



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: RENAISSANCE SCHOOL OF THE ARTS

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

PRINCIPAL: TAMMY PATE

EMAIL: TPATE@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|-----------|
| Tammy Pate | *Principal or Designee | |
| Lauren Kellner | *UFT Chapter Leader or Designee | |
| Vylmary Bennett | *PA/PTA President or Designated Co-President | |
| James Backmon | DC 37 Representative, if applicable | |
| | <i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Karen Marino | CBO Representative, if applicable | |
| Boris Loach | Member/ Teacher | |
| Natalie Page | Member/ Parent | |
| Marangelly Gonzalez | Member/ Parent | |
| Warren McDonald | Member/ CBO | |
| | Member/ | |
| | Member/ | |
| | | |

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Renaissance School of the Arts did not receive a SED review. We are a first year Focus School. The goals in this document are pulled from an analysis of data obtained from the 2011-2012 Quality Review, 2012-13 Progress Report, the 2011-2012 Learning Environment Survey and the 2011-12 Math and ELA State assessment results.

According to page 6 of the 2011-12 Quality Review, a recommendation to use a research-based framework in order to improve teacher effectiveness that will result in increased student achievement was made. (4.1)

Develop teacher teams

Increase collaboration and team building

Outer-school opportunities for professional development to build capacity

Train and facilitate professional development conducted by teachers for teachers.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1 By June, 2013, the school leadership will develop a cadre of teacher leaders who meet weekly and provide input on leadership, curriculum and Professional Development decisions.

Instructional strategies/activities

Dufour and Eaker (2008) encourage a school community that functions as a Professional Learning Community (PLC). A school that functions as a PLC exhibits collaboration with a focus on learning, a commitment to ongoing and continuous improvement, and is motivated by a clear vision and mission. Using the principles of a PLC, we have set a goal of building leadership horizontally across all content areas. We recognized that in order to have rigorous, quality instruction in all contents, we needed to tap into the existing expertise of our teachers and build a more distributive leadership model. To build our teacher leader capacity we:

- Meet weekly as a LEAD team to review and analyze school and student data
- LEAD team members facilitate weekly content area meetings
- Plan in monthly cycles as part of the Leader-Learner staff development program to roll out selected Danielson domains
- Attend weekly Teacher Leadership Program meetings through the DOE teacher leadership initiative where teachers learn facilitation and planning strategies
- Attend weekly outside Common Core Fellowship meetings where teachers learn how to embed literacy across all content areas
- Participation in the HOPE Foundation (Failure is Not an Option) Collaborative Leadership Academy

Our goal of developing teacher leadership across all content areas is an important continuation of last year's goals. During the 2011-2012 our school made great strides towards increasing the quality of instruction as a means of meeting annual yearly progress for all subgroups. The creation of the LEAD team was an important step in developing instructional leaders in each department. We are now continuing that work by strengthening the leadership of the LEAD team and building those same leadership qualities in all our teachers.

The intended outcome of this goal is to have each teacher serving a leadership role that reflects their expertise within the school.

Our action plan and timeline to meet this goal is as follows:

- LEAD team members will continue to develop and refine leadership skills through participation in Failure is Not an Option Collaborative Leadership Academy 4 part series in the 2012-13 school year
- In September 2012, teachers will complete a self-assessment survey and administrators will conduct informal walkthroughs and examine past formal observations to create "leader" and "learner" cohorts.
- October 2012, Administration will train teachers on how to conduct a professional development.
- November 2012- May 2013, teachers will be designated as both "leaders" and "learners" in different areas of the Danielson Framework. Teachers will facilitate staff-development in their "leader" areas, and participate in staff-development led by other teachers in their "learner" area.
- Throughout 2012-13 school year, the Science department lead teacher will serve on the citywide Common Core Fellowship and participate in professional development around assessing text complexity.
- Throughout the 2012-13 school year, three teachers from our English Language Arts, Social Studies, and Special Education departments participate in the Teacher Leadership Program. They will participate in professional development to enhance their own instructional practices, and with then serve as teacher-leaders within the staff to implement these new strategies school-wide.
- Lead teacher will support teacher teams in inquiry studies of all students.

Major Recommendation

Renaissance School of the Arts did not receive a SED review. We are a first year Focus School. The goals in this document are pulled from an analysis of data obtained from the 2011-2012 Quality Review, 2012-13 Progress Report, the 2011-2012 Learning Environment Survey and the 2011-12 Math and ELA State assessment results.

School leader will assess progress and effectiveness by:

- Surveying school community for feedback
- Creating inter-visitation opportunities for teachers in order to receive feedback and enhance practice.
- Review of assessments that show increases in student performance
- Administrators will collect data on teacher performance.
- Observations both Formal and Informal
- Professional development series agendas and notes
- Inter-visitation and inquiry planning across all grades and content areas.
- Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcome

Student portfolios

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Per Session for extended day learning and mentoring
- NYSTL/School Library allocation/software/hardware
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction
- Purchased Services and Education Consultants

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Renaissance School of the Arts did not receive a SED review. We are a first year Focus School. The goals in this document are pulled from an analysis of data obtained from the 2011-2012 Quality Review, 2012-13 Progress Report, the 2011-2012 Learning Environment Survey and the 2011-12 Math and ELA State assessment results.

According to page 5, in the 2011-12 Quality Review, a recommendation to deepen and strategically differentiate instruction for student sub-groups so that all lessons engage students and offer suitable challenge at their level, including effective questioning that elicits higher-order thinking and extends learning was made. (1.2)

- Alignment of content areas (within grade and cross-curricular subjects) through a unified curriculum template
- Embedding CCLS within curriculum
- Alignment to CIE to include College and Career Readiness mandates
- Literacy embedded in all content areas
- Support and ensure learning for students with diverse needs

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2 By June 2013 100% of teachers in all content areas will have participated in targeted professional development sessions in order to develop 2 units of study in the core areas aligned to the NYS Common Core Learning Standards which satisfies the Citywide Instructional Expectation and includes UDL enrichment activities within the curriculum to better meet the learning styles and academic needs of all students.

Instructional strategies/activities

Common Core Learning Standards (2011) are standards used to ensure that students are college and career ready. Schools that utilize CCLS have a curriculum that is rigorous and learning is applicable to the real world in which students live. The curriculum re-alignment to Common Core Learning Standards and Citywide Instructional Expectations has been an evolving. All schools are required to align two units of study in all content. Because we were able to get a jump on this process through a grant with NYC Writing Project, we decided to focus this year on re-designing our curriculum with specific attention to CCLS performance tasks and CIE. This process started with a thorough review of our curriculum across all grades and content areas. We even had our curriculum reviewed anonymously during a citywide curriculum review workshop sponsored by the DOE. The findings of our internal and external review revealed a need for more rigor in or performance tasks and a greater response to CIE recommendations around college and career readiness and explicit literacy and math foci. In order to ensure a curriculum that is in alignment, RSA will conduct the following activities in the below timeline:

- October 2012: Review current curriculum
- November 2012: Collaborate in creating a unified curriculum template; standard for all content areas and embeds literacy anchors, UDL, DOK, and Special Education scaffolds to ensure all students are supported.
- January-February 2013: Tentative curriculums will be due and content team members, Administration and Network reviews and provides feedback
- March – May 2013: Teachers revise and begin to align throughout content areas and grade levels to support findings of mini-inquiry groups around student performance, learning style, and goal setting.
- June 2013 –Final curriculums are due for review and discussion.

School leaders will assess progress by:

- Administrators will collect data on teacher performance.
- Administrators will sit in on Target Ten meetings and provide support to teacher/advisors.
- Observations both Formal and Informal
- Grade and subject meetings – Agendas, Attendance Sheets, and materials
- Curriculum meetings – Agendas, Attendance Sheets and materials
- Mentor logs, professional resources/texts and sample lesson plans
- Exemplary student work in all content areas
- Assessments which indicate increase in student skills both formative and summative
- Team meeting agendas and logs
- Payroll documentation
- Professional development series agendas and notes
- Student and teacher surveys
- Inquiry group meeting logs and portfolios
- Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcome
- 75% completion of a curriculum that meets the measurable objective
- Student portfolios

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Per Session for extended day learning and mentoring
- NYSTL/School Library allocation/software/hardware
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction
- Purchased Services and Education Consultants

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Renaissance School of the Arts did not receive a SED review. We are a first year Focus School. The goals in this document are pulled from an analysis of data obtained from the 2011-2012 Quality Review, 2012-13 Progress Report, the 2011-2012 Learning Environment Survey and the 2011-12 Math and ELA State assessment results.

According to page 6 of the 2011-12 Quality Review, a recommendation to use a research-based framework in order to improve teacher effectiveness that will result in increased student achievement was made. (4.1)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal 3: By June, 2013 all teachers will have informal and formal observations with feedback using a research based framework in order to improve teacher effectiveness that will result in increased student achievement- using the Charlotte Danielson Framework – Enhancing Profession Practice: A Framework for Teaching.

Instructional strategies/activities

The Charlotte Danielson Framework for Teaching (2011) is a research based tool that school leaders can use informally to observe teachers and provide feedback that will enhance practice. The Danielson Framework is made up of four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. For the 2012-13 school year, RSA is focusing on two of the four domains: Planning and Preparation and Instruction. RSA will conduct the following action plan in the below timeline:

- November 2012-April 2013: The Leader/Learner Series will provide teachers the opportunity to be professionally developed by their colleagues and visit model classrooms focusing on the two selected domains. The purpose of the visitation is for teachers to learn from each other and gain insight on different strategies they can use.
- January 2013- May 2013: Administrators will then conduct informal observations in the domains and provide feedback to enhance practice
- February 2013: Administrators will hold one to one interview with teachers to evaluate what they learned from the domain of focus (Planning and Preparation) and have teachers provide evidence of how they utilized strategies gained.
- May 2013: Administrators will hold one to one interviews with teachers to evaluate what they learned from the domain of focus (Instruction) and have teachers provide evidence of how they utilized strategies gained.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Per Session for extended day learning and mentoring
- NYSTL/School Library allocation/software/hardware
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction
- Purchased Services and Education Consultants

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Renaissance School of the Arts did not receive a SED review. We are a first year Focus School. The goals in this document are pulled from an analysis of data obtained from the 2011-2012 Quality Review, 2012-13 Progress Report, the 2011-2012 Learning Environment Survey and the 2011-12 Math and ELA State assessment results.

According to page 5 of the 2011-12 Quality Review, a recommendation to ensure that parents are involved in school-wide decision making and planning so that the school develops an additional group of constituents to support college and career readiness efforts, as well as other school goals was made. (3.1) In addition the 2011-12 Learning Environment Survey, page 6, identified a small percentage of parents desiring greater opportunity for involvement through volunteering.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4 By June 2013 we will increase parent involvement by 30% and outline how parents will share responsibility for improved academic achievement by standardizing a parent volunteer system.

Instructional strategies/activities

Response to Intervention (RTI) (Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student success. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

At Renaissance School of the Arts we believe that parents should be active, informed and involved partners in our school community. We encourage parents to participate in school events and we maintain active communication with parents through phone calls, Jupiter Grades messages, parent meetings, and paper notices sent home with students. To meet our goal we will institute and offer the following opportunities:

- Hold at least two parent orientation meetings in September
- Monthly event calendars
- Bi-weekly parent development with special focus toward parents of ELLs and students with disabilities
- Weekly phone messages alerting parents to events and areas of concern (translated into Spanish where needed)
- Offer weekly fitness and reading circle groups as part of the PTA/SLT parent engagement initiative
- Daily student performance data through our online grade book
- Town hall meetings to discuss progress reports, promotion, nutrition and community partnerships
- Education consultants and mentors will be engaged to meet with students on a weekly

We have instituted a parent volunteer program that requires parents to contribute a minimum number of volunteer hours per year. Parents are responsible and can volunteer to do the following:

- Chaperone field trips,
- Support teachers and students in the classroom,
- Attend events such as curriculum night, performance events, the Halloween Dance, and the science fair.

RSA will conduct the following action plan in the below timeline:

August 2012: A parent and student orientation will be held. During the orientation, parents receive a commitment contract to review and fill out.

September 2012- October 2012: Parents return commitment contract and begin to sign up for volunteer opportunities.

November 2012-May 2013: Parents begin to fulfill volunteer hours

Throughout the school year: Parents are notified by school stakeholders if they have not fulfilled volunteer hours.

June 2013: School meeting is held to reflect on success of the partnership and next steps for the upcoming year.

School leaders will assess progress by:

- Administrators will collect data on parent participation
- Administrators will sit in on Parent Association meetings.
- Parent interest and talent survey's will be administered and gathered to collect feedback
- Agendas, Attendance Sheets and materials will be collected and reviewed
- Payroll documentation
- OTPS expenditure review which may include SIPP and other payments

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Per Session for extended day learning and mentoring
- NYSTL/School Library allocation/software/hardware
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction
- Purchased Services and Education Consultants

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Renaissance School of the Arts did not receive a SED review. We are a first year Focus School. The goals in this document are pulled from an analysis of data obtained from the 2011-2012 Quality Review, 2012-13 Progress Report, the 2011-2012 Learning Environment Survey and the 2011-12 Math and ELA State assessment results.

According to page 11 of the 2011-12 Learning Environment Survey, approximately 23% of students agreed to having experience bullying within the school.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- June 2013, there will be a 10% decrease the amount of violent incidents, in particular bullying, reported by students, teachers, and families.

Strategies to increase parental involvement and engagement

Positive Behavioral Interventions and Supports (Bambara, Dunlap, and Schwartz, 2004) has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

School support will work with student volunteers to create a system focused on minimizing the incidences of bullying school wide. The program is the Anti-Bullying Committee (ABC). Students are able to anonymously report incidents of bullying either as a victim, perpetrator, or a witness. Committee members review these complaints and meet weekly to mediate.

RSA will conduct the following action plan in the below timeline:

- October 2012: Hold town-hall meetings to address student and community concerns and issues
- November 2012- December 2012: Student government representatives will meet to establish and recruit members for the ABC.
- January 2013- May 2013: School Social Worker and committee member review complaints made by students and take action in mediating.
- Throughout the school year: Ongoing surveys will be completed by school community to provide feedback.

School leaders will assess progress by:

- Reviewing surveys
- Analyzing OORS reports
- Sit in on mediation meetings
- Collecting meeting agendas and notes

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Assistant Principal) based on student programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Per Session for extended day learning and mentoring
- NYSTL/School Library allocation/software/hardware
- Students in Temporary Housing (STH)
- Supplies/Materials to support instruction
- Purchased Services and Education Consultants

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 | <ul style="list-style-type: none"> • Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support). • AIS students receive weekly support from our ELA, ESL and Special Education teachers. • The Achieve Now Program provides additional support and credit recovery for all enrolled students. • The Wilson system is also provided for AIS students. | <p>A.I.S in ELA is being implemented in several different ways: Extended-Day and After –school program utilizing NY Ready and Buckle Down Series. Using various instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. A special ELL’s intervention is also provided to students who are ELL’s mandated. Each child receives quarterly reading assessments. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of core content, anthologies and Audio books. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. This program incorporates scaffolded pre-scripted lessons and plans with leveled reading material and assessments.</p> | <p>Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. Afterschool support occurs Tuesday-Thursday from 3:15-5:15pm.</p> |
| Mathematics | <ul style="list-style-type: none"> • Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support). • AIS students receive weekly support from our ELA, ESL and Special Education teachers. • The Achieve Now Program provides additional support and credit recovery for all enrolled students. • The Wilson system is also provided for AIS students. | <p>A.I.S in Math is being implemented in several different ways: Extended-Day and After –school program utilizing NY Ready and Buckle Down Series. Using various instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. A special ELL’s intervention is also provided to students who are ELL’s mandated. Each child receives quarterly reading assessments. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of core content, anthologies and Audio books. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. This program incorporates scaffolded pre-scripted lessons and plans</p> | <p>Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. Afterschool support occurs Tuesday-Thursday from 3:15-5:15pm.</p> |

| | | | |
|--|--|--|---|
| | | with leveled reading material and assessments. Holt mathematics and intervention programs are used for assessment, remediation, preparation and general instruction. Both plans include weekly tracking software, virtual instruction for individual student remediation, online assessment and analysis and high-interest teacher instructional materials. | |
| Science | <ul style="list-style-type: none"> • Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support). • AIS students receive weekly support from our ELA, ESL and Special Education teachers. • The Achieve Now Program provides additional support and credit recovery for all enrolled students. • The Wilson system is also provided for AIS students. | AIS in science are being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school as needed. Parent Workshops to support parents of AIS students understanding of the science state exam. | Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. Afterschool support occurs Tuesday-Thursday from 3:15-5:15pm. |
| Social Studies | <ul style="list-style-type: none"> • Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support). • AIS students receive weekly support from our ELA, ESL and Special Education teachers. • The Achieve Now Program provides additional support and credit recovery for all enrolled students. • The Wilson system is also provided for AIS students. | AIS in social studies are being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. Five-week assessments are given to ensure students' performance is aligned with the state scope and sequence. Small group tutoring is provided during lunch, before and after school. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. The | Intervention services are provided Monday thru Friday 10:45-11:22am in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. Afterschool support occurs Tuesday-Thursday from 3:15-5:15pm. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>The school guidance team provides group and individual counseling. including</p> <p>The school psychologist will offer clinical services and provide group and individual counseling.</p> | <p>Counseling Services include: including conflict resolution; crisis intervention; class visits & act as a resource for teachers & parents.</p> <p>Case Managers for PPT. Assist with attendance monitoring and intervention services. Child abuse prevention and intervention; address issues relating to students in temporary housing. Referral to outside agencies and services (ex: FAP; family counseling, academic services).</p> | These services occur throughout the school day. |

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.

The hiring process begins with an official teacher posting that includes the following requirements:

SELECTION CRITERIA:

1. Satisfactory performance as indicated in your year-end rating and formal observation reports
2. Satisfactory record of attendance and punctuality
3. Demonstrated knowledge and successful practice of varied teaching strategies, small group instruction, and interdisciplinary instruction
4. Knowledge and demonstrated understanding of standards-based teaching, learning, and assessment as presented in the New York State Standards, and New York City Scope and Sequence; knowledge of ESL and/or bilingual education instructional strategies
5. Demonstrated ability to communicate effectively both orally and in writing
6. Other criteria that the individual district may require in accordance with the UFT Collective Bargaining Agreement

Teacher candidates are interviewed by panel and then invited to perform a demonstration lesson. Following this process teacher candidates are asked to review a packet of data and recommend a remediation plan. This plan is reviewed by the panel and successful plan writers are invited to spend the day at the school learning about our culture and climate.

Once a teacher candidate is hired, he/she is asked to sign a Roles and Responsibilities contract. Some of the content is as follows:

DAILY RESPONSIBILITIES:

- Observation Deck: Lesson plans, Data Binders, AIS Support Data
- Posting of school wide norms and student learning styles
- Daily Target Ten instruction -35 minutes (no passes issued at this time)
- Daily classroom management
- Daily posting of instructional Agenda with DI guide
- AGENDA (workshop model)
 - ❖ Whole- (mini lesson)
 - ❖ Small
 - ❖ Independent
 - ❖ Whole Assessment
 - How am I differentiating this lesson
 - Learning Styles accommodations
 - UEQ and LEQ assessments
- Plans current, visible with clear concise goals aligned to Common Core State Standards
- Student centered lessons that incorporate technology, cooperative learning/group work
- Plans should accommodations, modifications for individual differences
- Timely attendance verification (2x daily), accurate records concerning student progress in learning

Professional Development is driven by Citywide Expectations, School-wide goals, Student Assessment results, the school's Progress Report and Teacher professional development needs. Following analysis of these documents, Professional Development Calendars are created and facilitation is shared. Professional development provided and will be carefully monitored, and follow up will be provided as necessary to ensure that teachers have developed the necessary skills to become successful.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- review my child's progress by logging into Jupiter Grades at least twice per week;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- be on time and prepared with appropriate materials and assignments for all classes;
- show respect to all members of the learning community;
- resolve conflicts peacefully, and avoid fighting inside or outside of the school or at program sites;
- behave respectfully, without arguing, and cooperate when a staff member gives direction take responsibility for my personal belongings and respect other people's property;
- refrain from bringing personal possessions that are disruptive (e.g., cell phone, games) to school;
- share information with school officials that might affect the health, safety or welfare of the school community;
- keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- follow all rules in the Discipline Code.

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 | District 04 | Borough Manhattan | School Number 377 |
| School Name Renaissance School of the Arts | | | |

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 198 | Total Number of ELLs | 12 | ELLs as share of total student population (%) | 6.06% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 3 | 5 | 4 | | | | | 12 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

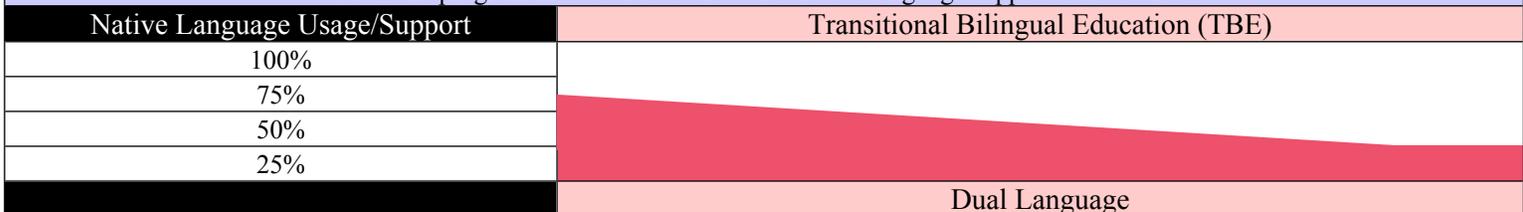
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

| |
|---|
| <ol style="list-style-type: none"> 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)? |
| N/A |

| |
|--|
| D. Professional Development and Support for School Staff |
| <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 1. All ELL personnels will attend PDs offered by the region and other educational institutions with a minimum of three PDs attended annually. Additionally, all school personall receive weekly professional development that emphasizes instructional modifications for ELLs and students with IEPs. 2. Administrators and teachers will have on-going communication to discuss ELLs who need assistant as they transition from elementary to middle and middle to high school. 3. PDs attended annually will satisfy the minimum hours of ELL training required. |

| |
|--|
| E. Parental Involvement |
| <ol style="list-style-type: none"> 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? |
| <ol style="list-style-type: none"> 1. Most parents attend parent orientation, school wide family dinner, and parent teacher conferences regularly. Some parents also volunteer as chaperons on school trips and help decorate the school for school concerts and dances. 2. No. 3. We encourage parents to share their opinions and ideas related to ESL issues during orientation, parent teacher conferences, and individual meetings with the parents. From the survey forms and their feedbacks, we will be able to address their questions/concerns and evaluate their needs. 4. The parental involvement activities allow the parents to express the needs and ask questions about the school or the ESL program. The parents can learn about the resources and supports offered by our school. In addition, some parents get acquainted with other parents, teachers, and administrators and become active community members. |

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Intermediate(I) | | | | | | | 2 | 1 | 4 | | | | | 7 |
| Advanced (A) | | | | | | | | 3 | 1 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 5 | 0 | 0 | 0 | 0 | 12 |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

| Level 1 | Level 2 | Level 3 | Level 4 | Total |
|---------|---------|---------|---------|-------|
|---------|---------|---------|---------|-------|

| | English | NL | English | NL | English | NL | English | NL | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|---|
| 4 | 2 | | 6 | | | | 1 | | 9 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

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

2. Across the grades and proficiency levels, the NYSESLAT/ LAB-R data revealed students' weaknesses in writing and reading. Most students have higher scores on NYSESLAT listening/speaking and lower scores on NYSESLAT reading/writing.

3. The instructional decisions will emphasize on strengthening students' listening, speaking, reading and writing skills by using grade appropriate materials. Lessons will be designed according to ESL and ELA standards. Students will be expected to practice the four modalities in every lesson. Accommodations and differentiation will be provided in lesson planning. This includes homogeneous and heterogeneous groups, differentiated workbook activities, and explicit goal setting based on teacher observation and diagnostic results.

4a. Across the grades, most ELLs scored 2 on New York State ELA, Social Studies and Science Exams. Students scored the lowest in New York State Mathematics Exam. Some seventh graders have the highest test scores, some scored 3 on the state exams. Some eighth graders have the lowest test scores, some scored 1 on the state exams. This pattern indicates that students' English proficiency level on the NYSESLAT does not always transfer to their state exam scores.

No students took the exam in their native language. Therefore, no comparison can be made at this point.

4b. The school leadership and teachers are using the result of the periodic/interim assessments as an indication and assessment of ELL's English proficiency. This data helps teachers group students accordingly and aids in differentiated instruction. The data is also used to set benchmarks and isolate students in need of AIS.

4c. Students generally obtain high scores from the periodic assessments because the periodic assessments do not require students to write an essay. Native Language is not used for the periodic assessments.

5. N/A

6. Programs for ELLs are considered successful when students exhibit tremendous improvements on their test scores as well as their listening, speaking, reading and writing skills through other tasks such as book reports and oral presentations.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Renaissance School of the

School DBN: 04M377

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

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

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

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 198 | Total Number of ELLs | 12 | ELLs as share of total student population (%) | 6.06% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 3 | 5 | 4 | | | | | 12 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 | 4 | 0 | 0 | 0 | 0 | 12 |

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

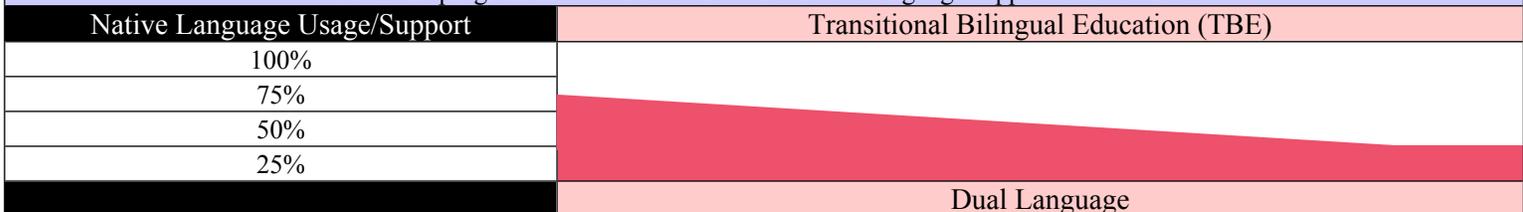
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

| |
|---|
| <ol style="list-style-type: none"> 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)? |
| N/A |

| |
|--|
| D. Professional Development and Support for School Staff |
| <ol style="list-style-type: none"> 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. |
| <ol style="list-style-type: none"> 1. All ELL personnels will attend PDs offered by the region and other educational institutions with a minimum of three PDs attended annually. Additionally, all school personall receive weekly professional development that emphasizes instructional modifications for ELLs and students with IEPs. 2. Administrators and teachers will have on-going communication to discuss ELLs who need assistant as they transition from elementary to middle and middle to high school. 3. PDs attended annually will satisfy the minimum hours of ELL training required. |

| |
|--|
| E. Parental Involvement |
| <ol style="list-style-type: none"> 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? |
| <ol style="list-style-type: none"> 1. Most parents attend parent orientation, school wide family dinner, and parent teacher conferences regularly. Some parents also volunteer as chaperons on school trips and help decorate the school for school concerts and dances. 2. No. 3. We encourage parents to share their opinions and ideas related to ESL issues during orientation, parent teacher conferences, and individual meetings with the parents. From the survey forms and their feedbacks, we will be able to address their questions/concerns and evaluate their needs. 4. The parental involvement activities allow the parents to express the needs and ask questions about the school or the ESL program. The parents can learn about the resources and supports offered by our school. In addition, some parents get acquainted with other parents, teachers, and administrators and become active community members. |

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Intermediate(I) | | | | | | | 2 | 1 | 4 | | | | | 7 |
| Advanced (A) | | | | | | | | 3 | 1 | | | | | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 5 | 0 | 0 | 0 | 0 | 12 |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

| Level 1 | Level 2 | Level 3 | Level 4 | Total |
|---------|---------|---------|---------|-------|
|---------|---------|---------|---------|-------|

| | English | NL | English | NL | English | NL | English | NL | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|---|
| 4 | 2 | | 6 | | | | 1 | | 9 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

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

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

2. Across the grades and proficiency levels, the NYSESLAT/ LAB-R data revealed students' weaknesses in writing and reading. Most students have higher scores on NYSESLAT listening/speaking and lower scores on NYSESLAT reading/writing.

3. The instructional decisions will emphasize on strengthening students' listening, speaking, reading and writing skills by using grade appropriate materials. Lessons will be designed according to ESL and ELA standards. Students will be expected to practice the four modalities in every lesson. Accommodations and differentiation will be provided in lesson planning. This includes homogeneous and heterogeneous groups, differentiated workbook activities, and explicit goal setting based on teacher observation and diagnostic results.

4a. Across the grades, most ELLs scored 2 on New York State ELA, Social Studies and Science Exams. Students scored the lowest in New York State Mathematics Exam. Some seventh graders have the highest test scores, some scored 3 on the state exams. Some eighth graders have the lowest test scores, some scored 1 on the state exams. This pattern indicates that students' English proficiency level on the NYSESLAT does not always transfer to their state exam scores.

No students took the exam in their native language. Therefore, no comparison can be made at this point.

4b. The school leadership and teachers are using the result of the periodic/interim assessments as an indication and assessment of ELL's English proficiency. This data helps teachers group students accordingly and aids in differentiated instruction. The data is also used to set benchmarks and isolate students in need of AIS.

4c. Students generally obtain high scores from the periodic assessments because the periodic assessments do not require students to write an essay. Native Language is not used for the periodic assessments.

5. N/A

6. Programs for ELLs are considered successful when students exhibit tremendous improvements on their test scores as well as their listening, speaking, reading and writing skills through other tasks such as book reports and oral presentations.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Renaissance School of the

School DBN: 04M377

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

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