



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x293

PRINCIPAL: MARIA HERRERA

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SUPERINTENDENT: MS. CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maria Herrera	*Principal or Designee	
Dan Savio	*UFT Chapter Leader or Designee	
Sharon MCQueen	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
Adam Edwards Myliyah Hanna	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
None	CBO Representative, if applicable	
Dinah Hoke	Member/Parent	
Donna Hendricks	Member/Parent	
Margaret Crosby	Member/Teacher	
Lindsey Mack	Member/Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To increase the June 2012 passing rate (66%) of the Global History Regents by 3% in comparison to June 2012.

Comprehensive needs assessment

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

The Global History Regents is traditionally more difficult, as this exam covers two years of content material. As this is a required Regents exam towards graduation, we would like to see this passing rate increase moving forward to June 2013 and onward.

Instructional strategies/activities

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

The history team will work together during their designated content meeting periods to develop a comprehensive plan in order to achieve this goal. As a department, they will utilize a number of different resources that will assist in monitoring individual student progress. Students will take daily assessments using the Senteo software system, which allows teachers to analyze data immediately so students are able to see their immediate progress on various content and skill sets. Teachers will administer formal assessments at the end of each unit as well as full-length practice Regents exams in order to expose students to questions similar to the Regents exam. Teachers will analyze this data in order to determine student areas of weakness so that students may tailor their review in the most appropriate and time-efficient manner. Teachers also have access to a plethora of data on programs like Skedula and ARIS that allow them to see individual student levels in order to plan and differentiate lessons appropriately based on student need. Teachers will begin implementing these strategies in the beginning of the school year and continue these practices on a consistent basis until the June Regents exam. Students are also able to track their progress via progress charts and are urged to attend after school/Saturday tutoring sessions. All content classes will focus on developing skills that will be used across all content areas.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

All teachers use Skedula as a tool to record student grades and upload assignments. Skedula also serves as a form of communication to other teachers, students, parents, and administration. Because Skedula was developed as a program in which teachers, students, parents, and administration all have access; it serves as a streamlined method of communication regarding student progress in both the qualitative and quantitative ways. Parents are encouraged to check on the progress of their son/daughter on a regular basis to help support the academic work done in school by both the teacher and student.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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).

Various materials are purchased throughout the year to support learning initiatives, such as visual aids like videos, interactive learning computer programs, etc. Money is also put aside in the budget to cover teacher per-session for after school and Saturday tutoring.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Increase the graduation rate of African American males in June 2012 (23.1%) by 3% in comparison to June 2012 graduates

Comprehensive needs assessment

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

African American males have been identified as a high-risk subgroup not only in our school, but within New York City, as well as the country. As a school, we feel that it is important to support this initiative to increase the academic success of this particular subgroup.

Instructional strategies/activities

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

Increasing the graduation rate of all students is an initiative that our school has taken on. As such, all teachers will have a role in ensuring that we are able to monitor the progress of students within this identified subgroup. Our school was able to receive a grant from Expanded Success Initiative (ESI) that will follow the current 9th grade cohort (Cohort R) for the next three years and monitor the academic and behavioral progress of African American and Latino males to help ensure graduation success. Some of the initiatives that the ESI grant affords these students are internship opportunities and field trips. The B.A.M. (Boys Aspiring to Manhood) group is used to facilitate this goal by offering tutoring support and individual mentoring opportunities. Professional development opportunities for teachers are catered towards specific learning modalities and differentiation strategies that work best with this population in order to ensure academic success. Using classroom data, as well as data available on Skedula and ARIS, teachers will also be able to identify students at risk of not meeting graduation requirements in terms of credit accumulation and Regents passing scores. Teachers will begin implementing these strategies in the beginning of the school year and continue these practices on a consistent basis until the June graduation date.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

It is of the utmost importance that parents are provided the information and training needed to effectively become involved in the planning and decision-making in support of the education of their children. To that end, all teachers and guidance counselors regularly communicate with parents on the academic standing and requirements of the students, ensuring that parents are able to support and facilitate the success of their child. Parents are invited to workshops that support student learning and information is distributed regarding school and parent related programs, meetings, and other activities in a format and language that parents can understand. Professional development opportunities are provided for school staff in order to improve outreach, communication skills, and cultural competencies in order to build stronger ties between parents and other members of the school community.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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).

Money from the ESI grant is used to provide tutoring, trips and workshops to the high risk subgroup targeted in this goal.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Increase the number of Special Education students earning Regents diplomas in June 2013 from the 18.2% rate in June 2012.

Comprehensive needs assessment

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

While each Special Education student has their own Individualized Educational Plan that is tailored to their skill set and academic ability, we believe as a school, that it is important to strive for all students to succeed at the highest level possible and be College and Career-ready for the 21st century world.

Instructional strategies/activities

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

Increasing the number of Special Education students earning Regents diplomas is an initiative that our school has taken on. As such, all teachers will have a role in ensuring that we are able to monitor the progress of students within this population. Teachers will work specifically in content and grade level teams in order to assess how students are progressing in terms of both credit accumulation and Regents passing scores. Teachers will bring hard data in terms of the academic success of students in their classes (class exams, homework, etc.), as well as soft data (how students learn best, strategies that work well with the student, etc.) in order to best service the needs of each student. Using this classroom data, as well as data available on Skedula and ARIS, teachers will also be able to identify students at risk of not meeting graduation requirements in terms of credit accumulation and Regents passing scores. Teachers will begin implementing these strategies in the beginning of the school year and continue these practices on a consistent basis until the June graduation date.

Students are able to track their progress via Skedula and make use of technologies and others aids in the classroom that help them further understand the material given. Students are also encouraged to attend after school tutoring.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The Special Education team communicates with parents of special education students on a regular basis on the academic status and standing of each student. Parents are involved in IEP meetings where content teachers and special education teachers are able to determine appropriate and rigorous academic goals for each student. Our school also conducts parent-teacher conferences each semester during which the individual student's academic achievement can be discussed further.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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).

Various materials are purchased throughout the year to support learning initiatives, such as visual aids like videos, interactive learning computer programs, etc. Money is also put aside in the budget to cover teacher per-session for after school and Saturday tutoring specific to our Special Education population.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Establish a systematic vertical approach to preparing students for College and Career readiness starting with the incoming 9th grade.

Comprehensive needs assessment

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

It is a nation-wide initiative to ensure that all students graduate college and career-ready. This translates into ensuring that students receive the necessary content, and skills to ensure that they will be successful in the post-secondary 21st century world. This can only be achieved if students are exposed to a rigorous, rich, and well-rounded curriculum from the start of their high school careers.

Instructional strategies/activities

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

All teachers at Renaissance High School are committed to ensuring that our students are prepared for the post-secondary world. There are a number of initiatives that our school is implementing to that end. Each content team has revised their curriculum maps into units of study based on the Understanding by Design framework that reflects both their Core Curriculum content standards as well as the Common Core Standards. By creating at least two Common Core-aligned units of study with performance tasks that address these skills in each grade level, this will ensure that all students are experiencing a rigorous and demanding curriculum in each content area every year. Teachers work within their content areas to vertically plan their units of study so that skills are built upon each other from one grade level to the next. Our school began the process of working on our units of study in the 2011-2012 academic year, and implemented them into practice starting at the 2012-2013 academic year.

College preparedness begins in the 9th grade with the Freshmen taking the PSAT and participating in College Summit opportunities.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

All teachers, guidance counselors, and members of administration assist parents in understanding the academic achievement standards and assessments necessary to succeed in the post-secondary 21st century world. The school also conducts parent workshops with topics that may include parenting skills, understanding educational accountability in grade-level curriculum and assessment expectations, literacy, accessing community and support services, and technology training to build parents' capacity to help their children at home.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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).

Trips to colleges are scheduled at least twice a year in order to expose students to college campuses and teach them about the various programs available to them. RHS also utilizes College Summit and students are able to take college level courses for credit at Lehman College. We also hold a yearly college fair and invite various colleges in the area to share their information with our students.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).

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	Repeated readings, interactive writing	Small group, one-to-one, and tutoring	Before school, after school, Saturday and during lunch
Mathematics	Repeated readings, interactive writing	Small group, one-to-one, and tutoring	Before school, after school, Saturday and during lunch
Science	Repeated readings, interactive writing	Small group, one-to-one, and tutoring	Before school, after school, Saturday and during lunch
Social Studies	Repeated readings, interactive writing	Small group, one-to-one, and tutoring	Before school, after school, Saturday and during lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Repeated readings, interactive writing	Small group, one-to-one, and tutoring	Before school, after school, Saturday and during lunch

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.

Candidates are selected from Open Market and/or by resume submissions. They are initially interviewed by a teacher team consisting of the team leader and other teachers of that content. Recommendations are made to the principal and the candidate is invited to conduct a demo lesson to demonstrate classroom and content competency. After the principal has met with the candidate, the interviewing group discusses and makes a finalized decision.

Teachers constantly work within content and within grade teams to support each other and are offered PD opportunities several times a year. All staff members are treated with respect and are given all the tools needed in order to conduct and maintain a meaningful classroom experience for our students. Our staff considers each other a family and works together as a whole to further develop their teaching skills.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 C. Groll/Cristina Jimenez	District 08	Borough Bronx	School Number 293
School Name Renaissance High School MTT			

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

Principal Maria Herrera	Assistant Principal Jason Maass
Coach Margaret Crosby	Coach type here
ESL Teacher Anthony Pizzillo	Guidance Counselor Daisy Arroyo
Teacher/Subject Area Adam Chadwick/English	Parent Tara Cuadra
Teacher/Subject Area Aurelia Dubon/LOTE	Parent Coordinator Libia Placencia
Related Service Provider Daisy Arroyo	Other
Network Leader Cristina Jimenez	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	26
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	485	Total Number of ELLs	20	ELLs as share of total student population (%)	4.12%
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Part II: ELL Identification Process

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

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

1. Any student who enters RHS, for the first time, from another country is interviewed by our ESL teacher, Mr. Anthony Pizzillo. During the interview, the family identifies their native language and is then provided with a home language survey, program information and description in the native language. If the student is identified as a possible English Language Learner from the interview and the HLIS, he or she is administered the LAB-R within ten days of the student's admission. Additionally, if the student is identified as a native Spanish speaker, he or she is administered the Spanish LAB within that same 10 day period. The LAB-R will be administered by the certified ESL teacher, Mr. Anthony Pizzillo. The Spanish LAB is administered by the school's certified Spanish LOTE teacher, Ms. Aurelia Dubon. If the student's LAB-R scores indicate that ESL services are required, an appointment is made for the family to view the Parent Orientation Video. After viewing the video, questions are answered and the family is given a Parent Survey and Program Selection Form to permit them to select a program of their choice. RHS strives to have an on going dialogue with all parents. Parents are provided with entitlement letters and letters of continuation of services as soon as NYSESLAT scores are available. These letters are sent home with the students as well as mailed to their addresses. All of our ELL students are programmed for ELL classes in accordance with state guidelines and the NYSESLAT results.

To annually evaluate our ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) our ESL coordinator, Mr. Pizzillo runs the RLAT and RLER reports from ATS. These reports indicate the students who are currently identified as ELLs within our school. Once a total number of students eligible to take the NYSESLAT is determined, our principal, Maria Herrera orders the required number. On the New York State assigned testing dates, our ESL teacher administers the speaking section of the assessment with students one on one. Students are commonly pulled-out of their regularly programmed classes for fifteen minutes at a time to take the speaking section. Due to our relatively small population of ELLs, administration of the speaking portion is usually completed in a one-week period. The Listening, Reading and Writing sections are each assigned their own day for testing. Again, due to our small population, all our ELLs take these sections together. Accommodations are made for our ELLs who have disabilities, particularly those who require a separate testing location. The sections of the test are administered by our ESL teacher. If a separate location is required for our ELLs with disabilities, our Special Education coordinator, Margaret Crosby, will administer the exam for those students.

2. Regular orientations are provided to ensure that parents understand all three program choices English language acquisition. Once the Interview, Home Language Survey and the LAB-R indicate that students are English language learners, the English as a Second Language coordinator, Mr. Pizzillo, or the Parent Coordinator, Libia Placencia, invites parents to the school to hear about the current programs offered to English language learners, Transitional-bilingual education, Dual Language and ESL, and to view the Parent Orientation Video which further explains these three options. The orientations are provided on an "as-needed" basis and the videos are shown in the home languages of the attending families. After the parents are presented with the options provided at our school, they are asked to complete the Program Selection form to choose one of the programs offered either at our school or throughout the city.

3. To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ESL coordinator

Mr. Pizzillo runs the RLAT and other ATS reports to identify students who are in need or are currently receiving ESL services. The letters are produced and distributed to each student as well as mailed to their families. If a child has recently been identified as an English language learner, then the Parent Selection forms are requested to be completed during our newcomer orientations. If a parent does not attend the orientation, the letters are sent home with the student. If letters or surveys are not returned, parents are contacted by the ESL or parent coordinator. Once the entitlement letters and Program Selection forms are collected, they are placed in the students' cumulative records. Copies of these letters and forms are also kept on file with the ESL coordinator.

4. The criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs is contingent on parent choice. First, parents are provided with an orientation or the Parent Survey or Program Selection form in their native language. Once a program selection is made, their corresponding choice is acknowledged and entered into ATS. Currently, our school only provides an ESL instructional program and the parents are notified accordingly. However, they are also informed that if enough parents request bilingual services in our school then our administration can make the necessary changes to offer their selection. Additionally, parents are made aware that if their program of choice is not offered at our school, they are permitted to inquire about other locations where it may be provided. Once the students are placed in the appropriate program, the number of hours of language support is determined by their NYSESLAT proficiency level. After this determination is made, placement letters are mailed home to the families and sent home with the students. Copies of these placement letters are kept on file in the students' cumulative records and with the ESL coordinator. As noted above, continued entitlement letters are distributed annually to the families of our ELLs. Copies of these letters are kept in the students' cumulative records and kept on file by our ESL coordinator.

5. After reviewing the Parent Survey and Program Selection forms over the past few years, all of our parents have requested their student to be placed in an ESL program. In the past three years, we have had two students enter into our school as newcomers. Both of their families selected ESL as their program of choice.

6. Yes, the program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained										3	3	3	2	11
Push-In														0
Total	0	3	3	3	2	11								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	12

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	1	4	1	1	12	0	8	20
Total	4	0	1	4	1	1	12	0	8	20

Number of ELLs in a TBE program who are in alternate placement: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	4	2	1	17
Chinese														0
Russian														0
Bengali										1		1		2
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian												1		1
Other														0
TOTAL	0	11	4	4	1	20								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. (a) The English language instruction is delivered in a free-standing English as a second language model. This means that ESL is programmed into the students schedules as mandated by Part CR154 regulations and are in English-only general education instruction for all content areas. In addition, they take classes within heterogeneous groupings, and may or may not be placed with other ELLs. (b)The students are placed into an ESL class by need. The classes that students are placed in are ungraded [mixed grades] and homogeneous [students of the same proficiency level are placed in one class].

In these classes the students ESL instruction is delivered that is aligned with the New York State English as a Second Language Standards and the Common Core Standards. Students receive instruction daily that addresses all four modalities of listening, speaking, reading and writing. In beginner and intermediate classes, instruction more closely resembles an ELA class with ample scaffolds provided. Textbooks, such as Heinle’s Voices in Literature and Great Source’s Access English are used. In addition, students have access to computer-based language tools, such as Rosetta Stone and Achieve 3000. Native language support is provided when necessary. The students have access to bilingual glossaries and dictionaries. Furthermore, native language textbooks and novels are made available to help them maintain grade level proficiency in their first languages.

A. Programming and Scheduling Information

In Advanced ESL classes, students are provided with instruction that is designed to support them in English language arts as well as their other content areas. Lessons are geared towards strategies that assist them with reading and writing as well as academic vocabulary development. Students in these classes also have access to computer-based language acquisition software, such as Achieve 3000.

2. The employment of a full-time ESL teacher ensures the mandated number of instructional minutes is provided according to proficiency levels in our program. At our school we have a relatively small population of English language learners. The ESL teacher has ample flexibility in his schedule to ensure that students receive the mandated number of minutes. (a) Currently, Beginners receive 135 minutes of ESL instruction daily (675 minutes weekly), Intermediate ELLs receive 90 minutes of ESL instruction daily (450 minutes weekly) and advanced students receive 45 minutes of ESL daily (225 minutes weekly), which exceed the minimum requirements per CR-154 mandates. Intermediate ELLs receive a combination of ELA and ESL instruction from their ESL teacher. Advanced ELLs receive ELA instruction in a general education setting with heterogeneous groups while receiving ESL as separate free-standing period. Students designated with beginner proficiency are given a combination of services. They are placed with intermediate students to receive ESL and ELA instruction. In addition, they receive a third period of ESL support.

3. In our program model, all English language learners receive content-area instruction in a general education setting. Students are placed in heterogeneous groups, and instruction is delivered utilizing a sheltered English method, that focuses primarily on content but provides scaffolds and differentiation when necessary. Native language support is provided through the use of bilingual glossaries and dictionaries. Also, students are permitted to provide translation assistance to each other when needed. To support these classes, the ESL teacher offers suggestions for possible scaffolds or differentiation and alternative means of assessment.

4. ELLs are evaluated in their native language at intake. Spanish-speaking newcomers receive the Spanish version of the LAB to assess their Spanish proficiency. Our LOTE teacher assesses the native language proficiency of our incoming ninth graders and our new admits whose first language is Spanish with a DY0 diagnostic exam. We seek to develop a proficiency exam for our minority language groups, such as Bengali and Albanian, in conjunction with community based organizations and the City's Translation Unit.

5. Instruction is set up to meet the needs of all proficiency classifications: SIFE, newcomers, long-term ELLs, and former ELLs. Instructional materials in all content-areas are in both languages; English and Spanish, dictionaries and glossaries are available and, when needed, audio materials are provided. Technology is integrated into daily lessons through the use of SMART boards and software on laptop computers, such as Achieve 3000 and Rosetta Stone. Also, After-school activities and tutoring sessions are offered to all ELLs.

a. Students who are identified as SIFE are programmed for "at risk" SETSS classes in order to provide individualized attention and trained teachers who can work with these students using The Wilson Reading Program. SIFE are also encouraged to participate in after-school tutoring designed to support them in their content-area classes.

b. Newcomers are engaged in challenging theme-based curriculum which builds vocabulary and academic concepts. Also, the culture, native language and life experiences of the students are outlined in instructional units. These activities are set up to build students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and develop language acquisition and academic concepts.

c. ELLs who have received services from 4 to 6 years receive similar instruction as newcomers; however, the work is more rigorous and fewer scaffolds are used. Higher expectations are placed on these students to ensure their transition to general education classes without ESL services. Students are engaged in reading and writing activities closer to their grade-level counterparts, with close attention to the acquisition of Tier II academic language. After-school tutoring is available to these students to receive additional help with their content-area classes.

d. Long-term ELL instruction differs slightly from that of 4 to 6 year ELLs. While still rigorous, the program focuses on the students' acquisition of academic language, phonemic awareness, reading and writing strategies, and organization skills. After-school tutoring is available to these students to receive additional help with their content-area classes.

6. ELLs who are also designated as students with disabilities (SWDs) receive instruction that is aligned with their proficiency levels, lessons are often differentiated to address the acquisition on academic language, phonemic awareness, reading and writing strategies, and organization skills. Instructional strategies used include, but are not limited to, cooperative learning, read alouds, use of audio and video versions of texts, and utilization graphic organizers. Further support and differentiation is provided to match the goals on these students'

A. Programming and Scheduling Information

individualized educational plans. Modifications are delivered as required by each student’s IEP.

7. ELLs who are also classified as students with disabilities are programmed according to their proficiency levels and their IEPs. Our bilingual social worker regularly reviews student academic performance and to provide the necessary intervention services. In addition, she holds conferences, by phone or in person, to communicate these needs to our students’ families. A bilingual paraprofessional is available to special education students as an alternative placement.

All of our ELL students are treated as individuals, regardless of NYSESLAT scores or special learning needs. We program students and offer services depending on individual student needs. Several after school programs not only offer Regents preparation and credit accumulation, but also offer students the opportunity to refine their skills and build capacity.

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:				

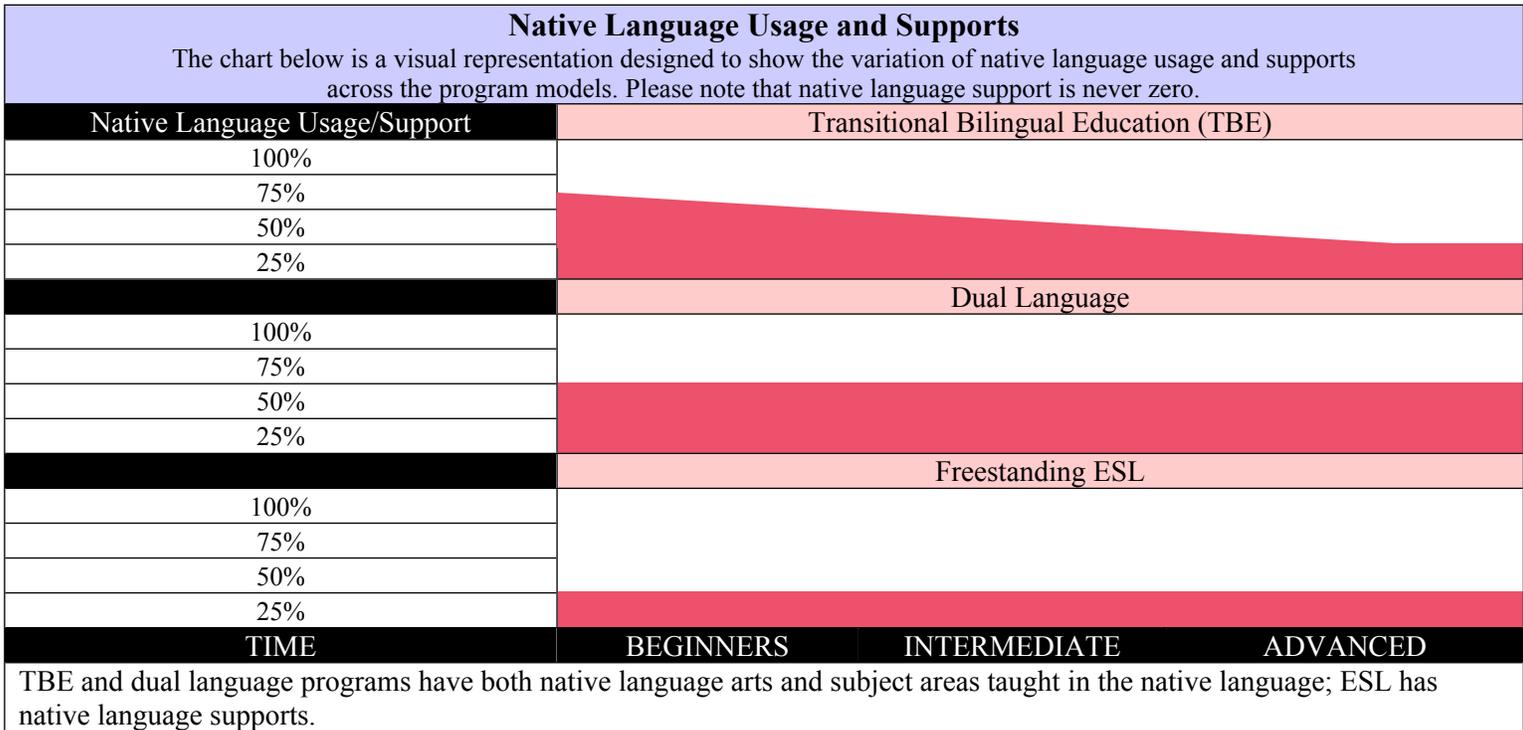
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

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

8. The performance of ELLs is closely monitored in ELA, math, history, and science. While beginner and intermediate ELLs receive ELA through ESL, advanced students receive one scheduled period of ESL daily. During these periods, individual conferences are held with students to determine what kind of support they may need in their other content area classes. Upon request by the student or the content-area teacher, the ESL teacher is available to provide classroom-based support. This would enable the ESL teacher to observe the students's performance in these classes, and provides scaffolds for the instruction as needed.

9. Transitional support (2 years) for ELLs learners that reach proficiency level on the NYSESLAT is two-fold. First, all our former ELLs are still entitled to testing modifications, such as the use of bilingual glossaries and extra time. Secondly, in their first transitional year, some of our former ELLs are placed into a transitional class that meets one period a day to provide support with reading and writing from the ESL teacher. This period also provides additional time and support to complete other content area assignments and individualized attention through small-group instruction. ESL tutoring is also provided on a weekly basis, and is made available to ELLs and former ELLs.

10. For the upcoming school year, our school will seek to provide further native language support for the students. In particular, Spanish speakers could receive native literacy instruction from the Spanish foreign language teacher.

11. At the moment, no programs or services for the ELLs will be discontinued.

12. ELLs are afforded equal access to all school programs. Students can participate in all extra-curricular activities and tutoring. Tutoring is provided in all major subject areas. ELLs are encouraged to attend these afterschool sessions. In addition, our school offers an outdoor education program, in which students can earn physical education credits. Currently, many of our ELLs are participating in this program. Some ELLs are participating in the Lincoln Center Institute partnership that creates avenues for exposure and appreciation in the arts. Once a week, after-school tutoring is provided specifically for our ELLs. During tutoring, students are provided with skills, strategies, or additional time to complete assignments for ESL and other content-area classes. Students are also encouraged to spend time on the computers to complete activities on Rosetta Stone. The funding source for this program is Title I.

13. A variety of instructional materials are used to support the ELLs. Technology is utilized with all ELL classes through the use of SMART boards. In addition, the students use language and literacy software, such as Achieve 3000 and Rosetta Stone. To support the students' native languages in ESL and in content areas, bilingual dictionaries and glossaries are also made available. Students can also have access to computers to use Google Translate or other web-based translator programs. When available, books on CD or textbooks in the native language are provided.

14. Currently, the only model our school provides for English acquisition is ESL. During scheduled periods for all proficiency levels, native language support is provided through the availability of bilingual dictionaries and glossaries. Depending on availability, native language texts are a part of our classroom library. Furthermore, students are permitted to communicate in their native language with their peers when translation is needed.

15. At our school, required support and resources correspond to ELLs' ages and grade levels. First, students are placed in ungraded classes for ESL. As in most high schools, students receive their daily content-area instruction based on credit accumulation. Novels, textbooks, and computer-based resources are all targeted to our ELLs interest level. Instruction during ESL classes is often differentiated based on the needs of the students.

16. Currently, there are not any activities in our school to assist newly enrolled ELL students before the beginning of the school year. Pending funding, a 5 day ESL institute would be offered to assist these students' transition into an English only school. During this program, students would be given an orientation of the school and introduced to the expectations of high school in New York City. Students would also be taught lessons centered around American culture that would be designed to build their English for basic interpersonal communication (BICS).

17. Spanish and Italian are offered as a language elective for ELLs. In addition, some students have taken the Spanish Regents exam.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The pedagogical and administrative staff, through PD, will learn specific strategies to use in the classroom that targets specific areas of need for ELL students. In addition, most Renaissance teachers take part in content team planning for one full period per day. During this time, content area teachers engage in case-conferencing, through which they share strategies that work with various students. Per the UFT contract, the faculty will meet twice monthly. Periodically this conference time will be used for presentations from faculty members about how to better serve our students, including those students who receive language support. Similarly, the staff have also initiated a series of lunch and learns with the rest of the faculty to sustain the dialogue about how to best meet the needs of all our students.

Strategies used, but not limited to, include:

- Differentiated instruction based on students' ability, proficiency levels and learning styles
- Quality Teaching for English Learners
- Use of Point of Entry Model/Balanced Literacy
- Varied learning modalities
- Ongoing assessments
- Varied assessment tools
- Assessment for Learning Strategies
- Scaffolding instruction across all content areas

2. To assist ELLs as they transition from middle to high school, we provide staff with professional development to help them analyze the NYSESLAT scores and the State ELA and mathematics assessments to determine how to best address the needs of these incoming students. In addition, in content area teams, the staff will conduct a gap analysis of the reading and writing demands between middle school and high school, and what instruction will best bridge the gap for our incoming ELLs.

3. For the minimum 7.5 hours of ELL training for all staff is introduced to understand and analyze the NYSESLAT scores. Since our ELLs receive content-area instruction in general education classes, the staff is presented with best practices for ELLs in their content areas. Topics to be delivered are:

- Literacy Across the Curriculum
- Technology Resources that Support Literacy
- Computer-based Reading Programs – SRI
- Using SQR3
- Teachers and Writers Collaborative: Strategies for Writing
- Methods for fair assessment
- Strategies and scaffolds for content-area classes
- Understanding NYSESLAT performance levels
- The use of the SMART Board and technology for language learning

Records are maintained through the collection of attendance, which are kept on file with the ESL coordinator. Copies of the PowerPoint slide presentations are kept online on our Google Docs website. Hard copies of these presentations are also kept on file with the ESL coordinator.

E. Parental Involvement

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

1. We encourage participation of all parents for all school activities, which include but are not limited to:

- Parent-teacher conferences
- Annual Winter Concert
- Annual Spring Concert
- Annual Musical Theater Performance
- Multicultural Food Festival
- How do deal with your teenage child Workshop
- Understanding High School Requirements Workshop
- Getting Ready for the College Process Workshop
- Applying for Scholarships Workshop

During all parent functions translation services are available and all correspondence is sent home in Spanish as well.

2. Our school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. Our Parent Coordinator surveys parents needs at the start of the school year by giving a Workshop Survey. During the course of the academic year we try to support the parents' expressed needs and interests from the survey results. Additionally, parents receive a survey for their preferred language of communication. This assists the parent coordinator in determining in which languages that correspondences from the school need to be translated. Additionally, all events and parent workshops are listed on our school's website and includes a translator tab to translate the website into other languages.
4. Parent involvement activities include ELL parent orientations, open school night, parent-teacher conferences, field trips and arts performances. Workshops are also provided to inform parents of the college application and financial aid processes. Although these activities are not exclusive to the needs of ELL families, these activities facilitate our open-door policy and encourage parents to visit and actively participate in their child's education.

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		2
Intermediate(I)										7	2	2	1	12
Advanced (A)										4	2			6
Total	0	0	0	0	0	0	0	0	0	12	4	3	1	20

NYSESLAT Modality Analysis

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		3		1				8
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	1		0	
Integrated Algebra	5		1	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3		0	
Physics				
Global History and Geography	5		2	
US History and Government	2		0	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. To assess the early literacy skills of our ELLs, we use the Achieve 3000 Level Set assessment which gives a lexile reading level to each student. Teacher designed diagnostic exams are also administered to the students. The data from these assessments indicates that the students are reading several levels below their own grade.

2. Upon analysis of the NYSESLAT scores, there is a distinct pattern that students are achieving proficiency or advanced proficiency in their listening and speaking scores; however, students are unable to attain higher than advanced proficiency in reading and writing. In particular, there are a number of ELLs that are advanced or proficient (16) in listening and speaking, but are designated as intermediates due to their reading and writing scores. This pattern is consistent for each grade level.

3. This information informs our school's instructional plan by underscoring the needs for reading and writing support. First, reading level and grade appropriate texts need to be provided for our ELLs. Second, scaffolds and strategies to make reading more accessible to students across all content areas must be employed. Support in these area will also be provided in after-school tutoring.

4.

a. Further analysis of the students' NYSESLAT scores show that all of our intermediate students are from all grades (9th - 12th). As noted above, these students are achieving advanced or proficient in listening and speaking, with intermediate levels in reading and writing. Our advanced students exhibit the a similar pattern, and are spread throughout grades 9 through 11. None are seniors. There is a further correlation between their proficiency and their struggles in content areas. Based on the last year's Regents data, ELL students had a passing rate of only 22 percent. Additionally, none of our ninth grade ELLs accumulated 10 credits or more. Thirty percent of our ELLs are in the bottom third in terms of standardized test achievement. Those ELLs that are in the bottom third are designated as both Advanced and Intermediate ELLs. Moreover, most of the students in this bottom third are our long-term ELLs.

b. Scores from the ELL Periodic Assessments provide a clearer portrait of the specific skills in which the students need support. These assessments will inform instruction and will assist teachers in creating Student Individual Monitoring Plans to help ELLs achieve mastery in these specific skills. Teachers will utilize strategies and scaffolds that will assist students in maintaining mastery in their areas of need. Additionally, the results will help inform the administration on the types of professional development that we will provide our content-area teachers to support our ELLs.

c. Presently, data from our first administration of the Periodic Assessments is yet to be released. Once received, we will be able to analyze the data and draw conclusions about our current group of ELLs.

d. Native language is used to help strengthen the literacy of our students. When applicable, students are encouraged to read in their native language as part of their independent reading. In addition, native language can also be used to help students better negotiate the meaning of content, through the use of bilingual dictionaries, native language glossaries, translation software and working collaboratively with peers who speak language.

6. We will evaluate the success of our programs for ELLs by examining the data from our DY0 Periodic Assessments, NYSESLAT, and Regents examinations. The data should indicate improved reading and writing proficiency scores for ELL students, an increase in the number of ELL students advancing to the next proficiency level, the number of ELLs on track in terms of credit accumulation, and an increase the number of ELL students earning 65% or higher in the Regents exams.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Renaissance High School MTT

School DBN: 293

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Herrera	Principal		9/28/11
Jason Maass	Assistant Principal		9/28/11
Libia Placencia	Parent Coordinator		9/28/11
Anthony Pizzillo	ESL Teacher		9/28/11
Tara Cuadra	Parent		9/28/11
Adam Chadwick	Teacher/Subject Area		9/28/11
Aurelia Dubon	Teacher/Subject Area		9/28/11
Margaret Crosby	Coach		9/28/11
	Coach		
Daisy Arroyo	Guidance Counselor		9/28/11
Cristina Jimenez	Network Leader		9/28/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X293 **School Name:** Renaissance High School

Cluster: 4 **Network:** CFN 406

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

Part A: Needs Assessment Findings

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

At the start of the academic year, the Parent Coordinator sends out a mailing in English and Spanish to survey parents' language preference. In addition, the ATS language survey document is analyzed to determine the language needs of the Renaissance students. We have our Spanish teacher & our Principal review and translate all correspondence prior to disseminating it to the parents or the school community. Several staff members are bilingual in Spanish or Croatian. The signs for the Office of Interpretation and Translation are prominently displayed and this phone number has been distributed to all staff members.

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

Based on our survey and parent communications, we found that Spanish is the language of preference for many of our parents. Therefore, all correspondence is mailed in English/Spanish and when making phone calls Spanish speaking staff is readily available.

Part B: Strategies and Activities

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

All parent correspondence is translated by our Spanish teacher who is paid per-session for her time. Some of the documents that are translated are the PC Newsletter, all school letters, and flyers.

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

Several staff members are fluent in Spanish and available to assist parents. In addition, we have Croatian and Japanese speaking staff members that are available for translation, if needed.

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

Signs informing parents of the availability of translation services, provided in Spanish, are visible throughout the school. We have additional posters posted that inform parents of the opportunity to utilize the services of the Office of Translation and Interpretation Unit when necessary. All documentation and information booklets, provided by Renaissance or the Department of Education, are made available in Spanish as well.