

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**05M285**

**School Name:**

**HARLEM RENAISSANCE HIGH SCHOOL**

**Principal:**

**NADAV ZEIMER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 05M285  
School Type: Transfer School Grades Served: 9-12  
School Address: 22 East 128<sup>th</sup> Street  
Phone Number: 212-996-3795 Fax: 212-996-4354  
School Contact Person: Nadav Zeimer Email Address: nzeimer@schools.nyc.gov  
Principal: Nadav Zeimer  
UFT Chapter Leader: Frank DiMaggio  
Parents' Association President: Latesha Mayes  
SLT Chairperson: Onida Cruz  
Student Representative(s): Zara Spivey, Walid Ibrahim

**District Information**

District: 05 Superintendent: LASHAWN ROBINSON  
Superintendent's Office Address: 131 Livingston Street, Brooklyn, New York 11201  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 917-822-2281 Fax: 718-778-7385

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 403 Network Leader: Nathan Dudley

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nadav Zeimer	*Principal or Designee	
Frank DiMaggio	*UFT Chapter Leader or Designee	
Latesha Mayes	*PA/PTA President or Designated Co-President	
Earl Gray	DC 37 Representative, if applicable	
Zara Spivey, Walid Ibrahim	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michael Lopez	CBO Representative, if applicable	
Sandra Knight	Member/ Parent – Secretary	
Shamica Richardson	Member/ Parent	
Angela Mumford	Member/ Parent	
Luereatha Perkins	Member/ Parent	
Valerie Clark	Member/ Parent	
Onida Cruz	Member/ Teacher – Chair	
Zena Wouadjou	Member/ Teacher	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our motto is "Rebuild. Renew. Restore." We positively impact how young adults in Harlem and the South Bronx see their future by listening to them as their future potential, removing barriers to their full self-expression in academic and professional settings.

Our core belief is that learning happens through how we listen and respond, rather than what we say. Teachers and other staff members are all seen as the leaders in our building. Administration serves our leaders by managing their promises in the form of time-bound deliverables with interim progress benchmarks. When interacting with students we maintain adult-adult relationships rather than adult-child relationships. We believe in holistic discipline which includes nurturing the whole student (not just the brain but the entire human being) as well as including the whole school, not just the discipline team or teachers or guidance.

Classroom units of instruction build toward culminating assignments with a particular focus on student voice, and peer revision. This year our teachers defined the following instructional foci:

6. Students respond to questions for understanding, for discussion, and for evidence with the teacher controlling no more than the first of these
7. A purpose for each lesson including a quality AIM or measurable OBJECTIVE
8. All students can articulate the culminating task for the unit and the related expectations

Our focus on student voice and listening from the future starts during orientation when students create their first video, introducing themselves to the community based on their future goals. Student voice is encouraged throughout each of their classroom experiences, and culminates with graduation when students create a final video about their own personal academic renaissance.

The school faces significant challenges in students believing in themselves as scholars. That manifests in low homework completion, tardiness and attendance issues. Since last year we have implemented some effective strategies to set a clear academic culture such as a school uniform (polo shirt) as well as more aggressive intervention with electronic devices in classrooms. Both of these initiatives have had important results including drastic decrease in bathroom pass usage and an increased sense of pride in students who do see themselves as scholars. Student groups are creating safe spaces to read a book during lunch, reading clubs, and monthly literacy celebrations. These initiatives found significantly less involvement in previous years that we are seeing this year where we have reached a tipping point in scholarly student culture.

We partner with a variety of Community Based Organizations (CBOs) to further enrich ties between our students and the wider New York City community. The **New York City Mission Society** oversees our Learning to Work program, which provides job training, paid internships, career workshops, college preparation, and college trips for our students. **Hunter College Liberty Partnership Program** provides a social worker, a garden coordinator, social work interns as well as tutoring and college access resources. **Street Corner Resources** coordinates our "I Am Peace" Recording Studio and helps us raise capital funding for improvements to our facilities. We also work with a number of partners to support our student-driven elective classes including **TriBeCa Film Institute**, **College Confident**, **The Morningside Center for Social Responsibility**, **Youth Leaders for College Access**, **Student Voice Collaborative**, **Mount Sinai Adolescent Health**, **Yoga Within Reach**, and **Sprout by Design**. Finally we are in our third year of work with the **Transfer School Common Core Initiative** which brings an instructional coach and an operations consultant in to work directly with teachers to implement Common Core Learning Standards.



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> <li>▪ 2013-14 Quality Review stated: “All staff members review student work against agreed-upon and established proficiency rubrics” – this was true for all core departments except for mathematics (this was the case for a number of our identified strengths)</li> <li>▪ With the closing of the Integrated Algebra Regents, and having piloted the Common Core Algebra exam, we see clearly a need to focus on mathematics this year for our 125 overaged, under credited students who still need this exam to achieve graduation (62% of our non-LTA population)</li> <li>▪ Reviewing observations data from previous year, mathematics department MOTP ratings were lower than other core subjects</li> <li>▪ Reviewing Regents scores for the past three years, Integrated Algebra scores are consistently the lowest or second lowest among all exams</li> <li>▪ ELA and Mathematics are the core subjects which leverage improvements in social studies and science</li> <li>▪ ELA and Mathematics Common Core standards and exams are being rolled out ahead of other departments</li> <li>▪ The ELA department spent two years participating in an advance common core team training while the mathematics department has had no such support</li> <li>▪ Meetings with the Mathematics department confirmed their own request for additional support in the transition to Common Core instructional planning and implementation</li> <li>▪ All mathematics teachers selected Common Core Curriculum design from the menu of options for their C6 assignment</li> </ul>	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
The mathematics team will participate in and document one “Lesson Study” cycle per trimester where they collaboratively plan a Common Core Aligned lesson focused on mathematical habits of mind, observe the lessons being taught with a focus on what students are doing, and analyze resulting student work collaboratively. The specific result will be three packets documenting these three cycles with lesson planning, observation, and student work artifacts.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> </ol>			

4. Activities that address the Capacity Framework element of Trust			
Work with reDesign mathematics coach to help integrate mathematics Habits of Mind into student practice in mathematics classrooms	Students who have not passed Integrated Algebra Regents	September 2, 2014 through June 26, 2015	Brianna LaFoon, Onida Cruz
Work with Eskolta consultant to define mathematics Habits of Mind and select one habit to focus on. Conduct three rounds of "Lesson Study"	Mathematics Teachers	Round 1: September 4 – December 1, Round 2: December 2, 2014 – March 20, 2015, Round 3: March 17, 2015 – June 15, 2015	Emily Kleinman, Brianna LaFoon, Onida Cruz, Nadav Zeimer
Work with Ms. Shlyamberg and Mr. Cordero to address needs of IEP and ELL students, coordinating pull out and after school supports.	Mathematics Teachers	October 2014	Zeimer, Edwards, Cordero, Shlyamberg, Baslaw, Related services team, Perez
Link observations to feedback on implementing mathematics Habits of Mind and share habits of mind at parent events.	Mathematics Teachers	February 2015 – May 2015	Nadav Zeimer

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Weekly 90 Minute Professional Development sessions dedicated to the math team to work on "Lesson Study" work
- Time for Mock Regents at the start of Trimester 2
- Resources to participate in Transfer School Common Core Initiative
- Support creating posters and other classroom materials related to Habits of Mind
- Other schools to visit who have implemented this type of approach previously

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

TL Blueprint Assistance, TL Citywide Instructional Expectations

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- The first benchmark is the debrief from the first “Lesson Study” - November 12, 2014
- The Habits of Mind will be defined and created as a poster that can be posted in classrooms by December 1 – reviewing this document and preparing posters will be the second benchmark;
- The third benchmark will be the debrief from the second “Lesson Study”
- The fourth benchmark will be after the first round of observations after Habits of Mind have been implemented – March 10, 2015
- The fifth benchmark will be the debrief of the last “Lesson Study” – May 2015
- The sixth benchmark will be end of year conferences with each mathematics teacher to debrief results in May-June, 2015

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> <li>▪ 2013-14 school survey report: 95% of students responded “there is an adult whom I trust and can go to for help with a problem” which data shows is a key indicator of school impact on student engagement</li> <li>▪ School strength: unified discipline and social work team, which ensures supportive school environment and supportive discipline. School must continue integration of discipline and social work teams to better meet student needs</li> <li>▪ Alternatives to Suspension program that resulted in a 70% drop in out-of-school suspensions in 2 years. 131 students provided with supportive Alternative interventions in 2013-14</li> <li>▪ Continuation of in-school, supportive interventions in place of out-of-school suspensions produces environment in which students feel safer and more equipped to focus on academic work</li> <li>▪ In weekly meetings with the principal, school aides and the arrival team shared that a key area of concern should be students who arrive late as they can bypass the arrival team process we have in place. Bypassing this process may lead to potential conflicts and violations of school policy, and lower credit accumulation numbers</li> <li>▪ In meetings with staff about the program, a need for preventative interventions to support students written up for low-level behavioral infractions was identified as well as follow up with the referring teacher after interventions have been attempted. Additionally, a need to refer to social worker in Alternatives to Suspension and/or other social workers in building students who have displayed a sudden change in behavior (sudden withdrawal and/or absences)</li> <li>▪ 2013-14 78% fewer out-of-school suspensions; individual student gains aligned to their behavior intervention plans (eg eliminating write-ups for having head down during class for a student who had numerous write-ups for this infraction)</li> <li>▪ 2013-14 students receiving behavior interventions based on the weekly tracking of behavior points showed an average of 14.9 days greater attendance between September and February over students who had not received interventions (those with poor attendance but without behavior incidents)</li> <li>▪ 2013-14 197% increase in hours of tutoring attended by students with HCLPP; 234% increase in case management hours logged by HCLPP social work team</li> <li>▪ 2013-14 535% increase in mentoring hours logged by HCLPP team</li> <li>▪ 2013-14 116% increase in socio-emotional referrals by HCLPP team</li> </ul>	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
<ul style="list-style-type: none"> <li>▪ Expand current Alternatives to Suspension program to better address early-indicator incidents (particularly low-level incidents), and decrease by at least 10% in second half of year compared with first half of year of students who arrive more than 1 hour late to school as indicated in CAASS.</li> </ul>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			
Strengthen our alternatives to suspension program which serves students who are not engaged with the school community by moving the program into the dean suite on the fifth floor (out of the LPP social work suite), expand response to low level incidents.	Alternatives to Suspension	Sept 2014 – June 2015	Nadav Zeimer, Janelle Stanley
Weekly meetings with school dean and social work staff to ensure discipline in school is maximally supportive for students with particular focus on ELL and SWD to ensure differentiated interventions to address their needs which can be at the heart of behavior issues	Discipline team, social worker, ELLs, SWD	Sept 2014 – June 2015	Nadav Zeimer, Earl Gray, IEP team, ELL team, Janelle Stanley
Weekly meetings of guidance team (social workers, guidance counselors, special education instructors, CBOs) to ensure school-wide culture and discipline is supported by all staff in line with student needs.	Guidance team	Sept 2014 – June 2015	Nadav Zeimer, Janelle Stanley, CBOs, Andre Perez, IEP Teachers
Administration and social work staff to meet individually with students and parents of students who arrive late more than 2x per week	Students, parents	January 2015 – June 2015	Nadav Zeimer, Janelle Stanley, CBO social workers and support

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- LCSW or Licensed Psychologist to provide clinical supervision for LMSW school social worker.
- Weekly meeting times for key players
- Continuation of TL Blueprint Assistance for ONE MORE YEAR to ensure this program survives until an upcoming funding solution arrives in Summer 2016
- Anecdotal logs by teachers / Skedula support for monitoring
- LTW and LPP social work support teams
- CFN403 Attendance teacher support
- Arrival team support for integrating new procedure for late arrivals

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- TL Blueprint Assistance
- AIDP Attendance Shared for home visits and outreach to most at risk students
- TL Data Specialist

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> <li>▪ At least 70 students participating in preventative interventions or in Alternatives to out-of-school suspensions by February 2015</li> <li>▪ Student lateness initiative: March 15, 2015. At least 5% increase in on-time arrivals vs. September - December</li> </ul>				
<b>Part 6b. Complete in February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 2013-14 Quality Review had only one rating that was not Well Developed: 1.1 - “Ensure engaging, rigorous, and coherent curricula in all subjects...” Specific feedback stated “the strategic integration of planned student activities and tasks to include increased Depth of Knowledge (DOK) questions to raise student levels of thinking from content knowledge to analysis across all classrooms is limited”
- Observations/Advance: within each department we found significant differences in observation reports regarding each teachers’ areas of strength and areas for improvement indicating potential for teachers to share promising practices to improve each others’ skillsets
- A pilot of formal instructional rounds in Spring 2014 was well received by teachers as an important practice for their professional growth
- With the new UFT contract our longstanding system of collaborative inquiry teams (which included peer visitation) was voted down by UFT members. This resulted in a much more complex set of professional assignments, not all of which would yield teachers visiting each other’s classrooms, however teachers expressed a desire to keep the “instructional rounds” element of the old system but to make it departmental
- 2011-12 and 2012-13 End of Year teacher feedback about professional development suggested that department-specific meetings would be a more effective use of professional development time and that collaborative work aligned to CCLS would provide a clear objective for these meetings
- This is the second year that professional development has taken place by department, and departments expressed difficulties in finding ways to visit each other’s classrooms to follow up on work done during their meetings
- In end-of-year conferences with teachers, nearly half of teachers mentioned pride for our learning environment that came from their frequent visits to each other’s classrooms as well as concern that the new SBO vote did not include that for all teachers
- School community belief that effective teacher-teacher professional development is a critical element in implementing the Danielson Framework for Teaching
- 2013 Learning Environment Survey showed that 100% of teachers agreed or strongly agreed that “school leaders provide time for collaboration among teachers” indicating a great strength that we can build off of and confirmation that the importance of teacher-teacher support is shared throughout the community
- Student government meetings with the principal specifically mentioned in two meetings the impact of seeing teachers visit each other with clipboards as an important message that the staff are serious about their own learning and as a key source of transforming the culture of our academic community
- 2012 Quality Review stated that the school needs to “strengthen teacher pedagogy across the school to reflect the school's set of shared beliefs about how students learn best so that instruction is cognitively engaging and meets the needs of all learners”
- November 4, 2014 teacher feedback from professional development showed 89% of teachers selected “Agree” or “Strongly Agree” that the classroom vision activity helped them identify priorities for professional growth and the discussion of this activity focused on the instructional foci selected the previous spring
- As a transfer school all of our students are part of an at risk subgroup. Therefore the feedback discussions among teachers following instructional rounds will require discussion of particular subgroups present in the observed lesson. to share their expertise with colleagues.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Each department will conduct two “Instructional Rounds” each trimester led by our lead teacher. The specific, measurable, result will be a binder documenting the visits including a promising practices chart which administration will use to set next steps of collaborative visits in at least five observations by June 2015.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Lead teacher will meet with departments, CFN403 coach, and administration at the start of each trimester to plan for the calendar of visits for the upcoming trimester. These collaborative efforts will ensure that promising practices are shared across the school and that all staff learn from each other as to how best to support individual subgroups as well as specific students. Participation / feedback from the IEP staff will give these key players an important role in the instructional rounds and an important platform</p>	<p>Teachers</p>	<p>Round 1: September 17; Round 2: December 15, Round 3: March 24</p>	<p>Anne Palacci, Nadav Zeimer, Bill Dugan, Ahmed Edwards, IEP and ELL Specialists</p>
<p>Lead teacher will conduct instructional rounds with each department, gathering promising practices and ensuring that some practices relate to working with SWD and ELL populations.</p>	<p>Teachers</p>	<p>Round 1: September 4 – December 1, Round 2: December 2, 2014 – March 20, 2015, Round 3: March 17, 2015 – June 15, 2015</p>	<p>Anne Palacci, Bill Dugan, Nadav Zeimer, Ahmed Edwards</p>
<p>Lead teacher will submit “promising practices” and other documentation from the visits to principal; these practices will be shared at parent events.</p>	<p>Lead Teacher</p>	<p>Round 1: September 17; Round 2: December 15, Round 3: March 24</p>	<p>Anne Palacci, Nadav Zeimer, Iris Fields</p>
<p>End of year teacher survey will evaluate the effectiveness of the program with particular questions regarding impact on SWD and ELL</p>	<p>Teachers</p>	<p>June 26, 2015</p>	<p>Nadav Zeimer, Anne Palacci</p>

populations.			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Period Coverages
- Department PD times
- Planning meetings with lead teacher and other key instructional leaders
- Scheduled time for visits and debriefs
- Supplies such as clipboards
- Support from network coach

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

TL Citywide Instructional Expectations  
 TL Blueprint Assistance

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- September 2, September 3, November 4 professional development sessions explore Instructional Foci and allow departments to work towards defining PD plans, and discuss common vision for their classrooms. December 1 and March 17 deadlines for revised drafts of PD plans. Weekly instructional leads meetings review progress
- Ongoing – in lead teacher meetings with the principal, the lead teacher will share progress and receive coaching
- By December 19, 2014 the first round of documentation will be submitted to the principal for review
- By February 20, 2015: Mid-way through this program (after all departments have completed three rounds of visits) administration will meet with lead teacher and department instructional leads to discuss the impact of the program to date – we will review the promising practices and discuss challenges faced and adjustments to be implemented

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |
- Importance of addressing Citywide Instructional Expectations in a holistic fashion – knowing our students; focusing on instructional outcomes, and collaborating as professionals around key data. Credit accumulation is a good measure of these efforts, in aggregate
  - June 2014 SBO vote approved use of teacher professional time in such a way as to allow for teachers to support students in small group instruction during student lunch periods
  - 2013-14 inquiry team work and teacher debriefs of the inquiry process recommended instructional foci and our focus on credit accumulation as a benchmark to track over the year
  - Ongoing discussion at cabinet meetings about measuring social work and guidance interventions with credit accumulation – AP Edwards repeatedly stated: “given that we are a school these support services should impact credit accumulation or Regents pass rates”
  - Historically students pass on average 2.8 classes per term – pushing students to be able to handle more classes successfully will build the skills students require to be successful in college
  - 2011-2012 Progress Report score was an “A” overall, but we received a “D” in college-career readiness
  - Students participating in ‘College NOW’ routinely fail to complete these courses suggesting that allowing students to pass only a few classes leaves them untrained with regards to time management or organizational skills for college level work
  - 2013-14 Learning Environment Survey: only 14% of teachers indicated that “students read grade-appropriate texts” often indicating that one source for low credit accumulation may be literacy challenges
  - 2012 Progress Report awarded the school an “A” grade overall, but a “C” for Student Performance which is a measure of student 6-year graduation rate for those students eligible to graduate

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
8-point increase in the percentage of non-LTA students earning more than an average of three credits per term when comparing the 2014-15 Trimester 3 to 2014-15 Trimester 2.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).	<b>Target Group(s)</b> Who will be targeted?	<b>Timeline</b> What is the start and end date?	<b>Key Personnel</b> Who is responsible for implementing and overseeing the activity/strategy?
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27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Our Lead teacher is being trained in “Really Great Reading” a phonics program that has been shown to be effective with overage under-credited populations. In addition, ELA teachers took on literacy programs for their professional assignments including a school-wide literacy program and an ipad independent reading program	Students struggling with reading	Training, December 9, First class starts March 17, Other schoolwide reading initiatives monthly	Zena Wouaduou, Raqnel Porter, Anne Palacci
Creation of a new credit accumulation tracking board in front of the principal’s office, weekly meetings to update and review the current projected credit accumulation based on weekly grades. This board is shared with families when they visit and progress reports are sent home weekly to update families on progress.  This system will coordinate CBO resources with teaching staff to more effectively assess college readiness. Utilize CBO college prep workshops and college fairs to better match students with colleges that will draw on their existing strengths and support them in areas of challenge	All students, by projected graduation date	Board built August 2014, updated weekly	Nadav Zeimer, CBO staff, Social work and Guidance team
The principal prepares a weekly report indicating credit accumulation projections for each student and Guidance team uses that report to track the impact of their interventions each week. Students who are performing worse than their own credit accumulation history are contacted on a weekly basis and if they have internships with Learning to Work their hours are cut while their grades are not at least meeting their historical performance. When any student is flagged, parental outreach is a first step in our intervention process.	Students performing lower than their historical trends	Weekly on Mondays	Nadav Zeimer, CBO staff, Social work and Guidance team, Iris Fields
ELL students are supported in PM and Saturday academies Special Education team supports IEP students according to their individual needs, focusing on one-on-one or small group pull out or SETSS programs; alternatives to suspensions program engages students who are not accumulating credits and supports them one-on-one to identify potential barriers to learning as the source for negative behavior	Special needs or high risk subgroups	Ongoing, Tuesdays, Thursdays, Saturdays	Bilingual teachers, IEP teachers, Janelle Stanley

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>▪ “Really Great Reading” Training</li> <li>▪ Weekly meetings</li> <li>▪ Data reports from weekly progress reports to update credit accumulation scoreboard weekly</li> <li>▪ Giant magnetic whiteboard</li> <li>▪ Weekly progress reports and relevant reports from SIS</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>TL Data Specialist</li> </ul>									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

- By December 1 plan and schedule linguistics and math habits courses
- Each week the credit accumulation tracking scoreboard will indicate each student's performance the previous week, their performance for the term, as well as the school-wide average credit accumulation for the week and for the term, to date
- Each week students will receive Progress Report
- Weekly meetings with guidance staff will review the weekly results and set actions steps with individual students to impact credit accumulation
- Weekly meeting with administration will also review results to date and set actions for weekly credit accumulation targets based on weekly progress reports
- Each month students will be brought together with their projected graduating class to discuss academic habits
- Trimester 3 we will schedule a linguistics class as well as a mathematics habits class as electives two support literacy and numeracy strategies.
- Mid-term each trimester (October 2014, February 2015, April 2015) students whose term averages indicate a decrease in credit accumulation relative to historical performance will be contacted. In particular ELL families will be invited to curriculum nights where teachers and translators help families understand specific actions they can take to support their students' academic success
- March 2015, after close of Trimester 2 we will calculate the required Trimester 3 credit accumulation target to meet our annual 10% goal

**Part 6b. Complete in February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |
- 
- |   |
|---|
| <ul style="list-style-type: none"> <li>▪ Learning Environment Survey 100% of surveyed parents were satisfied with their “opportunities to be involved in your child’s education;” given the low participation in parent-teacher conferences this suggests that the families are not accustomed to high levels of school engagement, a significant opportunity for growth and expanded support for our students</li> <li>▪ SLT members agreed that parent-teacher conferences are a critical time for parents to engage in their students’ education, particularly with respect to establishing a plan for student graduation</li> <li>▪ SLT calculated that if every student who was scheduled to graduate (n=86 at time of calculation) was able to attend parent-teacher conferences annual involvement goals would be met (this was for 2013-14)</li> <li>▪ Most at risk students were shown to have the lowest family participation at parent-teacher conferences – this subgroup impacts the school’s progress report grade and understanding the nature of these students’ home environment provides the school bases support team with critical information to differentiate critical social-emotional support for each student</li> <li>▪ Teachers agreed that increased participation in parent-teacher conferences would support their academic objectives, particularly with respect to supporting students barriers to graduation</li> <li>▪ Teachers agreed that increased participation in parent-teacher conferences would create a breakthrough opportunity for establishing action plans for students scheduled to graduate this year</li> <li>▪ Students in student government agreed that parent-teacher conferences are an important time for parents and students to have important conversations about their goals and barriers to learning</li> <li>▪ In 2011-2012 at least two parents participating in each parent-teacher conference agreed to have their student evaluated for special education services as a result of conversations with teachers and administration which in turn resulted in improved performance for those students</li> </ul> |
|---|

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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Increase parental involvement for (20) non-IEP students with less than 50% attendance or less than (3) credits accumulated per trimester for the 2013-14 Trimester 2. Each parent/guardian will visit the school at least (2) times between January 2015 and June 2015. Create one parent event per trimester for ELL families in particular to build trust in our relationship with them
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
Use teacher parent engagement time to assign call lists in advance of parent-teacher conferences – teachers use these lists of no more than 13 families to reach out and confirm participation, and to follow up the week of each event.	Students passing fewer than three classes	Six weeks before each parent-teacher conference date	All UFT members
Schedule individual parent conferences for select group of students, particularly SWD and ELL populations.	Students who are not passing at least 3 classes and whose parents do not attend parent-teacher conferences	Immediately after parent-teacher conferences and mid-term each trimester	Iris Fields
Schedule mid-term ELL parent events per Title III plan which will include introductions to mathematical habits of mind, new school initiatives, and strategies for supporting students in homework completion.	ELL Students	February 9, April 27	Phil Cordero, SLT members
SLT to organize community event	All families	TBD	Onida Cruz

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>▪ Resources for Parent events</li> <li>▪ Teacher call lists created and distributed</li> <li>▪ Schedule to follow up for individual students.</li> <li>▪ Data to identify which students to schedule for individual conferences</li> <li>▪ SLT meetings</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>▪ TL Parent Coordinator HS for our parent coordinator salary</li> <li>▪ TL Parent Coordinator OTPS HS for mailings, handbook printing, event materials</li> <li>▪ TL Blueprint Assistance HS for leadership training for parent leaders and SLT members</li> <li>▪ Title I SWP Translation Services for translation of key documents for parent-teacher conferences</li> </ul>									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

- During the fifth week of each trimester a list will be compiled of students to schedule meetings
- At the end of each trimester we will review logs of parent outreach and visits to determine impact of the program
- A month before each parent-teacher conference event the PA, SLT, and student government will convene to plan individualized outreach and invitation confirmations to each parent in the school
- The week of parent-teacher conferences will include a daily schedule to call homes and confirm attendance alongside automated calls to all homes

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Transcript review, Weekly progress report review, Individual Guidance Counseling session. Students who have failed ELA more than once or the ELA Regents <55 will be included.	PM School, remedial reading class, LPP tutor, “Really Great Reading” method	Small group, one-one, tutoring	After school, during school lunch
<b>Mathematics</b>	Transcript review, Weekly progress report review, Individual Guidance Counseling session. Students who have failed more than one math class or have scored <55 on math Regents to be included.	Mathematics habits elective, LPP Tutor, Saturday School	Small group, one-one, tutoring	Saturday, during the school day, during lunch
<b>Science</b>	Transcript review, Weekly progress report review, Individual Guidance Counseling session. Students who have failed science more than one time or scored <55 on Regents to be included.	Teacher office hours	Small group, one-to-one	Monday, Thursday during student lunch
<b>Social Studies</b>	Transcript review, Weekly progress report review, Individual Guidance Counseling session. Students who have failed Global or US classes more than	Saturday School class, LPP Tutor, PM School	Small group, one-one, tutoring	After School, Saturday School

	one time or scored <55 on Regents to be included.			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Transcript review, Weekly progress report review, Individual Guidance Counseling session	Counseling sessions, LPP/LTW (CBO) support staff, psycho-social supports	Small group, one-one, external referrals to partner hospital programs	During the school day, after school, Saturday, at time of any crisis

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.
<p>All new hires are screened by a teacher-led hiring committee which includes a required demonstration lesson in front of our students. Students and teachers debrief these demonstration lessons to inform hiring decisions.</p> <p>Significant PR efforts including our community EXPO events, weekly appearances on WHCR radio, our school website which has a strong online presence with music and videos produced by our students help the community know about our school and help bring larger numbers of applicants to us.</p> <p>Specific language has been crafted by teachers and administration for posting positions making clear our community expectations for teachers. These expectations include our summer retreat, weekly meetings, teacher-driven inquiry work, unit planning, and the demands of working with a transfer school population.</p> <p>The school includes a significant number of former New York City Teaching Fellows, including the principal, and our unique relationship with that office helps us recruit the best new teachers.</p> <p>A strong relationship with our UFT district representative helps us identify highly qualified and experienced candidates for open positions.</p> <p>When we attend any hiring fair we bring our school banners, video projection highlighting videos of our teachers in action, and our brochures which result in our booth always standing out in a singular way among all represented schools.</p> <p>New teachers are supported with a colleague-mentor as well as by weekly meetings with administration and an open door policy to address issues as they arise.</p> <p>A detailed staff handbook helps orient new staff to our community norms. Additionally, we hold weekly meetings, monthly meetings and daily morning meetings to help new teachers get Just In Time support for their work by colleagues of the same department, and the same phase. New staff are also supported by a small professional assignment team which meets at least three times each day.</p> <p>A secure online staff website provides up-to-date resources for teachers, school event calendars, links to key websites and other important supports (lesson plans, citywide instructional expectations, inquiry templates, etc.).</p> <p>External consultants are hired as needed for individual departments and at times a consultant has been brought in just to support new teachers.</p> <p>Regular staff "circles" and retreats provide an opportunity for extended, in-depth conversations among faculty members.</p>

## **2b. 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).

In order to facilitate building knowledge within disciplines, our professional development has three components:

- (a) small group professional assignments;
- (b) weekly departmental planning time;
- (c) online resources.

Note that these three elements are related in the following ways:

Many professional assignments are focused on exploring formative assessment strategies, creating a natural link between (a) and (b).

The most successful formative assessments in (b) allow students to self-assess which creates the need post rubrics and other resources online for students to easily access.

### **Detailed narrative of each component**

(a) Each trimester each teacher (school-wide) will submit an “professional assignment” according to a schedule of time-bound deliverables, completed during teacher C6/professional time (as per spring 2014 SBO vote):

(b) Each Wednesday teachers will meet by department to compile and analyze a single formative assessment from that week, gauging a specific CCLS-aligned sub-skill, and arriving at interventions to increase student outcomes on the performance task. Such data driven planning deepens teachers’ authentic use of formative assessment data. While the small group projects (a) will represent one initiative per trimester, the collection and analysis of formative assessment data will take place each week, across all units.

(c) The third major structure being adopted this year addresses students’ academic and personal skills relative to the more challenging CCLS-aligned performance tasks. As a transfer school many students have inconsistent attendance and poor management of handouts previously distributed. These realities disrupt classrooms as students arrive and struggle to get on track with project-based work or ask for additional copies of rubrics or task paperwork. By being able to access classroom resources online, students will be directed to reference these resources, leaving the teacher free to answer content-specific questions. This also will prevent teachers from being distracted by previously absent students in the first fifteen minutes of class. This intentional transition from “hand holding” to “handing over” responsibility to students to monitor and assess their own learning is also a vital skill for college and professional life and will raise the bar in student performance on the CCLS-aligned performance tasks.

These efforts will be coordinated and integrated with other supports including the CFN, reDesign coaches and Eskolta consultants from the TSCCI initiative to ensure that we:

- Coordinate and collaborate with the Project’s administrative leads (Principal, AP, and/or Program Director)
- Track progress towards meeting the projects’ goals
- Share the project, and progress towards meeting the goals with the larger school community

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

### **3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

The School Local Measures Committee is responsible for making recommendations to the principal about the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The teacher body unanimously selected the members of the School Local Measures Committee which met in the summer before the start of the school year and during the first weeks of the school year to propose and finalize a plan for the academic year. The principal adopted all of the committee’s recommendations. Teacher teams have since taken responsibility for implementing the recommendations agreed to at the start of the school year.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$121,005	X	9, 17
Title I School Improvement	Federal			

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	17, 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,717,486	X	9, 12, 15, 17, 20

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

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

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office
- will give teachers daily opportunities to make phone calls home to communicate with parents in a regular and easy manner
- develop appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students
- conduct parent workshops with topics that may include: graduation requirements, the college application process, post-secondary career planning, and financial aid
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about community issues and employment opportunities
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- holding student-parent-administration orientations during which the student/parent handbook will be discussed as it relates to the individual child's achievement. Specifically, those orientations will be held in August, September, and October of 2014 and March 2015
- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee

#### **School-Parent Compact (SPC)**

**Harlem Renaissance High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in

activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School's Responsibilities**

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:

- Provide high quality curriculum and instruction by training teachers in methodologies designed to increase the rate and degree of student learning.
- Provide a supportive and effective learning environment where all students have the opportunity to learn at their highest potential.

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

- Conducting two Fall 2014 Parent-Teacher Conferences and one Spring 2015 Parent-Teacher conference.
- Holding 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.
- Holding student-parent-administration orientations during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those orientations will be held in August, September, and October of 2014 and March 2015 as well as individual parent conferences as needed.
- Providing parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
  - Weekly progress reports distributed every Friday.
  - Teacher progress reports sent home as needed.
  - Automated messaging calls to inform parents of attendance issues and school events.
- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.
- Provide Parent Workshops which include various topics that are related to student achievement and progress.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 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 practically possible.

**Provide parents reasonable access to staff:**

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents.
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

## II. Parent/Guardian Responsibilities:

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

- Provide accurate and up to date telephone numbers/home address.
- Monitor attendance daily.
- Promoting positive use of my child's extracurricular time by encouraging them to participate in PM and Saturday school.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, email or regular mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, or other policy groups.

## III. Student Responsibilities

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

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Follow the school rules and be responsible for my actions.
- Show respect for myself, other people and property.
- Try to resolve disagreements or conflicts peacefully
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Harlem Renaissance High School (Principal or Designee) \_\_\_\_\_

Parent(s) \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: Harlem Renaissance High School	DBN: 05M285
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: As of October 15, 2015 English Language Learners (ELL's) comprised 15% of the total student population at Harlem Renaissance High School (HRHS). Based on the 2014 NYSESLAT scores, beginning learners currently comprise 6% of the ELL population while intermediate learners make up 35% and advanced learners 32%. Currently, 26% of the ELL's at HRHS did not take the 2014 NYSESLAT.

To support ELL's, Harlem Renaissance High School will offer self-contained supplemental English Language Arts, and U.S. History classes that focus on enriching language development by supporting content knowledge taught in an after school program. Instruction will be primarily in English and support ESL methodologies contained in the NYS Standards. It will consist of one Spanish speaking bilingual pedagogue to support English language development and one certified pedagogue. The first afterschool session will begin in October 2014 and will extend through January 2015. The second session will begin in February 2015 and extend through May 2016.

Additionally, Harlem Renaissance High School will offer a Saturday Academy from 9:00 AM to 1:00 PM from October 2014 through January 2015 and from February 2015 through May 2016. These classes will follow the same monthly timetables mentioned above and will serve predominately Spanish speaking ELL's in grades 9 – 12. Similar to the afterschool program mentioned above, instruction will be delivered primarily in English and support the ESL methodologies contained in the NYS standards.

For both supplemental programs, classes will be grouped heterogeneously to allow beginners the advantages of working with students who more closely resemble native speakers and allow for more advanced learners to scaffold and experiment with language and content knowledge in a setting with low student-teacher ratio. Depending on the content and the levels of the students, group-work may be conducted in homogeneous or heterogeneous pairs. Additionally, ELL's will be provided with support, materials and resources such as English language glossaries and bi-lingual dictionaries to assist with successful English language and content area acquisition. ELLs with IEPs much of the instruction will be strengthened and supplement their instruction based on their Individualized Educational Plans (IEP's). Class instruction will be differentiated for learner needs as they present themselves. English Instructors will use a variety of visual aids and phonics based systems when appropriate. Content area instructors will collaborate with the bilingual instructor and staff to create meaningful lessons that take

## Part B: Direct Instruction Supplemental Program Information

into account the first language and culture of each student.

**Schedule and Duration:** The after school classes focusing on content areas in both the NYS Common Core and Regents examinations will be held Tuesday and Thursday from October 28, 2014 through January 27th 2015 from 3:15 to 5:15. Saturday Academy inclusion classes will be offered from October 25, 2014 through February 14, 2015 from 9:00 AM to 1:00 PM and focus on proficiency in Global History. All supplemental classes, including afterschool and Saturday Academy will meet the minimum New York State instructional hours allowable for students to be able to earn one academic credit per class and will be offered again during the 2015-2016 academic year. Exact dates and content areas of the 2015-2016 offerings are still to be determined.

**Topics to be covered:** Current data suggests that many English Language Learners at HRHS struggle to achieve passing scores on the Regents examinations required for graduation and a NYS Regents Diploma. As of October 15, 2014, the average scores on these exams for the 31 ELL's at HRHS also suggest continued struggles with language proficiency for English Language Learners, more significantly with regents exams that require students to demonstrate an extensive amount of listening, reading comprehension and writing skills. As evidence, average scores on the Integrated Algebra Regents for ELL's currently at HRHS is 64.2% while average scores for the ELA Regents, Global Studies and U.S. History regents examinations were 53.5%, 57.4% and 60.2% respectively. Therefore, classes will instruct English language learning through core content areas (English Language Arts, Social Studies and Mathematics). Pedagogues will focus on language and content learning strategies in the classroom. In addition, students will intermittently travel on field trips to museums, city parks and other academically enhancing destinations to help reinforce classroom instruction and language acquisition.

There will be two certified ESL teachers and a content area teacher working the program.

**Parent Notification:** Parent notification of after school and Saturday programs will be managed in conjunction with a licensed pedagogue, parent coordinator, translators and other bilingual school staff members in the parents native language and will utilize the Department of Education's Language and Interpretation Unit for assistance with translation services and correspondence.

## Part C: Professional Development

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

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

Begin description here:

Harlem Renaissance High School will provide professional development to all instructional pedagogues

### Part C: Professional Development

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

Currently, two pedagogues are being trained on December 8-9, 2014 to deliver the "Really Great Reading Blitz" program ([reallygreatreading.com](http://reallygreatreading.com)) to ELL's which helps students strengthen their decoding and comprehension skills in English. In addition, HRHS is currently implementing "Lightsail" literacy solution software ([lightsailed.com](http://lightsailed.com)) which supports differentiated independent reading practice and opportunities for struggling English Language Learners. The program allows pedagogues and students access to instant measurable data through in-text assessments utilizing a library of differentiated and leveled reading tailored to the students interests.

Currently, the "Lightsail" literacy program is being utilized in the supplementary afterschool ELA program to enhance literacy development for struggling ELL's and will continue to be utilized during the second installment of the afterschool program (February 2015 - May 2015) as well as in the 2015-2016 school calendar year.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Our bilingual guidance team including our school guidance counselor, parent coordinator, bilingual pedagogue and administrative aid maintains an ongoing relationship with ELL parents of Title III students as well as parents of ELL students not included in our Title III funding. This relationship includes but is not limited to updates from our weekly progress reports and "as needed" interventions and translation during conferences and interventions.

Translators are made available during all parent events and a Spanish-speaking parent is on the SLT advocating for our new ELL population's needs and giving feedback directly to the school Principal to ensure that ELL population needs are fully met within the schools instruction, tutoring sessions and

**Part D: Parental Engagement Activities**

school both on and offsite. As needed, administrators will also utilize the Language and Interpretation Unit of the Department of Education to assist them in communicating school events, workshops and essential services offered to ELL's and their parents at Harlem Renaissance High School.

In addition to the above mentioned services, on the Mondays of February 9, 2015 (midterm of trimester two) and April 27, 2015 (midterm of trimester three) from 6:00 PM to 7:30 PM, HRHS will be offering midterm curriculum reviews for parents of ELL's which focus specifically on:

1. Informing parents of ELL's on their performance in each of their classes.
2. Creating two break-out translated sessions with content teachers to help parents of ELL's understand the actions they can take to support their children in the classes in which they risk a failing grade.
3. Collaborations with the HRHS reading specialists to help parents understand the strategies their children are using as part of their "Really Great Reading" decoding program.

Our bilingual pedagogues will be assigned a list of no more than 12 students each to perform parent outreach during their contracted periods to invite and confirm parent participation in the events. Confirmed parents will also be contacted via telephone on the day of the event as a final reminder.

Administrators and staff at HRHS have strategically selected these particular mid-trimester conferences as a way to involve parents in their childrens education at the most critical time in each credit accumulation cycle. This outreach program will also be duplicated during the 2015-2016 school year for both parents of students under the Title III designation as well as parents of ELL's that are not classified as such.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>285</b>
School Name <b>Harlem Renaissance High School</b>		

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

Principal <b>Nadav Zeimer</b>	Assistant Principal <b>Ahmed Edwards</b>
Coach <b>type here</b>	Coach <b>N/A</b>
ESL Teacher <b>Camille Jones</b>	Guidance Counselor <b>Andri Perez</b>
Teacher/Subject Area <b>N/A</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Iris Field</b>
Related Service Provider <b>Sasha Shlyamber</b>	Other <b>Scott Baslaw</b>
Network Leader(Only if working with the LAP team) <b>Nathan Dudley</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>234</b>	Total number of ELLs	<b>45</b>	ELLs as share of total student population (%)	<b>19.23%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE										5	3	10	27	45
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	3	10	27	45

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	2
SIFE	9	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	37

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1	1		7		0	37			45

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	1	1	0	7	0	0	37	0	0	45
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
French														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	4	15	15	35
Chinese												5	5	10
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>20</b>	<b>20</b>	<b>45</b>								

## 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)										1	5	6	6	18
Intermediate(I)										0	6	5	6	17
Advanced (A)										0	3	3	4	10
Total	<b>0</b>	<b>1</b>	<b>14</b>	<b>14</b>	<b>16</b>	<b>45</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	45	0	12	0
Integrated Algebra	45	0	23	0
Geometry		0	0	0
Algebra 2/Trigonometry		0	0	0
Math _____		0	0	0
Biology		0	0	0
Chemistry		0	0	0
Earth Science		0	3	0
Living Environment		0	9	0
Physics	0	0	0	0
Global History and			14	0
Geography	0	0	0	0
US History and			7	
Foreign Language		0		0
Government	0			
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:**

- 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.  
Student enter Harlem renaissance High School with assessment already completed from their prior school.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:

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 [AMAOC tool](#))  
**The 2013 NYSESLAT combined modality sets analysis has not been release by SED as of 10/29/13**
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?

**Paste response to questions here:**
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?  
**Students are offered translated reading exams and notes if needed.**
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?

**Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
**Students progress on the N.Y.S regents exam**

## 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](#).)  
**Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family’s choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher conducts interviews with new enrollees. This informal interview is conducted in the native language of the parent in which they feel comfortable. We have several staff members that are fluent in Spanish and French. A translator is provided if needed. She will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.**
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.  
**To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor and our parent coordinator assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Going forward, our staff is maintaining documents and files to monitor trends of parental selection of**

Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, a transitional bilingual program is chosen by default. They parents will be informed of schools with those options. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

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 [\[see tool kit\]](#).)

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default. Information is maintained in the counselors office in student files. Parent surveys are distributed during PA meetings and mailed home.

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.

Because we always had less than 20 total ESL students in our school we have never had to create a bilingual program.

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.

The ESL Coordinator programs all ELLs for the exam in April. She coordinates a space with the Testing Coordinator, Phil Cordero. The test is administered over the course of 2 days with a third day built in for makeups. Any pull out students can take portions of the test during those times and push in students take the test during their push in periods. Students prepare for the test during ESL AIS or classtime. ATS reports are printed to determine students needing the NYSELAT. this process is followed by comparing with schedule.

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. 

One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. Outreach will be made through our parent coordinators and Esmeralda Cedano for our Spanish Speaking Parents.

# 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])?

Instructional Delivery Organizational Models: Harlem Renaissance High School implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas.

The primary goals of this program is as follows:

- To amplify the literacy and academic skills of ELLs who participate.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas. Freestanding English as a Second Language Program.

In the Freestanding ESL component we have students, from grades 9-12. They range from Beginner, Intermediate, and Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ESL/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that the ESL teacher can meet the needs of the targeted group during push in classes.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.
- The pull out model is used mostly with newcomers and beginners for social and language enrichment. Pull out ESL classes are created and implemented to support academic as well as social language acquisition. These classes are scheduled during lunch, physical education or electives. The school is careful never to pull students out of classes more than twice a week from the same course. It is important that newcomers as well as all ELLs are acclimated to our school culture and that means being inclusive and remaining in classes with their peers.
- At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs.

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)?

Beginning students receive 540 minutes per week, Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week. Subgroups: Differentiate Instruction Within the ELL population, there are sub-populations that require differentiated instructional approaches to make content comprehensible and enrich language development. These sub-populations include, SIFE, Newcomers, Long-Term ELLs, ELLs receiving 4-6 years of service and ELLs with Special Needs. At our

school, we have instructional models targeted to serve each sub-groups' needs.

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.

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
  - We cycle the pull-out groups according to student needs.
  - We use buddy systems within the content area for an exchange of ideas and skills in Native Language and English.
  - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. ESL teacher will work closely with content area teachers to ensure that all instructional methods are aligned.

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

To ensure that ELLs are appropriately evaluated in their native language, teachers maintain writing samples, running records, and allow students to respond in their native language both in verbal and written responses.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
100% of teachers teach to all 4 modalities for all content areas. ELL students are receiving these services both in the general education classes in which they are programmed as well as in their pull out or push in classes.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The plan is as follows: a. SIFE: Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many of our SIFEs have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFEs, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFEs. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. NEWCOMERS: Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share the same native language or home country.

c. ELLS receiving 4-6 years: These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.

d. LONG TERM ELLS: 6 years or more. Long term ELLs need instructional plans. Their classes should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs of ELL students utilizing running records, writing samples and assistance from foreign language teachers. An educational plan that maintains continuity by re-mandating the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. Former ELLs: Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient.

Programming and Scheduling Information:

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?

We have no student requiring these services.

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?

Students receive programs based on their individual needs. Students are offered classes which include ICT model, pull out or small group instruction for subjects in which these students have the highest needs by both Special Education certified teachers and ESL certified teachers. Both an IEP coordinator and ESL coordinator monitor the student's progress to ascertain that the schedule which the student follows is the most beneficial and least restrictive. ELL students with IEPs receive regular counseling from Guidance counselors and advisers. The ESL and IEP coordinators communicate regularly regarding these students. All classes at Harlem Renaissance High School are integrated. There are no self-contained classes.

**Courses Taught in Languages Other than English **

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

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

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

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

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

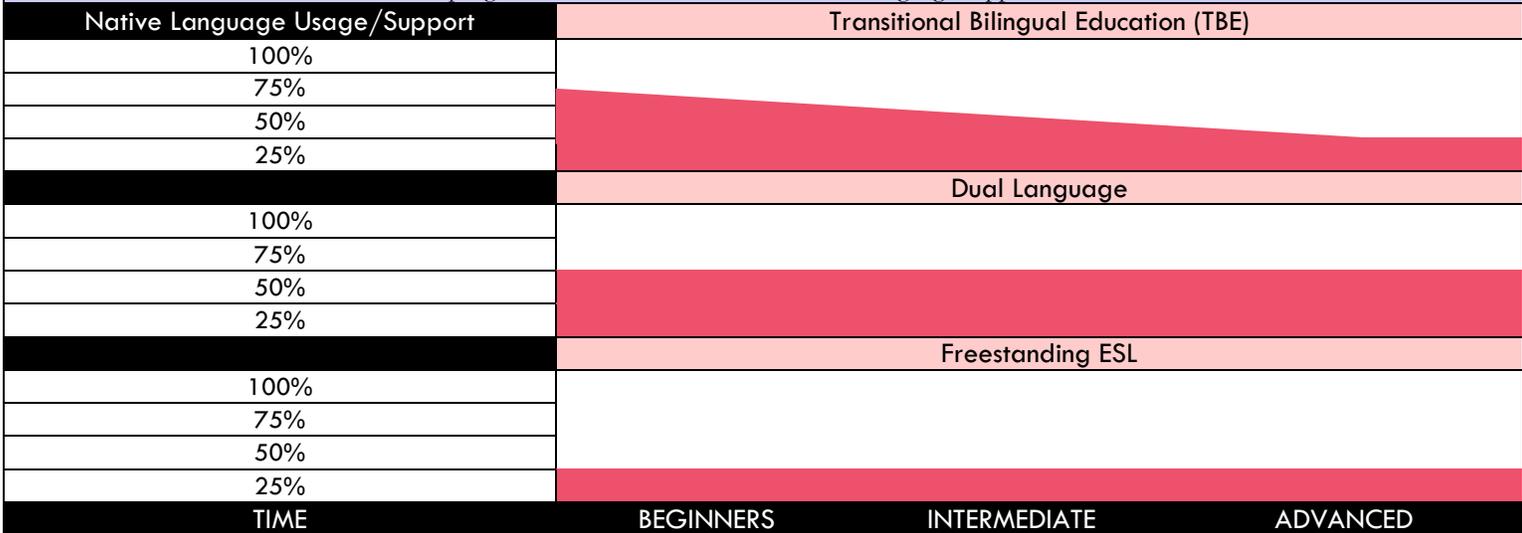
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops, pre-testing in native language) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. Daily Math and literacy small group instruction classes for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS.

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods. In addition, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June. A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science co-teachers who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods. Both of these in-class tutors have extensive backgrounds in science. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science teachers, as well as volunteer students proficient in science. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Saturdays leading up to the science Regents exams in January and June. Because most of our ELL's come to us with significant deficits in reading/writing, we provide double period ELA classes in a ICT setting for all 9th and 10th grade ELL students. In addition, After-school and lunch tutoring is provided to assist students with basic skills and to provide additional time and/or remediation. Finally, all students are encouraged to participate in Saturday School activities in the weeks immediately preceding the January and June Regents exams.

Paste response to questions here:

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

As of last year we have had 5 students who have tested proficient on the NYSESLAT out of a total of 22 students who were coded ESL. In our graduating class 5 out of 7 students graduated with NY State Regents Diplomas.

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

We are planning on extending our current program with an emphasis on science which is an area in which our ELLs have had the least success.

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

We are not discontinuing any programs.

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

ELLs have access to all the programs that are mentioned in our answer to question 9. Our ESL coordinator ensures that our ELL population and their families are made aware of opportunities offered at our school both via written and telephone outreach.

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

Instructional Materials: As our ELL population increases, we are reflecting on creating a class of heterogeneous native Spanish speakers, consisting of ELLs and non-ELLs. This NLA arts class would be taught by one of our bilingual staff members. The instructional materials used in NLA would consist of bilingual and native language texts. Our ESL teacher is currently training herself and her students to use Rosetta Stone language technology. ESL students from every sub-population use a BBC ESL, podcasts and translator programs in to balance between literacy in native and second language. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
 Currently our only program model is ESL. Some of the ways in which we provide native language supports are listed below:
- • • The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries. Supplementary Programs
- Attanasio and Associates Getting Ready for the New NYSESLAT New York State Coach: ELA New York State Coach: Mathematics
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
 Students receive push-in and pull out services around the same curricula that are provided to our general education students. ELLs utilize the same texts and are prepared for Regents Exams just as our other students are.
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.  
 In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:
- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
  - Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
  - Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
  - Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
  - Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.
18. What language electives are offered to ELLs?  
 Spanish year 2, year 3 and AP Spanish.
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)?
- At this time, we do not have a dual language program.

## 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.

Professional Development and Support for School Staff Our ESL teacher/coordinator, school administrators and our teaching staff receives ongoing professional development via programs such as the Office of English Language Learners, Children's First Network and Integrated Support Services to maintain consistency in ESL education as well as up to date compliance procedures. Often the ESL teacher will conduct mini workshops for the staff based off the information learned at the aforementioned workshops. Some additional professional development activity in our school is as follows:

Professional development curriculum in 2013-14 is focused on professional learning communities using the strategies outlined in the books, *Core Six* by Silver, Dewing and Perini and *Focus* by Schmoker. These books provide teachers with materials and resources about a particular skills, such as inferencing and synthesizing, and assist with creating lesson activities aligned to the National Common Core Learning Standards.

- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided by Nathan Dudley's Children First Network.

- The staff has attended professional development activities created by our ESL teacher about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.

- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.

- Our ESL teacher and Assistant Principal have received LAP, EPIC training. We create the following programs in an effort to assist our ELL students as they transition from middle to high school.

- Summer Bridge Program

- Advisory with their ESL teachers To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.aste response to questions here:

- Sharing of best practices.

- reviewing student work

- developing a schoolwide action plan for developing and implenting ccls alligned tasks.

- there are community based organizations that push into class to support the application process.

## 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?

Parent Involvement Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups 2 times a year (September and February) with translation services in Spanish.
- Parent Surveys are provided in the native language of the student's families.
- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Jupitergrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls which can be translated into Spanish, French, and Polish. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls is made daily.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture. Personalized JupiterGrades tutoring is offered at every Parent Teacher Night and major school gatherings as well as 2 times a year at PTA Meetings. Our school does partner up with Community Based Organizations, such as the Arab-American Family Service Group, El Puente and the Greenpoint YMCA. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families through our advisory program is encouraged. The ESL teacher is also continually reaches out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.  
ste response to questions here:  
P.A. meetings  
SLT meetings  
yes, based on attendance translators are provided from the DOE translation services.

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nadav Zeimer	Principal		10/29/13
Ahmed Edwards	Assistant Principal		10/29/13
Iris Fields	Parent Coordinator		10/29/13
TBD	ESL Teacher		10/29/13
Vera Wardrope	Parent		10/31/13
Anne Tomaszewicz	Teacher/Subject Area		10/31/13
Daniel Mason	Teacher/Subject Area		10/31/13
Morgan Hildesley	Coach		1/1/01
Brianna Lafoon	Coach		1/1/01
Andri Perez	Guidance Counselor		10/31/13
Nathan Dudley	Network Leader		10/31/13
Earl Gray	Other <u>Dean</u>		10/31/13
	Other _____		1/1/01
	Other _____		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: **05M285** School Name: **Harlem Renaissance High School**

Cluster: **4** Network: **403**

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

**Part A: Needs Assessment Findings**

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

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Harlem Renaissance High School. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in files, which are at the principal's secretary office.

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.

Our findings revealed that the three languages for which translation services are needed are Spanish, Bengali, and French / Haitian Creole. Our school community was informed in the following manner:

The makeup of our parent population is:

1 Bengali  
35 Spanish  
7 French/Creole

Number of parents who need translation services

1 Bengali  
35 Spanish  
4 French/Creole

Please note that when need to communicate with some of those parents arises, often times they rely on the help of older children, cousins, or

other relatives who are fluent in English and are available to help.

- a) all school personnel were informed of language needs during our staff meetings
- b) school personnel receives a weekly newsletter for substantial school updates and language needs are communicated in this manner
- c) updates are also conducted during grade-level or department level meetings

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

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

The written translation services offered at Harlem Renaissance High School are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. In order to ensure timely provision of translated documents to parents in need of language assistance services, we make sure that deadlines are taken into consideration so that information can be delivered in a timely fashion.

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.

As to oral translation, should a parent visit the school, the following systems are in place: Both Ms. Cedano, Ms. Perez, Mr. Pedila and Ms. Owens, Community Associate, School Counselor, Family Para and Foreign Language teachers respectively, are available to translate to Spanish speakers. Currently, no Bengali or French speaker are available. However, for such we may rely on the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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>.

The written translation services offered at Harlem Renaissance High School are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.