



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER AND
TECHNOLOGY

DBN (i.e. 01M001): 08x293

Principal: MARIA HERRERA

Principal Email: MHERRER2@SCHOOLS.NYC.GOV

Superintendent: CARON STAPLE

Network Leader: M. CHRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maria Herrera	*Principal or Designee	
Dan Savio	*UFT Chapter Leader or Designee	
Ancilma Maxwell	*PA/PTA President or Designated Co-President	
Steve Plerqui	DC 37 Representative, if applicable	
Myliah Hanna Marlon Bernardez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lindsay Mack	Member/	
Anne McIntyre	Member/	
Isabel Caamano	Member/	
Jerry Murdock	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Increase the graduation rate of English Language Learners by 10%.

Comprehensive Needs Assessment

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

Traditionally, our English Language Learner population has not successfully met graduation requirements. Specifically, no ELL seniors in the last two cohorts have received a regents diploma

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. RHS Professional development plan – Throughout the school year staff members will receive PD on questioning and assessment techniques focused around text. Staff members will be able to use these text based discussion techniques to improve student's literacy skills through questioning and thereby increase student engagement.
2. Extended time learning opportunities. Students will have the opportunity to reinforce their skills through after school tutoring, lunchtime tutoring and through Saturday tutoring programs. These additional opportunities will allow students to work in smaller groups on skills and weak areas.
3. Text selection aligned with Common Core. Students will be exposed to a variety of texts from many sources in alignment with the Common Core suggested reading list.
4. Grade team meetings will monitor the progress of these students and ensure that they remain on track.
5. College advisor will identify students needs. The counselor will meet with students and teachers in collaboration to develop a plan that meets the students academic, social and emotional needs

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

1. Principal, Assistant Principal, Lead Teacher (Adam Chadwick), Teaching Matters consultant, Google Drive will be used to maintain a faculty portal which houses all documents.
2. Teachers, administration, guidance counselors, college advisor.
3. ELA/ELL team, Teaching Matters consultant, administration.
4. Grade team teachers, guidance counselor, college advisor.
5. College advisor, guidance counselor, administration, parents/guardians

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

1. The professional development plan has built in checkpoints and expected end of year outcomes. These outcomes are directly aligned to the Citywide Instructional Expectations, the Danielson Framework for Teaching and recent Quality Review feedback. Additionally, three surveys will be distributed to staff members to monitor effectiveness and progress.
2. Teachers will administer formal assessments at the end of each unit. Checkpoints will be placed monthly to monitor student readiness. Mock Regents will be conducted during Midterm Exams and in May to measure student preparedness. From these results, teachers will identify students to target for afterschool and Saturday tutoring. Staff will reach out to parents about student attendance on these days.
3. The assessments administered in each class will draw upon a variety of texts and sources. This will be monitored by the content team, Lead Teacher and administration; its effectiveness will be evident on student performance on the regents exam.
4. Teacher teams will meet to analyze student data and progress through programs like Skedula and ARIS that allow them to see individual student levels in order to plan and differentiate lessons appropriately based on student need. Guidance counselors will work closely with teachers to ensure that each student receives necessary services.
5. The college advisor has created a spreadsheet that details student needs and progress. This information is continually updated and revised based on teacher/parent feedback

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

1. September, 2013 to August 2014

2. September, 2013 to August 2014
3. September, 2013 to August 2014
4. September, 2013 to August 2014
5. September, 2013 to August 2014
6. September, 2013 to August 2014

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

1. Bi monthly faculty conferences, weekly planning meetings.
2. After school tutoring Tuesday, Wednesday and Thursday. Lunchtime tutoring, ELA and mathematics clubs.
3. Whole staff common planning each day during 5th period. Teacher teams are afforded 3-4 days per week to meet.
4. Whole staff common planning each day during 5th period. Teachers meet as grade teams at least 3 times per month.
5. Dedicated college advisor who works directly with students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All teachers use Skedula as a tool to record student grades and upload assignments. Skedula also serves as a form of communication to other teachers, students, parents, and administration. Because Skedula was developed as a program in which teachers, students, parents, and administration all have access; it serves as a streamlined method of communication regarding student progress in both the qualitative and quantitative ways. Parents are encouraged to check on the progress of their son/daughter on a regular basis to help support the academic work done in school by both the teacher and student. The School Skedula Administrator will monitor parent and student log-in. PD will be provided for parents on how to use Pupil Path at parent meetings. Additionally, parents are invited to RHS for parent conferences, IEP meetings and workshops

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

Improve English Regents passing rate by 5% from 47% for students taking the regents exam in June 2014

Comprehensive Needs Assessment

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

The shift to Common Core has brought greater emphasis on literacy for all students; this shift has thereby increased the importance of student's success on ELA assessments. Therefore, we seek to improve our students passing raga on the ELA exam by 5% for this June as a springboard to further growth.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

1. RHS Professional development plan – Throughout the school year staff members will receive PD on questioning and assessment techniques focused around text. Staff members will be able to use these text based discussion techniques to improve student's literacy skills through questioning and thereby increase student engagement.
2. Regular English content team meetings. The English team will work together during their designated content meeting periods to develop a comprehensive plan in order to achieve this goal. The team started meeting in September. As a department, they will utilize a number of different resources that will assist in monitoring individual student progress.
3. Extended time learning opportunities. Students will have the opportunity to reinforce their skills through after school tutoring, lunchtime tutoring and through Saturday

<p>tutoring programs. These additional opportunities will allow students to work in smaller groups on skills and weak areas.</p> <ol style="list-style-type: none"> Text selection aligned with Common Core. Students will be exposed to a variety of texts from many sources in alignment with the Common Core suggested reading list. Looking at Student Work protocol to help ELA team modify lesson/unit plans based on evidence of student learning and performance. Blue Engine – Partner organization that provides three teaching assistants to the 9th grade ELA class. These assistants allow us to further differentiate, provide more individualized instruction and increase student engagement. Implement EngageNY lesson/unit plans in English Language Arts.
<p>2. Key personnel and other resources used to implement each strategy/activity</p> <ol style="list-style-type: none"> Principal, Assistant Principal, Lead Teacher (Adam Chadwick), Teaching Matters consultant, Google Drive will be used to maintain a faculty portal that houses all relevant documentation.. English team consisting of 6 ELA teachers and 2 Special Education teachers, Lead Teacher Teachers, administration and Blue Engine Teaching Assistants. ELA team, Teaching Matters consultant, administration. ELA team, Teaching Matters consultant ELA team, Blue Engine Teaching Assistants. ELA team, administration
<p>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> The professional development plan has built in checkpoints and expected end of year outcomes. These outcomes are directly aligned to the Citywide Instructional Expectations, the Danielson Framework for Teaching and recent Quality Review feedback. Additionally, three surveys will be distributed to staff members to monitor effectiveness and progress. Teachers will administer formal assessments at the end of each unit as well as full-length practice Regents exams in order to expose students to questions similar to the Regents exam. Checkpoints will be placed monthly to monitor student readiness. Mock Regents will be conducted during Midterm Exams and in May to measure student preparedness. From these results, teachers will identify students to target for afterschool and Saturday tutoring. Staff will reach out to parents about student attendance on these days. See #2 above The assessments administered in each class will draw upon a variety of texts and sources. This will be monitored by the content team, Lead Teacher and administration; its effectiveness will be evident on student performance on the regents exam. Teachers will analyze this data in order to determine student areas of weakness so that students may tailor their review in the most appropriate and time-efficient manner. Teachers also have access to a plethora of data on programs like Skedula and ARIS that allow them to see individual student levels in order to plan and differentiate lessons appropriately based on student need. There are internal structures in place to monitor and evaluate the progress of students in these classrooms. Students receive progress charts after each summative assessment and then complete a reflective guide according to the results. These structures collect a variety of student data and are constantly monitored. Student progress on ELA content will be monitored by mid module and end of module assessments. The team will also use a unit implementation reflection process to monitor/analyze/adjust future units
<p>4. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> September, 2013 to August 2014
<p>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> Bi monthly faculty conferences, weekly planning meetings. Whole staff common planning each day during 5th period. Teachers meet as content teams at least 3 times per week. All ELA teachers have the same prep period. After school tutoring Tuesday, Wednesday and Thursday. Lunchtime tutoring, ELA and mathematics clubs. Arranged during content team meetings.

5. Arranged during content team meetings.
6. All 9th grade ELA and mathematics classes met for 7 periods a week. Teachers have one planning and one data meeting per week with Teaching Assistants.
7. See #6

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All teachers use Skedula as a tool to record student grades and upload assignments. Skedula also serves as a form of communication to other teachers, students, parents, and administration. Because Skedula was developed as a program in which teachers, students, parents, and administration all have access; it serves as a streamlined method of communication regarding student progress in both the qualitative and quantitative ways. Parents are encouraged to check on the progress of their son/daughter on a regular basis to help support the academic work done in school by both the teacher and student. The School Skedula Administrator will monitor parent and student log-in. PD will be provided for parents on how to use Pupil Path at parent meetings. Additionally, parents are invited to RHS for parent conferences, IEP meetings and workshops.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

Common Core Mathematics assessment passing rate for June 2014 will be 5% higher than the Integrated Algebra Regents passing rate from June 2013 (49%)

Comprehensive Needs Assessment

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

Mathematics instruction has undergone a shift in the last few years as we have begun alignment to the Common Core standards. In addition to the content standards, The Standards for Mathematical Practice highlight key shifts that need to occur in mathematics instruction. These shifts will allow students to more deeply engage in the mathematics content, and thereby improve their mathematics performance. The passing rate of students on the end of year assessments must be improved to demonstrate our growth toward these standards

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

6. RHS Professional development plan – Throughout the school year staff members will receive PD on questioning and assessment techniques focused around text. Staff members will be able to use these text based discussion techniques to improve student's literacy skills. Literacy skills are increasingly more important with the new mathematics curriculum. Students now, more than ever, need to read, analyze and extract meaning from text to solve mathematics problems.
7. Regular mathematics content team meetings. The mathematics team will work together during their designated content meeting periods to develop a comprehensive plan in order to achieve this goal. The team started meeting in September. As a department, they will utilize a number of different resources that will assist in monitoring individual student progress.
8. Extended time learning opportunities. Students will have the opportunity to reinforce their skills through after school tutoring, lunchtime tutoring and through Saturday tutoring programs. These additional opportunities will allow students to work in smaller groups on skills and weak areas.
9. Rich performance based mathematics tasks will be consistently implemented throughout the curriculum. Students will be exposed to a variety of tasks from many sources in alignment with the Common Core content and process strands..
10. Looking at Student Work protocol to help mathematics team modify lesson/unit plans based on evidence of student learning and performance.
11. Blue Engine – Partner organization that provides four teaching assistants to the 9th grade mathematics class. These assistants allow us to further differentiate, provide more individualized instruction and increase student engagement.

12. Follow EngageNY lesson/unit plans to implement new Algebra curriculum
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal, Assistant Principal, Lead Teacher (Adam Chadwick), Teaching Matters consultant, Google Drive will be used to maintain a faculty portal that houses all relevant documentation. 2. Mathematics team consisting of 5 mathematics, Lead Teacher 3. Teachers, administration and Blue Engine Teaching Assistants. 4. Mathematics team, Teaching Matters consultant, administration. 5. Mathematics team, Teaching Matters consultant 6. Mathematics team, Blue Engine Teaching Assistants. 7. Principal, Assistant Principal, mathematics team.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. The professional development plan has built in checkpoints and expected end of year outcomes. These outcomes are directly aligned to the Citywide Instructional Expectations, the Danielson Framework for Teaching and recent Quality Review feedback. Additionally, three surveys will be distributed to staff members to monitor effectiveness and progress. 2. Teachers will administer formal assessments at the end of each unit as well as full-length practice Regents exams in order to expose students to questions similar to the Regents exam. Checkpoints will be placed monthly to monitor student readiness. Mock Regents will be conducted during Midterm Exams and in May to measure student preparedness. From these results, teachers will identify students to target for afterschool and Saturday tutoring. Staff will reach out to parents about student attendance on these days. 3. See #2 above 4. The assessments administered in each class will draw upon a variety of performance based tasks and rich mathematical content. This will be monitored by the content team, Lead Teacher and administration; its effectiveness will be evident on student performance on the regents exam. 5. Teachers will analyze this data in order to determine student areas of weakness so that students may tailor their review in the most appropriate and time-efficient manner. Teachers also have access to a plethora of data on programs like Skedula and ARIS that allow them to see individual student levels in order to plan and differentiate lessons appropriately based on student need. 6. There are internal structures in place to monitor and evaluate the progress of students in these classrooms. These structures collect a variety of student data and are constantly monitored. 7. Student progress on mathematical content will be monitored by mid module and end of module assessments. The team will also use a unit implementation reflection process to monitor/analyze/adjust future units. Additionally, students will set individual goals for both the semester and the school year
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September, 2013 to August 2014 2. September, 2013 to August 2014 3. September, 2013 to August 2014 4. September, 2013 to August 2014 5. September, 2013 to August 2014 6. September, 2013 to August 2014 7. September, 2013 to August 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Bi monthly faculty conferences, weekly planning meetings. 2. Whole staff common planning each day during 5th period. Teachers meet as content teams at least 3 times per week. All mathematics teachers have the same prep period. 3. After school tutoring Tuesday, Wednesday and Thursday. Lunchtime tutoring, ELA and mathematics clubs. 4. Arranged during content team meetings. 5. Arranged during content team meetings. 6. All 9th grade ELA and mathematics classes met for 7 periods a week. Teachers have one planning and one data meeting per week with Teaching Assistants. 7. See #6

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

All teachers use Skedula as a tool to record student grades and upload assignments. Skedula also serves as a form of communication to other teachers, students, parents, and administration. Because Skedula was developed as a program in which teachers, students, parents, and administration all have access; it serves as a streamlined method of communication regarding student progress in both the qualitative and quantitative ways. Parents are encouraged to check on the progress of their son/daughter on a regular basis to help support the academic work done in school by both the teacher and student. The School Skedula Administrator will monitor parent and student log-in. PD will be provided for parents on how to use Pupil Path at parent meetings. Additionally, parents are invited to RHS for parent conferences, IEP meetings and workshops

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

6.

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

1.

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

1.

4. Timeline for implementation and completion including start and end dates

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
- 6.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

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

- A. All elements of the *All Title I Schools* section must be completed*.
- 8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 9. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.

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

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

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).

Questioning and Discussion techniques are the most fundamental and frequent ways that students are formatively assessed in the classroom. Teachers who display effective questioning and discussion techniques have a solid foundation on which to develop the other elements of their pedagogical repertoire. When a teacher is able to question effectively, they create an environment that is student-centered, engaging, and rigorous for ALL students. At Renaissance High School, we actively explore the questioning and discussion techniques of highly effective teachers. We know this skill is a major component of the Danielson framework and a major area of our teaching that we must continually strive to improve. Our Quality Review also highlighted this section for us, as an area that needs improvement. We plan on attacking this issue to ensure that all students are engaged in an arena in which they are challenged to think and respond critically to their teacher, but just as frequently, to one another. College and career preparedness now demands higher levels of critical thinking, and these skills must be fostered and scaffolded every day in the classroom, through highly effective questioning and discussion techniques, in order to increase student success.

The goals of our professional development are:

Goal #1: Improve Teacher Practice
Teachers across classrooms will demonstrate **improved questioning and discussion** practices as evidenced by observation/feedback results using the Danielson Framework.

Goal #2: Increase Student Engagement
Student engagement will increase across classrooms as a result of improvements in practice, as evidenced by classroom observations where students **engage** in, **initiate**, and are **invested in high-quality discussions** that **deepen their thinking** and **foster connections** between the subject matter and their lives.

Goal #3: Improve Student Performance
Student performance will increase across classrooms as a result of improvements in practice, as evidenced by growth in both statewide assessments as well as teacher-chosen common assessments that ask students to **think critically** and produce **meaningful work products**.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Every state and local mandate regarding services for students is followed. Students in temporary housing all receive Metro Cards, binders, pens/pencils and any additional materials that they need. These students have access to and receive one-on-one tutoring, counseling services, and any other applicable programs.

Students are presented a variety of violence prevention services both by in house staff members and external partners. These presentations include, but are not limited to bullying prevention/awareness, domestic abuse, cyber bullying, social media guidelines/appropriateness, etc.

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.

Grade and content team leaders meet monthly to discuss the needs of the teams. Grade and content teams meet weekly to discuss student needs, assessment cycles, and the progress observed through the review of student work. The committees report to administration. Professional development plans are generated by the feedback from the findings of the grade and content teams. The multiple assessment measures are at the root of the decision making process, supported by the Teacher Effectiveness Framework with particular attention to Domain 4, Professional Responsibilities.

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.

Parent Involvement Policy (PIP) Template

Parental Involvement Policy

In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children's a written parental involvement policy that contains information required by section 1118 (a) (2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectation for parental involvement and describes how the LEA will implant a number of specific parental involvement activities, and is incorporated into the LEA, s plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectation for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118 (a) (2) requires be in the district wide parental involvement policy. School districts, in constitution with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student's academic achievement.

PART I GENERAL EXPECTATIONS

NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. (Section 1118 (a) (2), ESEA.) There is no required format for those written expectations; however, this sample of what might be included.

Renaissance agrees implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA), Those programs,

EXAMPLES OF ALLOWABLE TITLE I PARENT INVOLVEMENT EXPENDITURES

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents Title I participating children to be able to join in an effective partnership with schools to support high school student achievement. Expenditures should be planned in accordance with goals, objectives, and participating children must consulted regarding Title I expenditures. Such consultation must take place before any expenditure is made, be ongoing, and continue throughout the fiscal year. Expenditures should be reasonable and be made in accordance with the New York City

Examples of allowable parent involvement expenditures with Title I funds include:

- Family Literacy training
- Parenting skills building
- Meetings to engage parents in planning, development and evaluation of Title I program
- Professional development for parents to enable all children in the school to meet city and state performance standards, during the regular school year and the summer
- Translation of information into any language spoken by a significant percentage of the parents of Title I participating children
- Per session costs of hiring teachers to provide classes or workshops for parents reasonable expenditures for refreshments or food at parent workshops and trainings, particularly when parent involvement activities extend through mealtime
- ESL and GED preparation courses for adults
- Evening classes that develop practical skills, such as computer proficiency
- Instructional supplies and materials
- Equipment and books to create a lending library collection for parents
- Equipment and supplies for a parent resource room to be used for parent workshops and other training sessions
- Reimbursement to parents for such expenses as transportation or babysitting costs (with applicable receipts) associated with attendance at workshops, meetings and conferences
- Postage, communications, and printing
- To provide ongoing outreach and information services to parents
- Distribution of home-based educational activities
- Activities for non-English speaking parents
- Expenses related to parent-teacher conferences

*Note: This is a list of examples of allowable expenditures. Allowable expenditures are not limited to this list only.

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118 (b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parent of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two way, and meaningful communication involving students academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

The District wide Parental Involvement policy must include a description of how the district will implement or accomplish each of the following components. {Section 1118 (a) (2), ESEA}

1. Renaissance High school will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

2. Renaissance High school will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

3. Renaissance High school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performances:

4. Renaissance High school will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: P. A., SLT, AVID

5. Renaissance High school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parent Coordinator will also mail surveys according to language preference.

1. Renaissance High school will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Will offer child care during meetings(if needed)
- Will offer workshops according to parental needs and preferences

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph:

- The State's academic content standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments and Regents exams
- The requirements for graduation
- How to monitor their child's progress
- Establish rapport to cultivate student success

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Offering workshops to all parents

C. The school district will, with the assistance of its school and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parent as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Enlisting the assistance of the Parent Coordinator and Regional staff

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Reading First, Early Reading first, Even Start, Home Instruction Programs and the Parent as Teachers Program, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Offering workshops and Open Door Policy to obtain information

E. The school district will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parents have been surveyed for language preferences
- All calls and mailing will be done in a timely fashion

PART III DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District wide Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118 (e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title , Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- Paying reasonable and necessary expense associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participate in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parental advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

SCHOOL-PARENT COMPACT

Renaissance High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agrees that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2013-2014.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Renaissance will

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Renaissance will employ a qualified staff who will consistently strive to improve their pedagogy through professional development, inter-visitations, and collaboration with other Renaissance staff. These staff members will utilize varieties of instructional methodologies appropriate to the students' needs based upon data.

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

Parent-teacher conferences:

October 2013

March 2014

- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

Renaissance high school provides: Progress reports and reports cards to students three times each term. Report cards are also mailed and available in the main office.

- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Renaissance High school staff is available through open-school conferences, email, and our open door policy. The Renaissance website will allow parents to communicate with school staff more effectively.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- **Monitoring attendance**
- **Making sure that homework is completed**
- **Monitoring amount of television their children watch**
- **Participating, as appropriate, in decision relating to my children’s education**
- **Promoting positive use of my child’s extracurricular time**
- **Staying informed about my child’s education and communicating with the schoolboy promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appreciate.**
- **Serving, to the extent possible, on policy advisory groups, such as being Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

We, as students will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

Renaissance High School Students

- Will do homework every day and ask for help when needed
- Attend tutoring as required
- Read every day for at least 30 minutes
- Give parent or guardian all notices and information, that school provides

Renaissance High School will

1. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meetings at ac convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating Title I, Part A programs (participating students), will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative format upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children’s information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the form of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably as possible.

7. Provide to each parents an individual student report about the performance of their child on the State assessment in a least math, language arts, and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710 December 2, 2002).

OPTIONAL SCHOOL RESPONSIBILITIES

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Renaissance High School will

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in Early Reading first, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issues of violation(s) of a Federal statute or regulation of Title I, Part A programs is provide to parents of students and to appropriate private school officials or representative.

8.

**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 08	Borough Bronx	School Number 293
School Name Renaissance High School MTT		

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 Maria Herrera	Assistant Principal Paul Gumina
Coach N/A	Coach N/A
ESL Teacher Claire Rann	Guidance Counselor Daisy Arroyo
Teacher/Subject Area Adam Chadwick/ English	Parent type here
Teacher/Subject Area Kenya Rivera/ LOTE	Parent Coordinator Libia Placencia
Related Service Provider Daisy Arroyo	Other type here
Network Leader(Only if working with the LAP team) N/A	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	456	Total number of ELLs	19	ELLs as share of total student population (%)	4.17%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
Discrete ESL class													1	1
Total	0	0	0	0	0	0	0	0	0	1	1	1	2	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	9
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	11

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	4		2	4		2	11		5	19
Total	4	0	2	4	0	2	11	0	5	19

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish													0	0
Bengali													0	0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										8	5	1	3	17
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	8	6	1	4	19

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	0	0	0	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)										3	2	0	2	7
Advanced (A)										4	4	1	2	11
Total	0	0	0	0	0	0	0	0	0	7	6	1	4	18

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										3	2	0	2
	P										4	4	1	2
READING/ WRITING	B										1			
	I										4	4	1	2
	A										2	2	0	2
	P													

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	7			
Integrated Algebra	10		2	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	4		1	
Living Environment	5	1	1	
Physics				
Global History and Geography	3	1	0	1
US History and Government	3		1	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
To assess the early literacy skills of our ELLs, we use a diagnostic assessment and NYSESLAT data. The data from these assessments indicates that the students are reading several levels below their own grade and in need of writing support.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Upon analysis of the NYSESLAT scores, there is a distinct pattern that students are achieving proficiency or advanced proficiency in their listening and speaking scores; however, students are unable to attain higher than advanced proficiency in reading and writing. In particular, there are a number of ELLs that are advanced or proficient in listening and speaking, but are designated as intermediates due to their reading and writing scores. This pattern is consistent for each grade level.
3. 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](#))
This information informs our school's instructional plan by underscoring the needs for reading and writing support. First, reading level and grade appropriate texts need to be provided for our ELLs. Second, scaffolds and strategies to make reading more accessible to students across all content areas must be employed. Support in these areas will also be provided in after school tutoring.
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?
 - A. further analysis of the students NYSESLAT scores show that all of our intermediate students are from all grades (9th-12th). As noted above, these students are achieving advanced or proficient in listening and speaking, with intermediate levels in reading and writing. Our advanced students exhibit a similar pattern and their struggles in content areas. Based on the last year's Regents data, ELL students had a passing rate of only 18.29 %. Additionally, our ninth grade ELLs accumulated an average of 5.9 credits last year. Those ELL's that are in the bottom third are designated as both Advanced and Intermediate ELLs. Moreover, most of the students in this bottom third are our long-term ELL's.
 - B. Scores from the ELL Periodic Assessments provide a clearer portrait of the specific skills in which the students need support. These assessments will inform instruction and will assist teachers in creating Student Individual Monitoring Plans to help ELL's achieve mastery in these specific skills. Teachers will utilize strategies and scaffolds that will assist students in maintaining mastery in their areas of need. Additionally, the results will help inform the administration on the types of professional development that we will provide our content area teachers to support our ELLs.
 - C. Presently, data from our first administration of the Periodic Assessments is yet to be released. Once received, we will be able to analyze the data and draw conclusions about our current group of ELL's.
 - D. Native language is used to help strengthen the literacy of our students. When applicable, students are encouraged to read in their native language as part of their independent reading. In addition, native language can also be used to help students better negotiate the meaning of content, through the use of bilingual dictionaries, native language glosseries, translation software and working collaboratively with peers who speak the language.
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?
We find that students that are not as proficient in their first language need extra resources in order to develop their skills in learning their new language. All students receive native language instruction and resources that allow them to make connections to their second language.
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.).

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

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](#).)
Any student who enters RHS for the first time from another country is interviewed by the ESL teacher. During the interview the family identifies their native language and is then provided with a home language survey, program information and description of native language. If the student is identified as a possible ELL from the interview and the HLIS, he or she is administered the LAB-R within 10 days of admission. Additionally, if the student is identified as a native Spanish speaker, they are administered the Spanish LAB during that time. The LAB-R will be administered by the ESL teacher. The Spanish LAB is administered by the school's certified Spanish LOTE teacher, Ms. Rivera. If the student's LAB-R scores indicate that ESL services are required, an appointment is made for the family to view the Parent Orientation Video. After viewing the video, questions are answered and the family is given a Parent Survey and Program Selection form to permit them to select a program of their choice. RHS strives to have an on-going dialogue with all parents. Parents are provided with entitlement letters and letters of continuation of services as soon as NYSESLAT scores are available. These letters are sent home with the students as well as mailed to their homes. All of our ELL students are programmed for ELL classes in accordance with state guidelines and the NYSESLAT results.
To annually evaluate our ELLs using the NYSESLAT our ESL coordinator runs the RLAT and RLER reports from ATS. These reports indicate the students who are currently identified as ELLs within our school. Once a total number of students eligible to take the NYSESLAT is determined, our principal, Ms. Herrera, orders the required number. On the NYS assigned test dates, our ESL teacher administers the speaking section of the assessment with students one on one. Students are commonly pulled-out of their regularly programmed classes for 15 minutes at a time to take the speaking section. Due to our relatively small ELL population, administration of the speaking portion is usually completed in a 1 week period. The listening, reading and writing sections are each assigned their own day of testing. Again, due to our small population, all our ELLs take these sections together. Accommodations are made for our ELLs who have disabilities, particularly those who require a separate testing location. The sections of the test are administered by our ESL teacher. If a separate location is required for our ELLs with disabilities, our Special Education coordinator, Margaret Crosby, will administer the exam for those students.
2. 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.
Regular orientations are provided to ensure that parents understand all three program choices English Language acquisitions. Once the interview, Home Language Survey and the LAB-R indicate that students are English Language learners, the English as a Second Language coordinator, or the Parent Coordinator, invites parents to the school to hear about the current programs offered to ELLs, Transitional-bilingual education, Dual Language and ESL, and to view the Parent Orientation Video which further explains these three options. The orientations are provided on an 'as-needed' basis and the videos are shown in the home languages of the attending families. After the parents are presented with the options provided at our school, they are asked to complete the Program Selection form to choose one of the programs offered either at our school or throughout the city.
3. 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].)

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

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.

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

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.

Students are identified in ATS and given extended time in separate location. RHS adheres to all testing guidelines provided when administering tests.

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. 

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

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

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

In advanced ESL classes, students are provided with instruction that is designed to support them in English language arts as well as their other content areas. Lessons are geared towards strategies that assist them with reading and writing as well as academic vocabulary development.

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)?

ESL: I= 360 MINUTES/WEEK, A= 225 MINS/WEEK

ELA: A= 225 MINUTES/WEEK, NLA= 25%

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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native language at intake. Spanish-speaking newcomers receive the Spanish version of the LAB to assess their Spanish proficiency. Our LOTE teacher assesses the native language proficiency of our incoming 9th graders and our

new admits whose first language is Spanish with a DYO diagnostic exam. We seek to develop a proficiency exam for our minority language groups, such as Bengali or Albanian, in conjunction with community based organizations and the City's Translation Unit.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? The ESL teacher includes specific objectives for speaking, listening, reading, and writing in every ESL pull-out class session to ensure that ELLs are constantly learning, practicing, and reviewing skills within all four modalities. While every modality is not formally assessed in every lesson, each modality is tapped in every lesson and assessed at least twice a week. These modalities are more formally assessed via quarterly exams as well as running records for each student in each area. The ESL teacher uses data from exams as well as student portfolios to inform instruction and target areas of weakness.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

E. Students are immersed in general education curriculum that supports their growth in academic language and content. These students are exposed to language and vocabulary that continues to accelerate their growth. Students are afforded opportunities to receive individualized support before/after school and during lunch.

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?

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

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?

ELLs who are also classified as students with disabilities are programmed according to their proficiency levels and their IEPs. Our bilingual social worker regularly reviews student academic performance and to provide the necessary intervention services. In addition, she holds conferences, by phone or in person, to communicate these needs to our students' families. A bilingual paraprofessional is available to special education students as an alternative placement. All of our ELL students are treated as individuals, regardless of NYSESLAT scores or special learning needs. We program students and offer services depending on individual student needs. Several after school programs not only offer Regents preparation and credit accumulation, but also offer students the opportunity to refine their skills and build capacity.

Courses Taught in Languages Other than English 

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

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

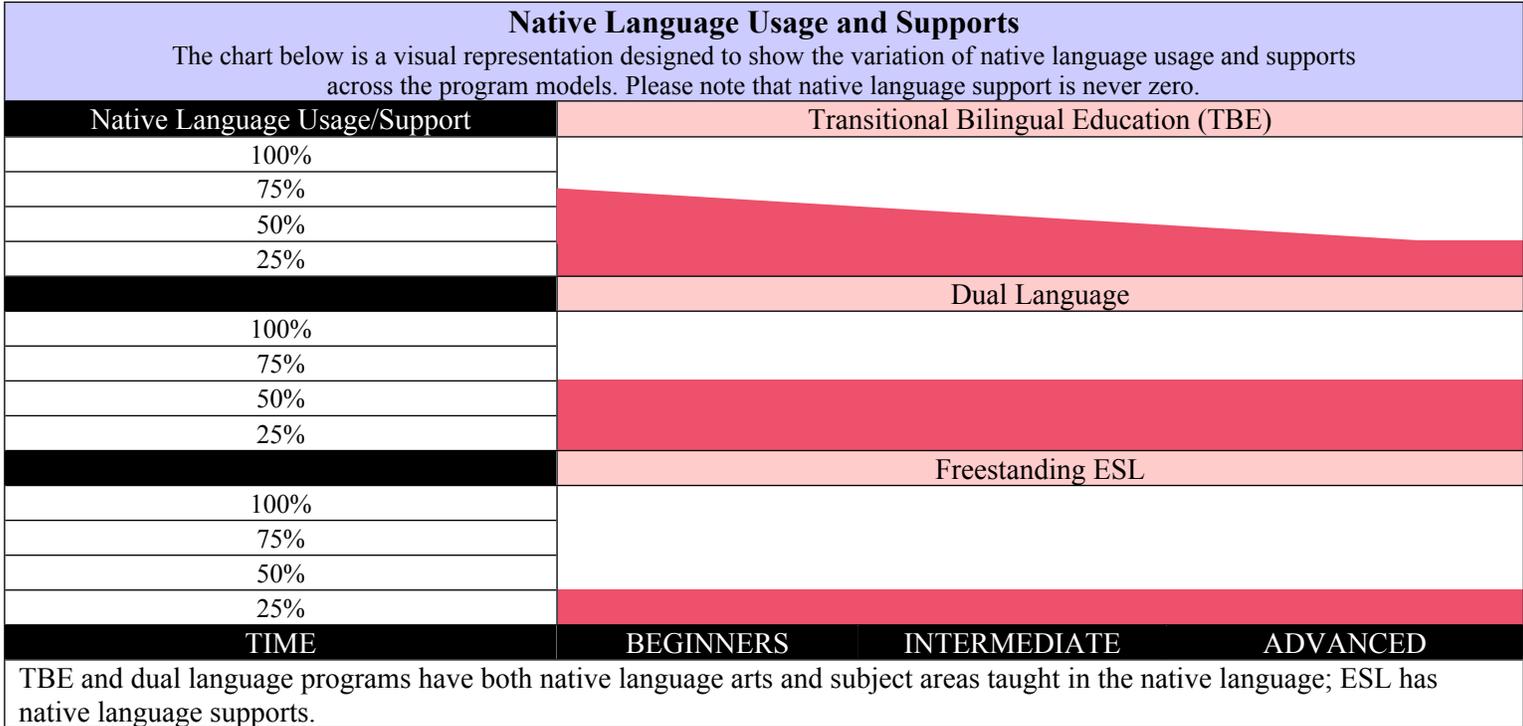
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	spanish		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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

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

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



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.
- The performance of ELLs is closely monitored in ELA, math, history, and science via case conferences, team and grade meetings and analysis of data
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Last year 0/4 ELLs graduated. The average credit accumulation was 5.9. Currently we are improving our practices to meet the needs of our ELLs. Our current program aims to support the diverse needs of ELLs by enriching their language acquisition through content. These students are provided support in their ESL class. The skills, strategies, content, and information they receive is then reinforced in each class.
11. What new programs or improvements will be considered for the upcoming school year?
- Our school will seek to provide further native language support for the students. In particular, Spanish speakers could receive native literacy instruction from the Spanish foreign language teacher
12. What programs/services for ELLs will be discontinued and why?
- At present, no programs/services are being discontinued
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Students can participate in all extra-curricular activities and tutoring. Tutoring is provided for all major subject areas. ELLs are encouraged to attend these after school sessions. In addition, some ELLs are participating in the Lincoln Center Institute partnership that creates avenues for exposure and appreciation in the arts. Once a week, after school tutoring is provided specifically for our ELLs. During tutoring, students are provided with skills, strategies, or additional time to complete assignments for ESL and other content area classes. Student are also encouraged to spend time on the computers to complete activities on Rosetta Stone. The funding source for this program is Title I.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are used to support the ELL population. Technology is utilized with all ELL classes through the use of SMART boards. In addition, the students use language and literacy software, such as Achieve 3000 and Rosetta Stone. To support the students' native languages in ESL and in content areas, bilingual dictionaries and glossaries are also made available. Students have access to computers to use Google Translate or other web-based translator programs. When available, books on CD and textbooks in the native language are provided.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Currently, the only model our school provides for English acquisition is ESL. During scheduled periods for all proficiency levels, native language support is provided through the availability of bilingual dictionaries and glossaries. Depending on availability, native language texts are a part of our classroom library. Furthermore, students are permitted to communicate in their native language with their peers when translation is needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At our school, required support and resources correspond to ELLs' ages and grade levels. First, students are placed in ungraded classes for ESL. As in most high schools, students receive their daily content-area instruction based on credit accumulation. Novels, textbooks, and computer-based resources are all targeted to our ELLs interest level. Instruction during ESL classes is often differentiated based on the needs of the students.
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.
- Currently there are not any activities in our school to assist newly enrolled ELL students before the beginning of the school year. However, students are invited to attend Bridge Program, Fordham University, College Now, Lincoln Center, and other programs that are offered to all RHS students.

18. What language electives are offered to ELLs?

Spanish is offered as a language elective for ELLs. In addition, some students have taken the Spanish Regents exam.

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)?

N/A

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.

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

2.

-Strategies used, not not limited to, include:

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

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

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

- Literacy Across the Curriculum
- Technology Resources that support literacy
- computer-based reading programs- SRI
- using SQR3
- teachers and writers collaborative: strategies for writing
- methods for fair assessment
- strategies and scaffolds for content-area classes
- understanding the NYSESLAT performance levels
- the use of the SMART board and technology for language learning

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

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?
 1. We encourage participation of all parents for all school activities, which include but are not limited to:
 - parent teacher conferences
 - annual winter concert
 - annual spring concert
 - annual musical theater performance
 - multicultural food festival
 - how to deal with your teenage workshop
 - understanding HS requirements workshop
 - getting ready for the college process workshop
 - applying for scholarships workshopDuring all parent functions translation services are available and all correspondences are sent home in Spanish as well.
 2. Our school does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
 3. Our parent coordinator surveys parents needs at the start of the school year by giving a Workshop Survey. During the course of the year we try to support the parents' expressed needs and interests from the survey results. Additionally, parents receive a survey for their preferred language of communication. This assists the parent coordinator in determining which languages that correspondences from the school need to be translated. Additionally, all events and parent workshops are listed on our school's website and includes a translator tab to translate the website into other languages.
 4. Parent involvement activities include ELL parent orientations, open school night, parent-teacher conferences, field trips and arts performances. Workshops are provided to inform parents of the college application and financial aide process. Although these activities are not exclusive to the needs of ELL families, these activities facilitate our open-door policy and encourage parents to visit and actively participate in their child's education

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.

N/A

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x293 School Name: renaissance high school

Cluster: 04 Network: 402

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

Part A: Needs Assessment Findings

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

Most of our translations are for Spanish speaking households with a few Albanian speaking. We do translations in house. Letters sent home are also translated. All information is gathered from ATS home language report.

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.

Most of the translations needed are for spanish speaking households. The need for translation is based on the ATS report and also through individual conferences held with parents.

Part B: Strategies and Activities

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

All translations, whether written or oral, are conducted in house. We translate all letters sent home and also offer translation during meetings taken place in school

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.

Our staff members are capable of oral translation in house for Spanish speakers and we are also able to get Albanian translators as well during in house meetings.

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

Signs are posted throughout the school indicating translation services for parents. parents bill of rights is also given out during the first parent association meeting of the school year.