



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: RENAISSANCE SCHOOL OF THE ARTS**

**DBN (i.e. 01M001): 04M377**

**Principal: TAMMY PATE**

**Principal Email: [TPATE@SCHOOLS.NYC.GOV](mailto:TPATE@SCHOOLS.NYC.GOV)**

**Superintendent: ALEXANDRA ESTRELLA**

**Network Leader: GERARD BEIRNE**

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Tammy Pate	*Principal or Designee	
Eileen Foster	*UFT Chapter Leader or Designee	
Eric Wright	*PA/PTA President or Designated Co-President	
Lorraine Natal	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Warren McDowell	CBO Representative, if applicable	
Samia Roper	Member/ Parent	
Marangelly Gonzalez	Member/ Parent	
Tamara Owens	Member/ Parent	
Sharona Gails	Member/ Parent	
Amy Trojanowski	Member/ UFT	
Boris Loach	Member/ UFT	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 04M377**

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	160	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	34	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	14	# Drama	8
# Foreign Language	5	# Dance	12	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.4%	% Attendance Rate		90.1%	
% Free Lunch	86.1%	% Reduced Lunch		2.4%	
% Limited English Proficient	3.6%	% Students with Disabilities		35.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American		45.5%	
% Hispanic or Latino	52.1%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	0.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	4.34	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		13.8%	
% Teaching with Fewer Than 3 Years of Experience	20.0%	Average Teacher Absences		9.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	6.9%	Mathematics Performance at levels 3 & 4		3.8%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.3%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP				
<b>Describe the strengths of your school's 12-13 SCEP.</b>				
In the 2012-13 school year, RSA was able to revamp and revise curriculum in order to ensure alignment to CCLS, Citywide Instructional Expectations, and to meet the needs of diverse learners. Through collaboration, network support, reviewing vetted curriculums that are Common Core aligned, RSA crafted an original curriculum that is rigorous and rich in content; thus, supporting advance learning for all students.				
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>				
Based on the 2013 DQR the school needs to improve:				
1. Continue to integrate the Common Core Learning Standards (CCLS) so that students are exposed to higher order thinking and rigorous tasks that engage all learners (p.3)				
2. Make strategically decisions about resource allocation so that the learning needs of all students are met (p.4).				
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>				
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students				
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>				
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved				
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<b>Yes</b>	<b>No</b>
If all the goals were not accomplished, provide an explanation.			x	
Progress toward the 2013 goals is evident, however, due to the changes made in the state exams, testing achievement goals are still in progress.				
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			<b>Yes</b>	<b>No</b>
x				

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
Time to implement and coordinate the new demands of MOSL, MTP, CCLS				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
5% improvement in ELA and math for the lowest third, ELLs, and SWDs				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Professional development, monthly staff meetings, monthly newsletter, grade meetings and subject area meetings				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning, distributive leadership, and student achievement.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
The school creates structures to ensure that goals are met. Through the use of the safety team, the school ensures a climate that is safe for all students. Standards based curricula, with attention to writing and reading across the grades and content areas was revised to increased student achievement; Cabinet and grade level teams meet weekly to modify curriculum, engage in professional development, and contribute ideas for implementation.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, scaffolded education for diverse learners, reprogramming of staff, and expansion of teacher teams				
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>				
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.				

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to integrate the Common Core Learning Standards (CCLS) so that students are exposed to higher order thinking and rigorous tasks that engage all learners. (1.1)

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>2.2 School leader's vision</b>	<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader's use of resources</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework and ensure integration to the Common Core Learning Standards (CCLS) so that students are exposed to higher order thinking and rigorous tasks that engage all learners. (1.1)

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>▪ Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards:</li> <li>2. Supervisors, in collaboration with teachers, will develop goals to support improvement and progress.</li> <li>3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013)</li> <li>4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress</li> </ol>
<b>▪ Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Principal, assistant principal, teachers</li> <li>2. Principal, assistant principal, teachers</li> <li>3. Principal, assistant principal, teachers</li> <li>4. Principal, assistant principal, teachers</li> </ol>
<b>▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>6. By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice</li> <li>7. Completion of individual goals and evidence of progress</li> <li>8. Completion the initial review of student data and the development plans for improving individual student achievement</li> <li>9. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress</li> </ol>
<b>▪ Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September to February 2014</li> <li>2. September to November 2013</li> <li>3. September to November 2013</li> <li>4. September 2013 to May 2014</li> </ol>
<b>▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Time for professional development, per session and per diem</li> <li>2. Scheduled time during the school day for individual conferences with each teacher and an administrator</li> </ol>

3. Scheduled time during the school day for individual conferences with each teacher and an administrator
4. Scheduled time during the school day teacher observation and pre- and post conferences

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

•Continue to integrate the Common Core Learning Standards (CCLS) so that students are exposed to higher order thinking and rigorous tasks that engage all learners. (1.1)

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The Data specialist and administration will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet for a collegial review of curriculum
4. Teachers will craft tiered performance tasks and assessments to ensure understanding for all.
5. New teachers meet regularly with principal and mentor to discuss challenges and success as they work to align units of study

**B. Key personnel and other resources used to implement each strategy/activity**

1. Data specialist, Administration, Teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams
4. Teachers, network achievement coaches and ELL specialist

5. New teachers, principals, mentors, per diem and per session
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Completed data analysis for each student , scaffolded and targeted instruction based on data, and action plan with progress points
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time
5. High attendance of new teachers at voluntary principal and mentor meetings and PD,
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September to November 2013
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Weekly, October 2013 to June 2014
5. Twice-monthly October 30 February 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
5. Meet and Eat meetings during teacher lunch periods for new teachers

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
According to the 2012-13 school year, the school received a rating of C on student performance. The report reflects the deficits in performance of students with diverse needs.									
<b>Review Type:</b>	Progress Report	<b>Year:</b>	2012-13	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	E		

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
<b>x</b>	<b>4.2 Instructional practices and strategies</b>					<b>4.3 Comprehensive plans for teaching</b>			
	<b>4.4 Classroom environment and culture</b>				<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>			

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, all students, including ELLs and SWDs ,will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.									

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach and IEP teacher will work directly with grade and subject area teams to ensure instruction scaffolds are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. Administrators will support teacher teams as they develop curriculum units and tasks scaffolds to support students, including SWDs and ELLs, during afterschool per session-based activities.
3. Teachers will attend administrative led professional development to enhance content pedagogy as well as learn strategies to ensure student achievement. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum, review of student data, and reflection of progress
4. Teacher programs include 1 period per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of support or enrichment activities. Common planning will occur weekly from September to June.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, administrators, grade and subject area teacher teams
3. Network ELL specialist, ESL and classroom teachers
4. Network instructional support and SE teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

**D. Timeline for implementation and completion including start and end dates**

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>			<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-13 Environmental survey, about forty to forty five percent of parents expressed that they either strongly agree or agree that students get into physical fights and that students harass or bully other students.

<b>Review Type:</b>	Environmental Survey	<b>Year:</b>	2012-13	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	E
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### **Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>x</b>	<b>5.4 Safety</b>	<b>5.5 Use of data and student needs</b>

### **Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	<ol style="list-style-type: none"> <li>1. Implement a safety team to mediate confrontational circumstances and connect with families to work together</li> <li>2. Supervised by administration, the school will partner with I Will Graduate to provide students with mentors that can observe and counsel them using appropriate strategies during afterschool hours</li> <li>3. Provide opportunities for students to join the anti-bullying committee, become peer mediators, and report incidents of bullying.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	<ol style="list-style-type: none"> <li>1. Administrators, guidance counselor, teachers, parent coordinator</li> <li>2. Principal, I Will Graduate liaisons, students, teachers</li> <li>3. Administrators, School Based Support Team, Social Worker</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	<ol style="list-style-type: none"> <li>1. Monthly examination of OORS reports and administrator review of student behavioral reports and weekly meetings with families</li> <li>2. Engagement in monthly incentive activities and improvement in grades</li> <li>3. Monthly examination of anti-bullying committee notes and logs of incidents</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>	<ol style="list-style-type: none"> <li>1. September 2013-June2014</li> <li>2. November 2013-June 2014</li> <li>3. February 2013-June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	<ol style="list-style-type: none"> <li>1. OORS report generated and analyzed</li> <li>2. Scheduled monthly Safety Team meetings</li> <li>3. Peer mediation curriculum and implementation</li> </ol>

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .					
	PF AIS		PF CTE		PF College & Career Readiness
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments
x	PF Positive Behavioral Management Programs			PF RTI	PF Supporting Great Teachers & Leaders

### Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

#### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

*According to the Environmental Survey, five-10 percent of parents disagree or strongly disagree that they are informed about enrichment programs and/or their child's learning.*

<b>Review Type:</b>	Environmental Survey	<b>Year:</b>	2012-13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	E
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#### **Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>	<b>x</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

#### **Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

#### **Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Planning and implementation of Breakfast with Principal meetings
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events. Supplies general will include student journals, parent participation certificates, and surveys

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Attendance at Breakfast with Principal meetings
2. Attendance at Parent Orientation/Family Night/Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events

##### **D. Timeline for implementation and completion including start and end dates**

1. October 2013- June 2014
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Agendas, surveys, and implementation

2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Parent coordinator's planning and hosting of parent offerings
4. Staff attendance at Student recognition events

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p><b>ELA</b></p>	<p>The curriculum re-alignment to Common Core State Standards and Citywide Instructional Expectations has been an evolving task since 2010. This year we decided to focus this year on re-designing our curriculum with specific attention to CCLS performance tasks and Citywide Instructional Expectations (CIE). This process started with a thorough review of our curriculum across all grades and content areas. We even had our curriculum reviewed anonymously during a citywide curriculum review workshop sponsored by the DOE.</p> <p>The special education department researched, created, presented, and distributed scaffolds that co-teachers utilize to meet the needs of our SWDs. These are incorporated into individual lessons and assignments, as well as projects and exams. These scaffolds include but are not limited to; differentiated assessments, learning- styles aides, behavior monitoring, intervention and remediation plans, attendance tracking and incentives. Within the curriculum scaffolds teachers insure alignment to Common Core Learning Standards and City wide Instruction Expectations.</p> <p>A.I.S in ELA is being implemented in several different ways: Extended-Day and After – school program utilizing Ready, Lightening Grader, and myON Intervention services are provided Monday thru Thursday 2:40-3:18pm in small groups with teachers. A special ELL’s intervention is also provided to students</p>	<p>1) Small group support                  2) One-to-one instructional tutoring                  3) Tutoring and enrichment group instruction</p>	<p>Small group support is provided Monday thru Thursday from 2:40-3:18pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>

	<p>who receive these mandated services. The Wilson system is also provided for AIS students. Using various instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. Degrees of Reading Power and Fontas and Pinnell are used to track reading levels and comprehension. Each child is assessed at the beginning of the year and goals are set based on that assessment. Assessment is ongoing. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of Non-fiction core content, anthologies and Audio books. Parents are provided with access to our online grade book and receive Progress Reports to ensure early notification of on-going instructional needs. This program incorporates scaffolded pre-scripted lessons and plans with leveled reading material and assessments. Small Group instruction is offered in the form of SETTTS (pull out and push-in academic resource support). AIS students receive weekly support from our ELA, ESL and Special Education teachers. The Achieve Now Program provides additional support and credit recovery for all enrolled students.</p>		
<p><b>Mathematics</b></p>	<p>The curriculum re-alignment to Common Core State Standards and Citywide Instructional Expectations has been an evolving task since 2010. This year we decided to focus this year on re-designing our curriculum with specific attention to CCLS performance tasks and Citywide Instructional Expectations (CIE). This process started with a thorough review of our curriculum across all grades and content areas. We even had our curriculum reviewed anonymously during a citywide curriculum review workshop sponsored by the DOE. The special education department researched,</p>	<ol style="list-style-type: none"> <li>1) Small group support</li> <li>2) One-to-one instructional tutoring</li> <li>3) Tutoring and enrichment group instruction</li> </ol>	<p>Small group support is provided Monday thru Thursday from 2:40-3:18pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>

	<p>created, presented, and distributed scaffolds that co-teachers utilize to meet the needs of our SWDs. These are incorporated into individual lessons and assignments, as well as projects and exams. These scaffolds include but are not limited to; differentiated assessments, learning- styles aides, behavior monitoring, intervention and remediation plans, attendance tracking and incentives. Within the curriculum scaffolds teachers insure alignment to Common Core Learning Standards and City wide Instruction Expectations.</p> <p>AIS in Math is being implemented in several different ways: support is differentiated by group size, learning styles and assessment analysis. A special ELL’s intervention is also provided to students who receive these mandated services. The Wilson system is also provided for AIS students.</p> <p>Holt mathematics and intervention programs are used for assessment, remediation, preparation and general instruction. Both plans include weekly tracking software, virtual instruction for individual student remediation, online assessment and analysis and high-interest teacher instructional materials. The Achieve Now Program provides additional support and credit recovery for all enrolled students.</p>		
<p><b>Science</b></p>	<p>AIS in science is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school as needed. We conduct Parent Workshops to support parents of AIS students understanding of the science state exam. Parents will be given a six week assessment to help them determine areas that their child needs support with and provide them with after-school additional</p>	<ol style="list-style-type: none"> <li>1) Small group support</li> <li>2) One-to-one instructional tutoring</li> <li>3) Tutoring and enrichment group instruction</li> </ol>	<p>Small group support is provided Monday thru Thursday from 2:40-3:18pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>

<p><b>Social Studies</b></p>	<p>support opportunities.</p> <p>AIS in social studies is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. Five-week assessments are given to ensure students' performance is aligned with the state scope and sequence. Small group tutoring is provided during lunch, before and after school. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. The Achieve Now Program provides additional support and credit recovery for students as well.</p>	<p>1) Small group support 2) One-to-one instructional tutoring 3) Tutoring and enrichment group instruction</p>	<p>Small group support is provided Monday thru Thursday from 2:40-3:18pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>The school guidance team provides group and individual counseling including conflict resolution; crisis intervention; class visits and act as a resource for teachers and parents. Case Managers for PPT. Assist with attendance monitoring and intervention services. Child abuse prevention and intervention; address issues relating to students in temporary housing. Referral to outside agencies and services (ex: FAP; family counseling, academic services).</p> <p>The school psychologist offers clinical services and provides group and individual counseling including conflict resolution; crisis intervention; class visits &amp; act as a resource for teachers &amp; parents.</p> <p>The school medical office provides students with their daily medication during the school day. Approximately 20+ students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.</p>	<p>Small group One-to-one At-risk and crisis</p>	<p>Before, during and after school</p>

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives</li> <li>• Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support</li> <li>• Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>377</b>
School Name <b>Renaissance School of the Arts</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Tammy Pate</b>	Assistant Principal <b>Josephine Yeboah</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Joanne Tu</b>	Guidance Counselor <b>Ronald Murray</b>
Teacher/Subject Area <b>Karla Reyes/ICT</b>	Parent <b>Eric Wright</b>
Teacher/Subject Area <b>Cindy Casseus/ICT</b>	Parent Coordinator <b>Christopher Wilson</b>
Related Service Provider <b>Evelyn Bautista</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Gerald Beirne</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.		Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>165</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>3.64%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class							3	2	1					6
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	3	2	1	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3					2			1	3
Total	3	0	0	0	0	2	0	0	1	3

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		3			3
7	1	1			2
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			2		1				3
7	1		1						2
8					3				3
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4						4
8					2				2
NYSAA Bilingual (SWD)									0

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

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school uses baseline assessment, DRP (Degrees of Reading Power) and McCleod to assess the early literacy skills of our ELLs. We have come to understand that a large percent of our ELLs lack appropriate grade level vocabulary. To address this need we have instituted a program called Word Generation. Word Generation provide language support using weekly targeted vocabulary across five content areas.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Across the grades and proficiency levels, the NYSESLAT/ LAB-R data revealed students' weaknesses in writing and reading. Most students have higher scores on NYSESLAT listening/speaking and lower scores on NYSESLAT reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The instructional decisions will emphasize on strengthening students' listening, speaking, reading and writing skills by using grade appropriate materials. Lessons will be designed according to ESL and ELA Common Core Learning Standards. Students will be expected to practice the four modalities in every lesson. Accommodations and differentiation will be provided in lesson planning. This includes homogeneous and heterogeneous groups, differentiated workbook activities, and explicit goal setting based on teacher observation and diagnostic results.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - 4a. Across the grades, most ELLs scored 2 on New York State ELA, Mathematics and Science Exams. Students scored the lowest in New York State Social Studies Exam. Sixth graders have the highest test scores, some scored 3 or 4 on the state exams. This pattern indicates that students' English proficiency level on the NYSESLAT does not always transfer to their state exam scores.  
  
No students took the exam in their native language. Therefore, no comparison can be made at this point.
    - 4b. The school leadership and teachers are using the result of the periodic/interim assessments as an indication and assessment of ELL's English proficiency. This data helps teachers group students accordingly and aids in differentiated instruction. The data is also used to set benchmarks and isolate students in need of AIS.
    - 4c. Students generally obtain high scores from the periodic assessments because the periodic assessments do not require students to write an essay. Native Language is not used for the periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Programs for ELLs are considered successful when students exhibit tremendous improvements on their test scores as well as their listening, speaking, reading and writing skills through other tasks such as book reports and oral presentations.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our programs for ELLs are determined by analyzing student progress on the NYSESLAT and other state assessments. Success is also determined by student performance on unit and school-wide assessments. Finally, as we are a performing arts school, success is determined by observation of students in the arts content areas. Performances and other demonstrations of learning are all considered in determining success.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students entering New York City public school for the first time will be given HLIS by the ESL teacher or other bilingual certified teacher who are familiar with HLIS. Once the HLIS indicates student's native language is a language other than English, an informal oral interview in English and in their native language will be conducted by the ESL teacher or bilingual certified teacher. Translators will be available if the parents can not communicate in English.

The ESL teacher or the bilingual certified teacher will then administer the LAB-R to the new ELLs as a formal assessment to identify students' English proficiency. Based on the LAB-R scores, an entitlement/nonentitlement letter will be sent home. In addition, our school will provide a parent orientation for newly admitted students within ten days of enrollment. Using in-house and DOE translators, parents will be invited to attend workshops designed to inform them about the three programs offered in New York City. Following these workshops, parents meet with bilingual school-based support to determine their choice of language program.

The principal and the ESL teacher pull out LAB-R, NYSESLAT Exam History Report (RLAT) periodically to make sure the entitled students receive mandated ESL service. These students will attend ESL classes and learn about NYSESLAT test taking strategies and other language skills. They will be given NYSESLAT in May as an annual evaluation of their English proficiency.

2. 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.

The ESL department holds, and will continue to sponsor, parent orientation for new students and parents in September and throughout the school year as new students are admitted into the school. During August early registration, parents will receive information about the three programs offered in NYC. During this time, the ESL teacher and bilingual certified teachers will be available to discuss these options with parents. In September, orientation meetings will include providing information about ESL services. The school will also communicate and inform parents about program choices during ELL parent meetings. Utilizing training materials and resources from our network and through Central, parents will receive monthly information pertaining to ESL services offered in New York. The school will forward the DFA and CEC newsletters to parents on a monthly basis and will assure all parents receive meeting calendars and are encouraged to attend district information sessions. The Parent Teacher Conference is held twice a year, the first during October/November and the second in February. Parents will also receive information about district wide ESL related events and community programs that supports ESL at those meetings during Parent Teacher Conferences as well.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. Parents will be informed of the three ELL programs offered in New York City. Parents will choose the program they prefer before the school inform them the programs school offers. The parents will be encouraged to complete the

forms on the date of the orientation. If parents do not come in for orientation or if the Program Selection forms are not returned, the default program for ELLs will be Transitional Bilingual Education Program. Once parents return the Parent Survey and the Program Selection forms, information from these forms is entered into ATS and then placed in the child's cumulative folder and stored in locked file cabinets in the school's main office. Only administration and the pupil secretary have access to the locked cabinets.

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.

Administrators and the ESL teacher will review LAB-R and NYSESLAT exam scores to make sure ELLs are placed in ESL classes that are appropriate to their levels. The school communicates with the parents in their native language to inform them about the placement, the purpose of ESL class, class description, the mandated service time, plans and goals for ELLs. Information from the Parent Survey and the Program Selection form is entered in ATS via the ELPC screen by the secretary or administration. The school's support network communicates weekly compliance reports that advise whether a student's information needs updating.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Paste response to question here:

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

6. 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.) 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. [i](#)

Paste response to question here:

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

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Paste response to questions here:

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

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

2. 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)?

Paste response to questions here:

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

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Paste response to question here:  
4. Our school will ensure ELLs are appropriately evaluated in their native language by reviewing students' report cards from their native countries and communicating with their parents.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

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

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

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

d. Our school will continue to provide support and instruction to Long-Term ELLs in order to help them transition into

mainstream class. Their NYSESLAT test scores will also be analyzed so students will be clear about the areas they need to work on to reach proficiency.

7. 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?

Paste response to question here:

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

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

### Courses Taught in Languages Other than English

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

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

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

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

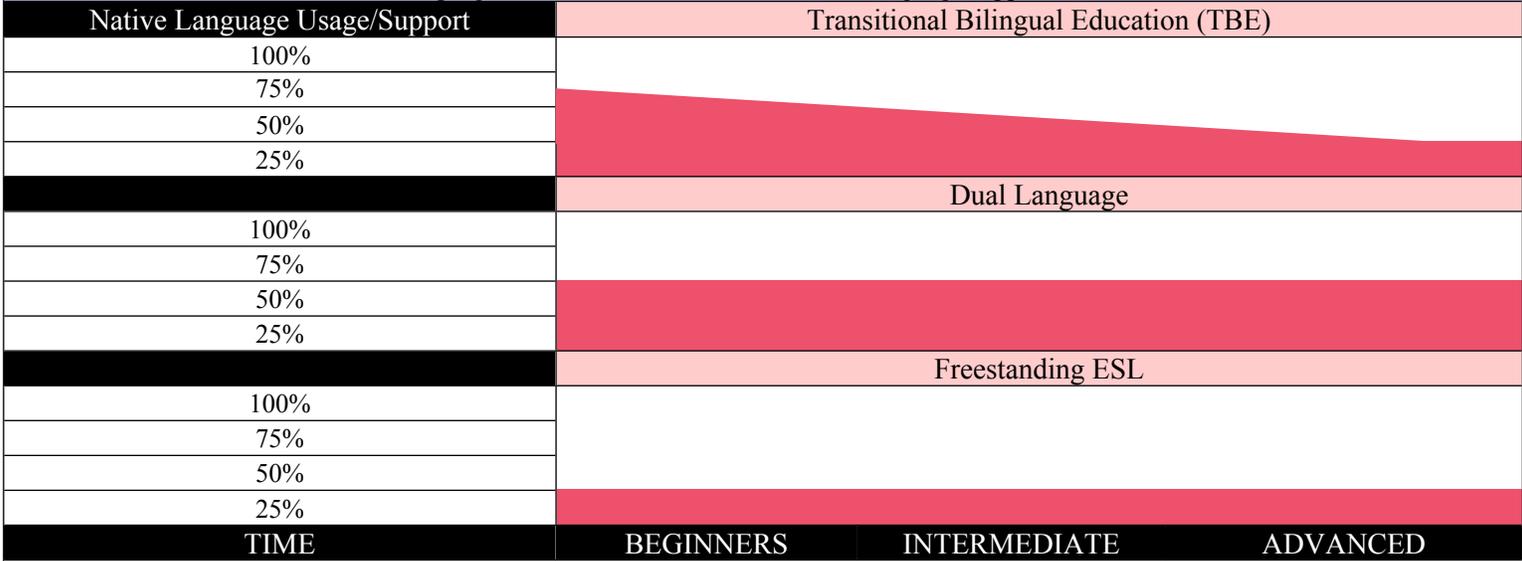
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

9. 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.

Paste response to question here:

All of the targeted intervention services offered in our school are taught in English with native language resources such as bilingual dictionary and bilingual glossaries. Beginning ELLs receive one on one targeted intervention to support their content areas. In addition, all ELLs receive targeted small group instruction Mondays through Thursdays on ELA, math and other content areas.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

We have made several strategic decisions to increase the numbers of students meeting annual yearly progress in ELA and Math with particular attention to ELLs and special needs students. Through an SBO, we have structured our extended day time into a "Target 10" period during the middle of the day. During this time every teacher is with a group of students to ensure the ratio of 10-1. Teachers track the performance data of their ten students. Evidence of this process can be seen in Aggregate Binder under the "Target 10" section. We have also created a school-wide process of tracking special education interventions, as well as school-wide scaffolds that are built into our common-core aligned curriculum. We also developed a common-core aligned ELL curriculum to support our ELL students. Student work from special needs students and ELL's can be viewed in Aggregate Binder under the "Curriculum Story". Student growth as a result of our scaffolds and tracking systems can also be viewed in the Acuity data analysis in Structures for Improvement Binder.

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

We have elevated our school wide instructional practices through our work in the Leader Learner Series, our development of a school-wide lesson plan agenda, and our development of a school-wide template for Common Core unit planning. Our leader learner series has not only familiarized our staff with the domains of the Danielson rubric, but it has developed horizontal leadership across the staff and professional development for newer teacher or teachers who self-identify as "learners" in a specific domain. This series allows teacher to inter-visit model teachers, be observed informal with attention to a specific domain, confer with an administrator about their strengths and weakness in that particular domain, and finally reflect on the process.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

As we grow as a school community we have been successful in establishing interpersonal relationships between staff and students, where we don't simply address the academic needs of our student population, but underlying issues and factors such as peer pressure, and bullying. Lastly, this shared mindset is not only apparent in the school building, but among our parents in the community. Renaissance School of the Arts is not a one-dimensional institution for learning, the goal is to develop the whole child, and one avenue in which we do this is by establishing and sustaining a culture that students can adhere to not just in high school, but for the real-world.

RSA practices that highlight this include, though are not limited to:

Achieve Now Academy

College Bound

Boost

Morning Math Tutorial

I Will Graduate

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

Various textbooks/workbooks are used for different levels of students. Some titles are Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and other supplemental materials. We also provide students with

textbooks and tests in their native languages. In addition, students use Ranzulli Learning, Skills Tutor, and Accelerated Reader software programs to strength students' reading levels and for better differentiated instruction and.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

ESL lessons are taught and designed to activate ELLs' prior knowledge while allowing them to absorb new information. ELLs' native language skills will be used for instructional purposes such as translating/assisting lower level students. Moreover, bilingual dictionaries, bilingual glossaries and textbooks in students' native languages will also be available to provide native language support in ESL program model.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

Required services emphasize strengthening students' listening, reading, speaking and writing skills by using grade appropriate materials. The addition of Common Core aligned texts have also aided in provided lexile matched texts.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

Newly enrolled ELLs will be paired up with another ELL or a mainstream student for guidance and support. They will be informed about the three programs offered by New York City during orientation. Materials appropriate for the newcomers will also be available to expedite their learning process.

18. What language electives are offered to ELLs?

Paste response to question here:

We utilize Rosetta Stone for language instruction. Students may choose Spanish, French, Mandarin, Japanese or Russian language instruction.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The Professional Development Calendar listed below is augmented by bi-monthly network support which include pushin observation and lesson planning and out of building professional development.

1. All ELL personnels will attend PDs offered by the region and other educational institutions with a minimum of five PDs attended annually.
2. Administrators and teachers will have on-going communication to discuss the ELLs who need assistant as they transition from elementary to middle and middle to high school.
3. In order to ensure student achievement, the use of data must be at the forefront when planning for instruction and school progress. At RSA, the school community takes an active role in analyzing student data and trends in order to plan for intervention. RSA has created a unique small group instruction program called Target Ten. All students participate in Target Ten instruction; thus, providing all students with the opportunities to receive extra help and support. Teachers look at data such as student subgroups, state test performance, Acuity trends, and class performance to inform their instruction. Teachers compile this information in RSA's Target Ten Bundles and plan for intervention. During Target Ten, teachers provide test preparation strategies and remediate skills that students have shown a deficit in.
4. PDs attended annually will satisfy the minimum hours of ELL training required.

RSA Annual Professional Development Calendar:  
October 7th, 9th, 16th and November 4th, 6th, 13th

Teacher Effectiveness

- Preparing for Observations
  - o Understanding informal and formal observations
- Walking through the domains
  - o Understanding the components
  - o Understanding the role of questioning in student learning

Citywide Instructional Expectations

- RSA Instructional Focus
  - o Data mining and student tracking
  - o Tiered intervention
- Teacher Teams
  - o MOSL: Collaboration and support across grades and content

December 2nd, 4th, 11th and January 6th, 8th, 15th

Teacher Effectiveness

- Evaluating Artifacts
  - o A collegial review of artifacts
- Constructive Circle
  - o Using feedback to inform instruction and next steps
  - o Checking in on questioning and assessment
  - o Inter-visitation

Citywide Instructional Expectations

- RSA Instructional Focus
  - o Curriculum enhancement and literacy
- What is rigorous instruction?
  - o Assessing the meeting of CCLS

February 3rd, 5th, 12th and March 3rd, 5th, 12th

Teacher Effectiveness

- End of year conferences
- o Reviewing artifacts
- o MOSL Teacher teams: preparing for your post assessment

Citywide Instructional Expectations

- RSA Instructional Focus
- o Focusing the Lens: Looking at student work (noticings and trends)
- Instruction
- o Ensuring individual supports and specialized instruction are aligned to the needs of students and CCLS

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Paste response to questions here:

1. Most parents attend parent orientation, school wide family dinner, and parent teacher conferences regularly. Some parents also volunteer as chaperons on school trips and help decorate the school for school concerts and dances. Parent participate in the School Leadership Team, the Parent Association and the monthly Breakfast with the Principal. All of these events are strategically organized to gather parent feedback and observation. Parents complete monthly surveys that assess Glows and Grows of school leadership and operation. All materials are translated using tranlation software, DOE translation and interpretation and vendor translated forms materials (School Messenger, Jupiter Grade) and bilingual support is always available.

2. No.

3. We encourage parents to share their opinions and ideas related to ESL issues during orientation, parent teacher conferences, and individual meetings with the parents.

From the survey forms and their feedbacks, we will be able to address their questions/concerns and evaluate their needs.

4. The parental involvement activities allow the parents to express the needs and ask questions about the school or the ESL program. The parents can learn about the resources and supports offered by our school. In addition, some parents get acquainted with other parents, teachers, and administrators and become active community members.

## E. 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 response to question here:

## Part VI: LAP Assurances

**School Name: Renaissance School of the Arts**

**School DBN: 04M377**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tammy Pate	Principal		11/25/13
Josephine Yeboah	Assistant Principal		11/25/13
Christopher Wilson	Parent Coordinator		11/25/13
Joanne Tu	ESL Teacher		11/25/13
Eric Wright	Parent		11/25/13
Carla Reyes	Teacher/Subject Area		11/25/13
Floyd Branch	Teacher/Subject Area		11/25/13
	Coach		1/1/01
	Coach		1/1/01
Ronald Murray	Guidance Counselor		11/25/13
Gerard Beirne	Network Leader		11/25/13
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 04M377 School Name: Renaissance School of the Arts

Cluster: 5 Network: 536

**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**

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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.

Administrators and teacher team including the ESL teacher will review LAB-R and NYSESLAT exam scores to make sure ELLs are placed in ESL classes that are appropriate to their levels. The school communicates with the parents in their native language to inform them about the placement, the purpose of ESL class, class description, the mandated service time, plans and goals for ELLs. The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. Parents will be informed of the three ELL programs offered in New York City. Parents will choose the program they prefer before the school inform them the programs school offers. The parents will be encouraged to complete the forms on the date of the orientation. If parents do not come in for orientation or if the Program Selection forms are not returned, the default program for ELLs will be Transitional Bilingual Education Program.

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.

Renaissance School of the Arts has a small but specialized ELL community that include general education and student with special needs. Every year, administration and teacher teams hold meetings of varying sizes including large groups, small groups and individual, to communicate goals and learning needs. At these meetings we strive to gain suggestions and buy-in from all constituents. It is critically important that all stake holdings contribute to the development and practice of literacy growth for all students including our ELLs and SWDS.

## Part B: Strategies and Activities

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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.

The ESL department holds, and will continue to sponsor, parent orientation for new students and parents in September. In addition to that, teachers also communicate and inform the parents about the program choices during ELL parents meeting. The Parent Teacher Conference is held twice a year, the first during October/November and the second in February. Parents will also receive information about district wide ESL related events and community programs that supports ESL at those meetings. The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. Parents will be informed of the three ELL programs offered in New York City. Parents will choose the program they prefer before the school inform them the programs school offers. The parents will be encouraged to complete the forms on the date of the orientation. If parents do not come in for orientation or if the Program Selection forms are not returned, the default program for ELLs will be Transitional Bilingual Education Program.

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.

Renaissance School of the Arts provides oral interpretation service through the use of bilingual staff members on the campus and in some rare occasions through older in-campus students. We also utilize the DOE phone interpretation department and we use our 10+ translation/interpretation radios.

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>.

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