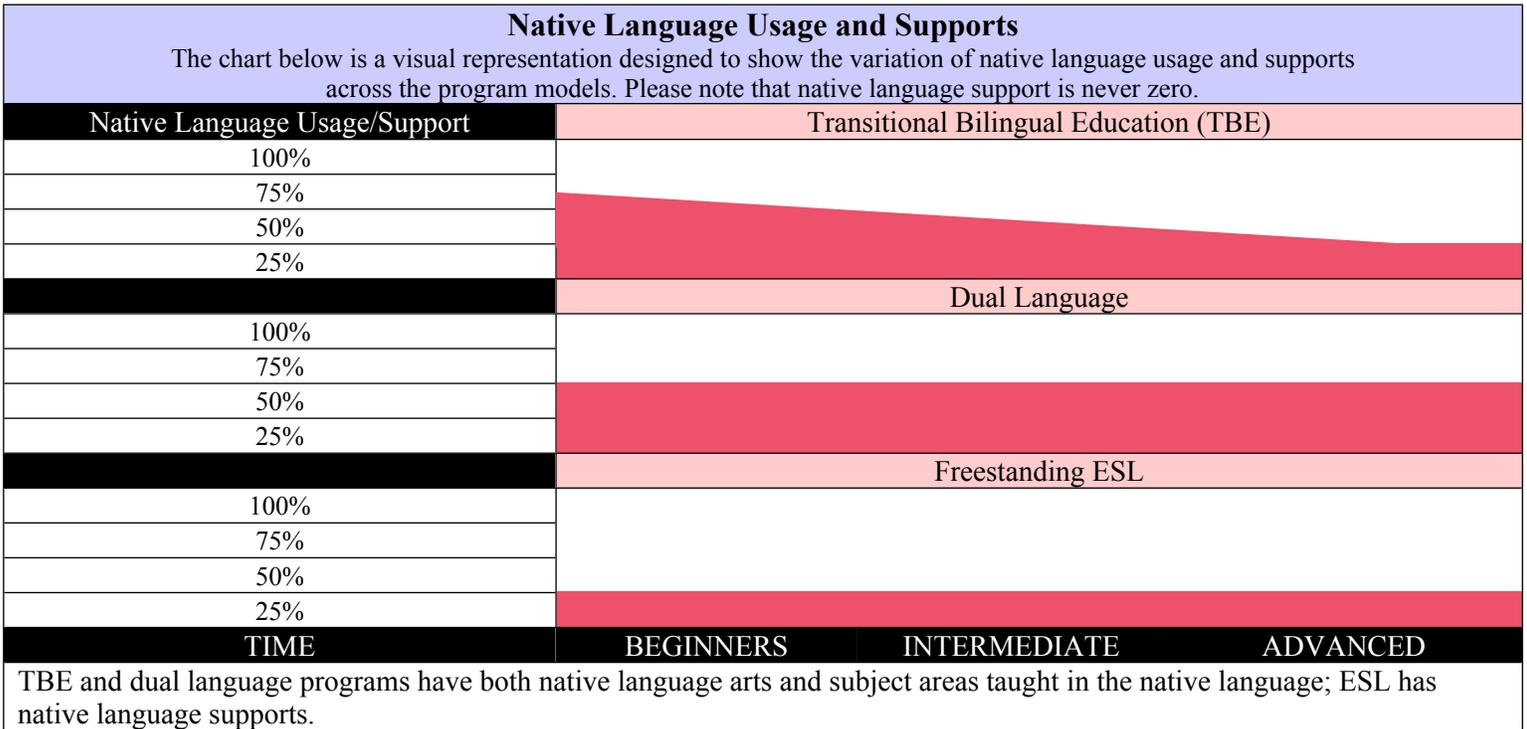
| Class/Content Area | Language(s) of Instruction |
|--------------------|----------------------------|
| English            | English                    |
| English            | English                    |
| English            | English                    |
|                    |                  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

|  |  |
|--|--|
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|  |  |
|  |  |

| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts                      | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |



**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?

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

### C. Schools with Dual Language Programs

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

1. 100%
2. 100% - No classes are taught seperately
3. N/A
4. N/A
5. All classes are taught in English

### 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.

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

## E. Parental Involvement

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

## NYS ELA

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

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

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

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Integrated Algebra          |                            |                 |                             |                 |
| Geometry                    |                            |                 |                             |                 |
| Algebra 2/Trigonometry      |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |
| Earth Science               |                            |                 |                             |                 |
| Living Environment          |                            |                 |                             |                 |
| Physics                     |                            |                 |                             |                 |

### New York State Regents Exam

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

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

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

## **Part A: Needs Assessment Findings**

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

**3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:**

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Harlem Renaissance H.S.

DBN: 05M285

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program:

# of certified ESL/Bilingual teachers:

# of content area teachers:

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here:

**Part C: Professional Development**

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

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

Begin description here:

**Part D: Parental Engagement Activities**

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

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

Begin description here:

**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
|-----------------|-----------------|---|

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
|---|-----------------|--|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>   | 11200           | These funds are allocated for direct instruction and academic supports for ELA students including bringing in a per session ELL specialist to support staff and students' needs related to effectively serving ELA studnets. |
| Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>   |                 |  |
| Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> |                 |  |
| Educational Software (Object Code 199)  |                 |  |
| Travel  |                 |  |
| Other   |                 |  |
| <b>TOTAL</b>  |                 |  |