

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: RENAISSANCE LEADERSHIP ACADEMY
DBN (i.e. 01M001): 05M286
Principal: MELISHA JACKMAN
Principal Email: MJACKMAN2@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: KAMAL SALFARLIE

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Melisha Jackman | *Principal or Designee | |
| Julio Mendez | *UFT Chapter Leader or Designee | |
| Latanya Coleman | *PA/PTA President or Designated Co-President | |
| Davonne Buckson | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Dixie Laborde | Member/ School Staff | |
| Jose Mejia | Member/ Parent | |
| Natalie Codrington | Member/ UFT | |
| Yvette Sherman | Member/ Parent | |
| Earty Rocher | Member/ Parent | |
| Chammonade Byrd | Member/ Parent | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be at least a 25% increase in the number of students achieving proficiency on the NYS English Language Arts (ELA) Exam from 12% to 37%.

Comprehensive Needs Assessment

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

As a school community we are not pleased that only 12% of our student population scored at or above the proficiency level on the 2013-14 ELA State Exam. Though the exam was new, more rigorous and many schools throughout the city scored below their normal percentages, we have high expectations for student learning and outcomes at RLA. As a result our 2014-2015 goal is to increase our student proficiency rate school-wide by 25%. This will bring us to a 37% proficiency rate. Each year thereafter, we look to improve by 25% until we eventually fall into the 85% and above proficiency range.

We will use a number of curricular options to assist us in meeting and/or exceeding our proficiency goals. We will pair Code-X with Achieve 3000 (our online literacy program), Scope Magazine, Independent reading of novels, etc. We will also provide students opportunities to debate and develop common understandings of their reading through discussion using methodologies such as Shared Inquiry and Socratic Circle.

We will assess student reading levels three times per year and analyze the data recorded to note student improvement and findings via Fountas and Pinnell. We expect each of our students to gain at least 17 lexile points per month as evidenced by their Achieve 3000 monthly data reports.

We are positive that this combination of tools along with our will and desire to see our students reach and go beyond their full potential, will result in our meeting our projected goal and possibly going beyond.

Instructional Strategies/Activities

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

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

Professional Development sessions will be provided to our English teachers related to how to best unpack and implement Code-X. Additionally, professional development sessions will occur throughout the year on how to assess Fountas and Pinnell, Achieve 3000 results and results from Code-X formative and summative assessments. English teachers will also be provided extensive professional development related to common core learning standards during our Monday PD sessions.

Data Folders will be created for each student. Each student will reflect on the content of their folders monthly, note their progress or lack of progress, evaluate and set new proficiency goals. Data folders will be updated as students are tested. The teachers will look for trends to determine whether or not students are improving as readers. We will definitely pay careful attention to whether or not students are improving at a minimum by 17 lexile points.

1. The target population for this work is our English Teachers, Social Teachers and students. As mentioned, all will be provided with training. Students will play an active role assisting their teachers in developing their action plan to ensure that they not only increase their lexile points by 17 points per month, but demonstrate at least one year progress as evidenced by their NYS ELA exams.

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

1. Our Professional Development Team and Network Team will be responsible for providing ongoing training and support to ensure that each of our English and Social Studies teachers are well equipped with the knowledge to move each of our students forward, so that they will meet or supersede our student proficiency goal.

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

1. In Code-X we are expecting students to demonstrate understanding of their close reads 90% of the time. This will be evidenced via teacher recording and analysis of their understand through conferring with students, reading student written responses, listening to and assessing student responses during debates and student responses on formative and summative unit test.
2. Targets for Achieve 3000 have been set. The expectation and goal is for students to improve by 17 lexile points per month. This will be assessed using the internal data created as students complete assignments. Each student will have the opportunity to work within the Achieve 3000 environment for at least two hours each week.
3. Scope Magazine use effectiveness will be evaluated by student discussions about the work, student completion of assignment and teacher assessment of those assignments to ensure students comprehend what they are reading.
4. Fountas and Pinnell will be used three times this school year to assess student reading levels. We will use the information to assess whether or not students reading

levels are increasing. This information will be paired with our Achieve 3000 reading level information.

5.

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

1. September 2014 through June 2015 is our start and completion date.
2. September-October:
 - a. Students' discussion skills formally assessed during first Shared Inquiry Session.
 - b. Student reading levels assessed using Fountas and Pinnell.
 - c. Students engage in Code- X unit.
3. November-December
 - a. Students engage in a Code-X unit.
 - b. Student discussion skills assessed during Shared Inquiry and Socratic Circle Sessions.
 - c. Students understanding of text assessed through their use of Scholastic Scope magazine written responses.
 - d. Students demonstrate at least 85% mastery of their close reads via Code-X formative and summative assessments.
4. January-February
 - a. Students pair text and make connections in a Code-X unit.
 - b. Student discussion skills assessed during Shared Inquiry and Socratic Circle Sessions.
 - c. Student reading levels assessed using Fountas and Pinnell.
 - d. Students demonstrate at least 85% mastery of their close reads via Code-X formative and summative assessments.
5. March-April
 - a. Students demonstrate complex thinking as well as creation and discussion of provocative questions in a Code-X unit. Students will also facilitate their own discussions based off of their creation of higher order-provocative questions.
 - b. Student discussion skills assessed during Shared Inquiry and Socratic Circle Sessions..
 - c. Students understanding of text assessed through their use of Scholastic Scope magazine written responses.
 - d. Students demonstrate at least 85% mastery of their close reads via Code-X formative and summative assessments.
6. May-June
 - a. Students engage in and demonstrate mastery in 85% of all skills and strategies taught throughout the year in Code-X.
 - b. Student discussion skills formally assessed during last Shared Inquiry and Socratic Circle Sessions. Teachers will assess whether or not students have made progress in their thinking deeply, supporting claims with evidence and oral speaking. Teachers will compare summative notes with all quarterly notes on students during these sessions.
 - c. Student reading levels assessed using Fountas and Pinnell.

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

Teachers will be included in the decision-making process by continuing to meet regularly during department meetings to discuss the development and impact of student reading results toward our overall goal of increasing our school-wide ELA NYS results and achieving 37% proficiency rate.

1.

Teachers will make collaborative decisions on next steps with struggling and thriving students. Teachers will discuss best practices used with students who show commonalities within and across the grade levels. Teachers will work as a team to ensure that students are tested. Teacher teams will also use a number of looking at student work protocols to breakdown and take a deeper look at student work.

Strategies to Increase Parental Involvement

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

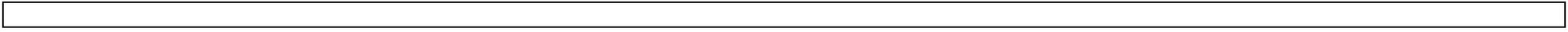
Teachers will make collaborative decisions on next steps with struggling and thriving students and discuss with parents throughout the year. Teachers will discuss best practices used with students who show commonalities within and across the grade levels. Teachers will work as a team to ensure that students are tested. Teacher teams will also use a number of looking at student work protocols to breakdown and take a deeper look at student work and discuss with parents throughout the year.

Budget and Resource Alignment

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

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.



Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be at least a 25% increase in the number of students achieving proficiency on the NYS Mathematics Exam from 12% to 37%.

Comprehensive Needs Assessment

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

We understand that in order for our students to make the gains we expect, we must address their personalized learning needs in mathematics. Our goal is to create a unique and purposeful learning experience for each student. Within School Of One students receive a new schedule daily based off of their demonstration of mastery or lack of mastery on the topic of the day before. This is important because we found that we did not have enough time in the day and teachers to create this sort of individualized experience for our students daily. We knew if we were able to our students would grow by leaps and bounds. 92% of our students in the past have demonstrated a lack of foundation in some area mathematically. Students now have an individualized mathematics program and a laptop that belongs specifically to them, they can continue to be pushed to accomplish and display grade level mastery while addressing those areas they still need support in.

As a result of their individualized programs, new ways of engagement, teacher team analysis of work and individualized conferences with students in which goals will be assessed and revamped and teachers and students discuss specific data, we are positive that we will have our projected gains 25% increase in mathematics proficiency.

Instructional Strategies/Activities

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

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

1. Mathematics Department team members will be provided weekly and bi-weekly workshops on best practices in implementing the School of One Mathematics program. Workshops will include the following.

- a. Assessing student individualized data and next steps.
- b. Understanding each modality.
- c. Preparing to implement Common Core aligned tasks in Mathematics.
- d. Differentiated instruction in Mathematics.
- e. How to assess student daily exit slips and what the information tells us.
- f. How to use the modalities in School of One to improve and enhance student conceptual understanding of mathematics.

Professional Development will be provided to our teachers in direct instructional approaches in Mathematics to increase learning in our Mathematics classrooms.

Teachers will be provided ongoing professional development on the use of CCLS in Mathematics, which will provide a new standard to instruct and assess our students.

Teachers will be provided with professional development on the use of formative assessments in mathematics to support our initiative of ongoing analysis of student progress using multiple tools.

1. Teachers will be provided short frequent forms of feedback bi-weekly to ensure instruction continues to thrive and items discussed in professional development

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

1. Principal, RLA Professional Development Team, School of One support team/coaches, and Mathematics Department members will be responsible for providing each professional development session and carry out all the work that will assist us in accomplishing our goal.

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

1. Student data will be analyzed weekly, monthly and quarterly to ensure that students are demonstrating gains toward accomplishing our proficiency goals in mathematics.

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

- September 2014 through June 2015 is our start and completion date.

- September-October

Mathematics Baseline Exam Administered

Data of Baseline Exam Assessed and Discussed with Students

Introduction to School of One program.

- November-December

School of One professional development for Teachers

School of One pre-assessment

Student and teacher review of School of One pre-assessments.

Students participate in Intensive Saturday Academy program to reinforce skills and methodologies learned.

- January-February

Mid-year MOSL administered.

Data assessed to gauge student progress.

Students demonstrate mastery using daily exit slips.

Students engage in common core aligned tasks with their group members.

- March-April

Students engage in individualized instruction informed by their most current data

- May-June

Final mathematics projects to demonstrate all learning of the school year.

Students take final MOSL exam in Mathematics

1. Students work toward mastery and beyond in all grade level standards.

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

1. Teachers will be included in the decision-making process by meeting bi-weekly to discuss data binders and progress being made with our students in mathematics.
2. Teachers will share best practices in direct instruction.
3. Teachers will discuss and plan ways to infuse higher order questions into their current and future lessons.
4. Teachers will be provided with ongoing School of One training, so that they will maximize their learning of the program and each student's individualized learning experience.

Strategies to Increase Parental Involvement

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

1. We will meet quarterly with parents to share student Mathematics data.
2. We will provide workshops to assist parents in best ways possible to support their children in completing Mathematics homework.
3. We will provide parents with quarterly training to increase their understanding of the School of One program and their child's data within the system.

During Curriculum Night, we will discuss all grade level concepts and strands students will learn in Mathematics and provide parents an opportunity to work within the School of One portal.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 95% of students in grades 6-8 will demonstrate that they are able to go back into text to prove or support their arguments during shared inquiry and/ or Socratic circle sessions as evidence by their growth along a teacher created "Use of Evidence" rubric.

Comprehensive Needs Assessment

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

Findings from our needs assessment indicate that though our students have made significant progress in the area of using textual evidence to support their claims, arguments and answers across the content areas, additional development is still warranted. As a result of students' immediate progress, discussions in all of our content area classes have been deepened and students are learning the value in using evidence to support their claims.

As a school community we decided that though we see progress, goals are meant to be ongoing. We do not want to take the focus away from this area because of the great amount of progress already made. This skill is critical to our students doing well at the top level academically, so we will deepen their use of the skill this school year. In turn we will continue to deepen their ability to engage in shared inquiry and Socratic circle discussions, write evidenced based research papers, etc.

We also are preparing our students for college and we know that this skill is vital for their success in college. We also identified that in order for students to go deeper in their writing and preparation of questions for Socratic Circle and Shared Inquiry Sessions, they must sharpen their ability to go back into text to support their claims following close reads. This skill is even more essential considering the rich text we are exposing students to this school year. The only way for the teacher to truly understand if students understood what they have read is to ask them to support their findings with evidence.

Textual evidence to support claims, arguments and answers is a major initiative at our school moving forward. This goal also supports our efforts to increase the number of all students achieving proficiency on the NYS ELA exam.

Instructional Strategies/Activities

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

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

1. Professional Development will be provided to our teachers in shared inquiry methods. Teachers will be trained to facilitate shared inquiry discussions. Teachers will also be trained to create questions that will foster productive and high quality shared inquiry discussions. Teachers will work together to formulate and plan shared inquiry lessons. Teachers will also be provided with one on one coaching from a shared inquiry specialist to continue the fostering of their skills as shared inquiry facilitators.
2. Also teachers will be provided feedback using the Danielson Rubric (Domain 3) to chart and support their growth.
3. Teacher Binder Notes will be used as a tool to make notations on and assess student participation in discussions as well as their growth as participants in discussions throughout time.
4. Target Population is our English, Social Studies and Science Teachers. Teachers will be provided with training in shared inquiry methodology as well as function as partners as they develop as shared inquiry facilitators. Students are also members of our population because we will determine our effectiveness as shared inquiry facilitators through their performance during shared inquiry discussion and tasks.

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

The Principal, and our Professional Development Team will be responsible for providing each professional development series related to Shared Inquiry and Socratic Circle.

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

1. Student progress will be assessed during each shared inquiry/Socratic circle session as evidenced by teacher recording of discussion.
2. Teachers will plan and discuss ways in which they will guide students to gather information for Shared Inquiry and Socratic Circle sessions.

3. Teachers will visit each other's classrooms and provide evidenced based feedback using Danielson's 3B (Questioning & Discussion Techniques).

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

- September 2014 through June 2015 is our start and completion date.
- September-October
 - Student's ability to go back into text will be assessed through their engagement in the first unit of study.
 - Students will gather evidence to support claims and prepare for Shared Inquiry Session
 - Students will demonstrate their ability to use text to support claims and arguments through written responses and responses recorded by teacher during Shared Inquiry Sessions.
- November-December
 - Students introduced to Socratic Circle
 - Students prepare questions and gather textual evidence for Socratic Circle
- January-February
 - Students demonstrate their understanding and thoughts of learning in Socratic Circle.
- March-April
 - Students will engage in text, demonstrate complete understanding of how to refer to text to support claims and have opportunity to facilitate small discussions.
 - Teachers will provide student facilitators feedback
- May-June
 - Students will demonstrate their understanding and mastery of using text to support evidence and claims as a result of their high scores on the end of year MOSL assessment results.
 - Students will demonstrate their understanding of how to use textual evidence to support arguments and claims by high performance in their end of year Socratic Circle and Shared inquiry sessions.

1. Teachers will use data recorded to assess their effectiveness as facilitators of Shared Inquiry and Socratic Circle sessions.

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

1. Teachers will be included in the decision-making process by meeting bi-weekly to discuss Shared Inquiry and the progress that they are making as facilitators.
2. Teachers will share discussion data as well as highlight things that have gone well and areas they need additional support from the shared inquiry specialist.
3. Colleagues who are thriving as shared inquiry facilitators will have the opportunity to support and partner with colleagues who need additional support.
4. Shared inquiry facilitators will seek feedback from students about the process and use student feedback to collaboratively plan future shared inquiry session with colleagues.

Strategies to Increase Parental Involvement

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

1. Workshops will be provided on the Shared Inquiry and Socratic Circle methodology and its benefits.
2. We will provide a group of willing parents with the opportunity to engage in a Shared Inquiry or Socratic Circle discussion.
3. We will expose parents to elements of Shared Inquiry during parent teachers conferences.

Budget and Resource Alignment

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

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

| |
|--|
| |
|--|

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, all students in grades 6-8 will have engaged in Literacy, Mathematics, Social Studies and Science tasks embedded in a rigorous curriculum unit of study aligned to Common Core Learning Standards developed and/or individualized for our student population by teacher teams.

Comprehensive Needs Assessment

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

We plan to deepen our students learning experiences through deepening the ways in which we approach preparing our common core aligned lessons and units of study. The tasks bundles created last school year increased student engagement tremendously and the quality of their already well thought out work produced. Now we want this impact to span across the four major content areas.

Our goal has now become to create units of study that are well planned out and includes multiple opportunities for our students to experience success in all content areas. We want the needs of both our visual and auditory learners to be addressed and supported as a result of our use of videos, rich texts, discussions, non-linguistic representation, etc.

Our goal to develop students who will be able to thrive in any educational setting in the world begins with our providing of quality instruction. The CCLS units of study and lessons represent a shift in our instructional approach and we are focused on our continual development in this area. Our thoughts and focus reflect and match the additional rigors being demanded by the New York State Educational Department.

Instructional Strategies/Activities

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

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

2. Professional Development will be provided to our English, Mathematics, Science and Social Studies teachers around Common Core Learning Standards and creating rigorous units of study and lessons for our students to engage in.
3. Teachers in each department will have the opportunity to plan together during department meetings to create rigorous common core learning standard lessons and units of study.
4. Teachers will also share best practices as a result of the implementation of the lessons and units created collaboratively with their department team members.
5. Data Binders will be created to chart student growth and performance as they engage in the rigorous requirements of the lesson and units created. Results in data binder will also inform teacher conversations with students about their academic progress and achievement in class.

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

1. Principal, Professional Development Team and our Network Team will be responsible for providing professional development which will deepen teacher understanding of the CCLS. This in turn will assist in the creation of dynamic and engaging units of study/task bundles and daily lessons.

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

The targets used to assess whether we are accomplishing our goal will be:

1. Teacher sharing and assessment of CCLS aligned units of study and lessons.
2. Observation of students engaging in the lessons and review of student work produced.
3. Logs of teacher team meetings, outcomes and next steps around CCLS unit and lesson planning.
4. Actionable feedback provided by school leader using Component 1E to evaluate lesson and unit plans.

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

September 2014 through June 20145 is our start and completion date.

1. September through October
 - a. English, Mathematics, Science and Social Studies teachers will plan and review rigorous units of studies and lesson for quality for alignment with CCLS and current city-wide expectations.
2. November through December
 - a. Team members will study units of study and lessons for alignment to CCLS
 - b. Team members will review student work to determine whether or not the objectives of each CCLS lesson and unit are being meet. If not, lessons will be revamped.
3. January through February
 - a. Teacher teams will work collaboratively to assess CCLS unit and lesson plans created and discuss the possibility of revamping lessons if needed.
 - b. Teachers will create and/or assess additional CCLS aligned Units of Study and Lessons.
 - c. Teachers will visit each other's classrooms after lesson creation to assess validity of lesson and provide implementing teacher with feedback on practice.
 - d. Teachers will assess lessons planned and observed together to improve the lesson and reflect on their practice.
4. March through April
 - a. Teacher teams will work collaboratively to assess CCLS unit and lesson plans created and discuss the possibility of revamping lessons if needed.
 - b. Teachers will create and/or assess additional CCLS aligned Units of Study and Lessons.
 - c. Teachers will visit each other's classrooms after lesson creation to assess validity of lesson and provide implementing teacher with feedback on practice.
 - d. Teachers will assess lessons planned and observed together to improve the lesson and reflect on their practice.
5. May through June
 - a. Teacher teams will work collaboratively to assess CCLS unit and lesson plans created and discuss the possibility of revamping lessons if needed.
 - b. Teachers will create and/or assess additional CCLS aligned Units of Study and Lessons.
 - c. Teachers will visit each other's classrooms after lesson creation to assess validity of lesson and provide implementing teacher with feedback on practice.
6. Teachers will assess lessons planned and observed together to improve the lesson and reflect on their practice.

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

1. Teachers will be included in the decision-making process by continuing to meet during department meetings to discuss the development and impact of the CCLS aligned units of studies and lessons.
2. Teachers will discuss best practices related to work with the CCLS and continue to develop CCLS tasks to meet the demanding needs of academic rigor at our school.

- 3. Teachers will also use looking at student work protocols to discuss student work and determine whether or not the objectives of a given lesson are being met.
- 4. Teachers will be provided professional development on creation and analysis of CCLS units of study and lessons by Principal, Lead Teachers and Network team.

Strategies to Increase Parental Involvement

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

- 1. A team of teachers will conduct parent workshops to explain CCLS units of studies, CCLS lessons, CCLS assignments and CCLS expectations.
- 2. During curriculum night we will provide parents with an overview of the CCLS.
- 3. Parent coordinator will keep parents abreast of all the latest and most up to date CCLS information at our school.
- 4. Teachers will continually engage in looking at student work protocols to determine if students are learning the objectives of the lesson as well as to reflect on their own teaching practices.

Budget and Resource Alignment

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

| x | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|----------|-----------|-----------|-----------|--------|
|---|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

| |
|--|
| |
|--|

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

that attendance and academic achievement are related we will reorganize our attendance procedures for the 2014- 2015 school year and increase attendance by 7% .

Instructional Strategies/Activities

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

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

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

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|---|
| ELA | <ol style="list-style-type: none"> 1. REWARDS 2. FOCUS (Leveled Reading Materials) 3. GREAT LEAPS 4. BRAIN POP | Small group, one-to-one and tutoring are all methods of service used to educate and meet the learning needs of our AIS students. | All programs and strategies are implemented during school day, and during Saturday academy in order to provide our students with every opportunity to experience success and growth academically. |
| Mathematics | <ol style="list-style-type: none"> 1. School Of One 2. Brain Pop 3. Game 24 4. Flash Master Middle School Math Games www.math-play.com | Small group, one-to-one and tutoring are all methods of service used to educate and meet the learning needs of our AIS students. | All programs and strategies are implemented during school day, and during Saturday Academy in order to provide our students with every opportunity to experience success and growth academically. |
| Science | <ol style="list-style-type: none"> 1. Scholastic Science 2. Brain Pop 3. Glencoe Science | Small group, one-to-one and tutoring are all methods of service used to educate and meet the learning needs of our AIS students. | All programs and strategies are implemented during school day, and during Saturday Academy in order to provide our students with every opportunity to experience success and growth academically. |
| Social Studies | <ol style="list-style-type: none"> 1. Junior Scholastic | Small group, one-to-one and tutoring are all methods of service used to educate and meet the learning needs of our AIS students. | All Programs and strategies are implemented during the day or Saturday Academy in order to provide our students with every opportunity to experience success and growth academically. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ol style="list-style-type: none"> 1. Walls Between Friends 2. Bridging Friendships 3. This is Me: Inside and Out 4. At risk individual counseling 5. At risk small group counseling 6. Leadership Development | Counseling is conducted during individual and small group counseling sessions. Leadership Development activities take place school-wide every Friday afternoon and conducted by every faculty member. | All counseling services are implemented during the school day. Leadership Development activities take place during the school day. |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- We will send our teachers to quality professional development sessions discussing relevant concepts and strategies in their content areas.
- We will provide our teachers with opportunities to engage in looking at student work sessions through the use of a variety of protocols.
- We will provide ongoing in house professional development to all our teachers focused on the Framework for Teaching, and Common Core Learning Standards.
- We will showcase teachers' best practices in a variety of ways.
- We will provide teachers with opportunities to collaborate within and outside of our school with other educators to discuss and enhance their professional practice.
- We will provide teachers with the best technology to record, review and reflect on their professional practice individually or with a team.
- In all cases, we will work as hard as possible to reduce class size and/or push teachers into classrooms to double the impact of learning opportunities provided to our students and double teacher effectiveness.

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).

RLA Faculty engages in high level professional development sessions around Methods of Teacher Practice using the Danielson Framework for Teaching as a guide. Teachers reflect on their personal practice, visit classrooms to provide colleagues with feedback using framework for teaching rubric and are provided targeted professional development based off of all prior information and informal/formal observations findings conducted by school leaders. The school community engages in Lesson Study opportunities that allow teachers to deepen their understanding of Common Core State Standards and work collaboratively during targeted professional development sessions to fine-tune their skill and delivery. Our network support team also provides teachers intensive professional development in Text-Complexity, which has shifted the way all faculty members have approached matching students with and engaging students in appropriate texts.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) and Title I funds to implement the action plans for all the goals in this CEP from September 2014 thru June 2015 as indicated below:

- Professional development on CCLS in Literacy and Mathematics provide by network team and outside vendors.
- Professional development on Advance, Danielson Framework, MOSL Assessments.
- Instructional Materials to support teacher implementation of shared inquiry.
- We will provide students with opportunities to engage in shared inquiry during academic academies and after school enrichment programs.
- We will provide teachers with time during academic academies to address the needs and strategies to be implemented as per their student action plans.
- We will provide our students with opportunities to engage in rich mathematical instruction during our mandatory academic academy sessions.

Provide funds for teachers to host workshops for parents

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers at RLA are very much engaged in the decision making processes around assessments. The MOSL committee voted on the best methods of assessment at the beginning of year after being provided a thorough explanation by DOE facilitators during a summer PD session. Teachers discussed their rationale for assessment decisions as departments and then presented final decisions to the MOSL team, who presented selections to the school leaders.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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 | \$105,005.34 | X | See action plan |
| Title I School Improvement 1003(a) | Federal | \$16,961 | X | See action plan |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | X | See action plan |
| Title III, Part A | Federal | | X | See action plan |
| Title III, Immigrant | Federal | | X | See action plan |
| Tax Levy (FSF) | Local | \$1,208,259.00 | X | See action plan |

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 05 | Borough Manhattan | School Number 286 |
| School Name Renaissance Leadership Academy I.S. 286 | | |

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 Qadir B. Dixon | Assistant Principal type here |
| Coach type here | Coach type here |
| ESL Teacher John Jackson | Guidance Counselor Hartwill Cornelius |
| Teacher/Subject Area John Oro/ELA | Parent type here |
| Teacher/Subject Area | Parent Coordinator Caline Harrison |
| Related Service Provider Joan Mahmoud (speech) | Other Jey-Chin Chu (AIS) |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (Excluding Pre-K) | 175 | Total number of ELLs | 16 | ELLs as share of total student population (%) | 9.14% |
|--|-----|----------------------|----|---|-------|

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|--------------------------------|---|
| All ELLs | 16 | Newcomers (ELLs receiving service 0-3 years) | 5 | ELL Students with Disabilities | 5 |
| SIFE | | ELLs receiving service 4-6 years | 6 | Long-Term (completed 6+ years) | 5 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 5 | | | 6 | | 3 | 5 | | 1 | 16 |

| 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 | | |
| Total | 5 | 0 | 0 | 6 | 0 | 3 | 5 | 0 | 1 | 16 |
| Number of ELLs who have an alternate placement paraprofessional: <u>1</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 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | | | | | | | 1 | 4 | 2 | | | | | 7 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | 1 | 2 | | | | | | 3 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | 1 | | 2 | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | 1 | 2 | | | | | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 6 | 0 | 0 | 0 | 0 | 16 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Beginner(B) | 0 | | | | | | | 1 | | | | | | 1 |
| Intermediate(I) | | | | | | | 1 | 2 | 3 | | | | | 6 |
| Advanced (A) | | | | | | | 2 | 4 | 3 | | | | | 9 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 6 | 0 | 0 | 0 | 0 | 16 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | 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 | 1 | 2 | | | 3 |
| 7 | 7 | | | | 7 |
| 8 | 5 | 1 | | | 6 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 2 | | 1 | | | | | | 3 |
| 7 | 7 | | | | | | | | 7 |
| 8 | 4 | | 2 | | | | | | 6 |
| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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.
 Paste response to questions 1-6 here
 1) Our school uses the TCWRP to assess our students. This information has told us that our ELLs are at a variety of readability levels. Many on or if not quickly approaching grade level proficiency. This information assist in informing our school instructional plan

because our teachers are able to use this data to create a program that will address the needs of our ELLs as well as other students. A great deal of our success stems from our use of data to inform and drive instruction. For example the proficiency rate in our school for English Language Arts and Mathematics has increased in our school since we have begun to use data to drive instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2) Students who fail the LAB-R receive ESL services. The parent and student are immediately notified and are informed of the process. It has been revealed to us as we analyzed data patterns across proficiency level and grades that the longer a student has been in our program the more vastly they improve. As students reach the 7th and especially 8th grade their proficiency level is at or above proficiency level if they have been in our program since 6th grade.
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 [AMAQ tool](#))

Patterns across the varying modalities of the NYSESLAT will affect instructional decisions in the following ways:

- a.) Reading/Writing—All patterns will be analyzed and used to improve our effectiveness in improving ELL's reading and writing levels. Also, positive patterns will inform us of what is working, so that we may build upon those practices. The data will help us see if the students are having trouble with reading comprehension, grammar and any other areas that address their Reading and Writing skills.
 - b.) Listening/Speaking—All patterns will be analyzed and used to improve our effectiveness in improving ELLs listening and speaking skills. Careful attention is always paid to how our ELLs respond to questions. As they grow academically under our guidance we expect to see their levels of listening and speaking continue to improve. We will also be able identify if students are able to use sounds of letters, and vocabulary correctly in the English language.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a.) Student results tell us that student proficiency improves as students' progress through our program. Our ELLs in grades 7 and 8 score at or above proficiency on their New York State Exams. Results are just about the same compared to how they score on exams in their native language.

b.) ELL Periodic Assessments are analyzed carefully. We search for areas of improvement as well as areas in which we must differentiate further to address student needs. If many students have the same areas that need improvement, our instructional delivery is analyzed to determine whether or not it is our method of delivery that is causing students not to comprehend the message. Also these areas are tied into our planning sessions where we plan accordingly as a department team to address the areas of concern as per our data.

c.) We learned that our students have more challenges with writing than anything else. This is being addressed by providing our students with writing to support as well as to engage them in opportunities to verbally use the English Language properly. We have found a connection throughout our school (not just with our ELLs) with how students speak and write.

When students have difficulty in understanding the concept in English, the content area teacher or a staff member who speaks the language explains in their native language. We have staff members who speak multiple languages.

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](#).)

Does not apply.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is crucial in instructional decisions. We review the child's educational history/background and also interview the parents. Differentiation of instruction and modifications are in place for ELL students. The content area teachers use different resources to teach the ELL student on how to build his/her English language skills. The child is provided with different tools, strategies and skills to help develop the second language throughout all subject areas. Parents are informed of the child's progress and assessment results through our school wide online program Jupiter Grades.

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?

Does not apply.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our success based on our number of students who meet proficiency in reading/writing, listening/speaking, state exam results and all formative assessments. We also assess our ELLs overall social development and how they adjust and later feel

comfortable enough to thrive in all general educational and / or special educational classroom settings. As mentioned earlier, our ELLs have a great deal of academic and social success in our school and often end up becoming our top students in a school full of over achievers.

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](#).)
ELLs are identified and placed within the first week of their entry to our school. The ESL teacher and committee members conduct interviews with patterns of students who are new and speak a native language other than English. In addition, to the interview the students are also administered the LAB-R test. Newly admitted students also receive the Home Language Identification survey (HLIS) which is administered by a pedagogue. The HLIS is also completed with assistance of a pedagogue. This process also includes an informal oral interview in English and in their native language. The HLIS is given in parent's preferred language. For example, Spanish speakers who are found entitled to ESL services are given the Spanish LAB by a certified ESL teacher. Once the ELL's are identified their parents are invited to attend a Parent Orientation , during which the video describing the three types of programs for ELLs is shown in parents home language. Several staff members who speak the parents home language are included in the session to translate, interpret and answer questions. The Translation / Interpretation unit is called if a staff member is not available. As the initial Parent Orientation is held, further orientations are held on a "rolling" basis, as new families join our school community. Parents receive the appropriate Part 154 letter each spring, or after initial LAB-R testing, informing them of their child's eligibility and placement in the ESL program or that the child has tested out. Annually each of our ELL students are evaluated and progress is monitored by the ESL teacher, other service providers and classroom teachers. The ESL teacher is involved in ensuring that the LAB-R is administered within 10 days. We run the RLER report to ensure that all eligible students are administered the LAB-R within 10 days of registration. The ESL teacher and trained pedagogues are involved in the registration process and administration of HLIS and LAB-R.
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.
In addition, parents of all ELLs are invited to participate in two Parent Orientation meetings, one in the Fall and one in the Spring, during which curriculum highlights and school expectations for student success are discussed. The process is explained by our ESL instructor and administrator. Three available programs are discussed in parent's home language. The Three programs are Transitional Bilingual, Dual Language and Freestanding ESL. A video is shown in home language. If necessary the Translation unit is contacted to assist us in this process. At these meetings, parents have an opportunity to ask questions and receive current information. Parent Orientations for Title III programs are also held. Parents are sent an invitation in letter form to this event in their home language or if this is done during their registration process the child is given the LAB-R, orientation and watch the video. Parents are notified of program school offers only after a program selection is made by mail and then in person.
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 [\[see tool kit\]](#).)
Entitlement letters are sent home in Home Language. The ESL and administrator AP/Principal over sees this process. The ESL instructor/coordinator looks at the data from the school's ATS report and determines what students are eligible for ESL services. We include a section for parent's signature in the entitlement letters, and ask that they return a copy of the signed form for our records. We make an effort to have parents return the forms upon completion after the orientation while they are still in the building. If possible, we collect the forms during the registration process, while we have the parent and the child present after the LAB-R is used to determine ELL status. In some cases, parents also receive a follow up letter from school officials informing them to look out for the letter and to return it by a given deadline. The letters are to be delivered to the school and collected by a ESL instructor or administrator. We also provide parents a phone call from a pedagogue who speaks their language as a follow-up in

receiving the letter and making sure they understand what it means.

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.
Parent Choice forms are used to place students in programs. If at any point we have a request for a Dual Language or Transitional Bilingual Education program of 15 parents in two consecutive grades, we know that we must begin to create the desired program to honor parent choice. Most of the parent choice forms we receive ask for Freestanding ESL program. However in the event that a child does not test out of the NYSESLAT, continued entitlement letters are sent home in home language. In our school, students are grouped by grade and level of proficiency into ESL classes. Data from NYSESLAT, ELA and curriculum-related diagnostics are used to determine placement of ELLs in groups for instruction. One licensed, certified ESL teacher provides ESL instruction in English during the daily "ELL" periods, so that most ELLs are not "pulled out" of academic classes. In this model, the Advanced students receive the required 180 minutes of instruction plus an extra period per week, totaling 225 minutes of instruction. Beginning and Intermediate students receive ESL instruction during the 5 ELL periods a week plus 3 periods per week when their ESL teachers push into academic classes to support instruction. Therefore, all Beginners and Intermediates receive the mandated 360 minutes of ESL instruction per week. ELLs, in this model, also receive 225 minutes of ELA instruction from their regular classroom teachers. The ELPC screen is updated in ATS within 20 days of the process.
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 teacher is the primary instructor involved in administering the NYSESLAT. The RLER is run to ensure that all eligible ELL students are administer the NYSESLAT. Students are given testing accomodations as per IEP for NYSESLAT. A schedule is made in advance to prepare rooms for each section of the NYSESLAT. The ESL teacher is responsible that all procedures are in place beforeand during the testing window. Students take the speaking portion of the test first. Then allocated time for the Listening, Reading and Writing are administered within the window of testing. Students who are absent during the four sections of the test are given make-up dates to take the part(s) of the NYSESLAT they are absent for.
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. 
About 95% of our parents opt for an ESL program. Several parents have seen progress with older siblings of their child through ESL program. Parents agree to have their child involved in our push in, pull out , self-contained and extended day program for ELL students. Our ELL students are provided with an enormous amount of resources and support beyond their required hours of ESL services. Our ESL programs are aligned with the request of our 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])?

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)?

2) We have a small school and do not have a large population of ESL students. Our ESL instructor has ample time to ensure that all students meet and actually supersede their mandated hours. Students receive 90 minutes per day of ELA. Students who are Beginning and Intermediate receive 360 minutes and Advance students receive 180 minutes of ESL instruction per week.

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.

All content area instruction is delivered to our students in English. The classes all have a print rich environment and explicit and visible vocabulary words with description/meaning. The ESL teacher pushes in to the English Language Arts, Social Studies and Science classes. She works individually and in groups with reading comprehension, vocabulary, reading fluency, phonetics and vocabulary. She also assist students in building their writing skills in English. We have found that this model has assisted our students in quickly developing their understanding of the language, which in turn has improved their comprehension of all content area topics. In addition, this method also helps ELL students meet the expectations of the Common Core Learning standards.

4.) We ensure that ELL's are appropriately evaluated in their native language by the Home language survey which is completed by the parent and the student.

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

We ensure that ELL's are appropriately evaluated in their native language by the Home Language survey which is completed by the parent and the student. We have a staff member who speaks the native language review the responses and make sure the native language is evaluated appropriately. The newly entitled Spanish speaking students are administered the Spanish LAB to evaluate their literacy level.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We can ensure the ELLs are appropriately evaluated in all of the four modalities of English throughout the years by keeping a record of their progress in the four areas. The ESL teacher follows-up with diagnostic examinations to assess the modalities of Reading and Writing. The ESL and ELA teacher administer informal assessments that asses the students Listening and speaking skills. Students are assessed weekly in one or more modality.

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).

We differentiate our instruction to meet the needs of our students. We analyze all relevant data to assist us in determining just what our student academic needs are.

a. Our SIFE students are provided with many sources of support. They work closely with our ESL teacher. The teacher pushes in, pulls them out and works with them during extended day. Student data is generated and discussed by all classroom teachers. Our ESL teacher assist in helping classroom teachers differentiate instruction for our SIFE students. Students also have access to exciting technological programs such as Destination Reading and Math, Accelerated Reader and Brainpop, which all assist in their acquisition of knowledge in all content areas as well as their immersion and understanding of the English language.

- b. We immediately immerse our students with less than 3 years in the country in the English language. We use programs

such as Destination Reading and Math as well as Accelerated Reader and Brainpop to engage and assist in delivery of content. We also conduct a lot of vocabulary and writing workshops with each student in this subgroup. The ESL teacher often pulls students in this sub category out of class. This subgroup of students also receives additional peer tutoring.

- c. Students within 4 to 6 years are more involved in our push in model and work on specific areas during extended day. Most of our students who fall within this subgroup demonstrate proficiency on their state exams as well as other formative assessments.
- d. Our long term ELLs are functioning at or above proficiency level. The ESL instructor mostly pushes into their classes and works on specific targeted areas during the extended day program.
- e. Former ELLs (in years of 1 and 2 after testing proficient) are provided with the same resources as current ELL students and are monitored closely that they continue to show progress in other assessments required by the state. They are also continuously taught effective skills and strategies to become successful in the exptations given in the Common core standards in every core subject. Former ELLs also receive testing accomodations.

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?

Our ELLs who are also SWDs have access to every program that all of our students have access to. After our ELL-SWD meet for an hour during extended day, they then have the opportunity to participate in our other after school programs, clubs, teams and study halls. The extended day work done with their ESL teacher is the work that need to be done to address specific needs noticed via analyzing data or struggles that student may have had during a particular lesson. ELL-SWD students use instructional strategy such as Shared Inquiry and Close Reading to help develop vocabulary, reading comprehension and English language. We also provide ELL-SWD students with a program called Read 180 and System 44 that provide texts on their reading level in English and Native language. Also instruction through that program is unquickly designed to help students develop Listening, Reading Speaking and Writing skills.

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?

ELL's with special needs are assessed and their IEP's are reviewed so that our ESL instructor as well as other instructors such as the special education teacher may provide them with a rich educational experience as per their IEP and other assessment tools. We use more push-in services than pulling out seperately because our ELL's who are SWDs that are also serviced with general-ed ELLs. Our ELL-SWDs are provided with School of One Math program, Brainpop, Achieve 3000, Great Books, Strategies for Writers, Science Materials, additional materials in all content areas that will further assist comprehension, small group tutoring, peer to peer tutoring, etc.

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: | | | |
| | | | |
| | | | |
| | | | |

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

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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

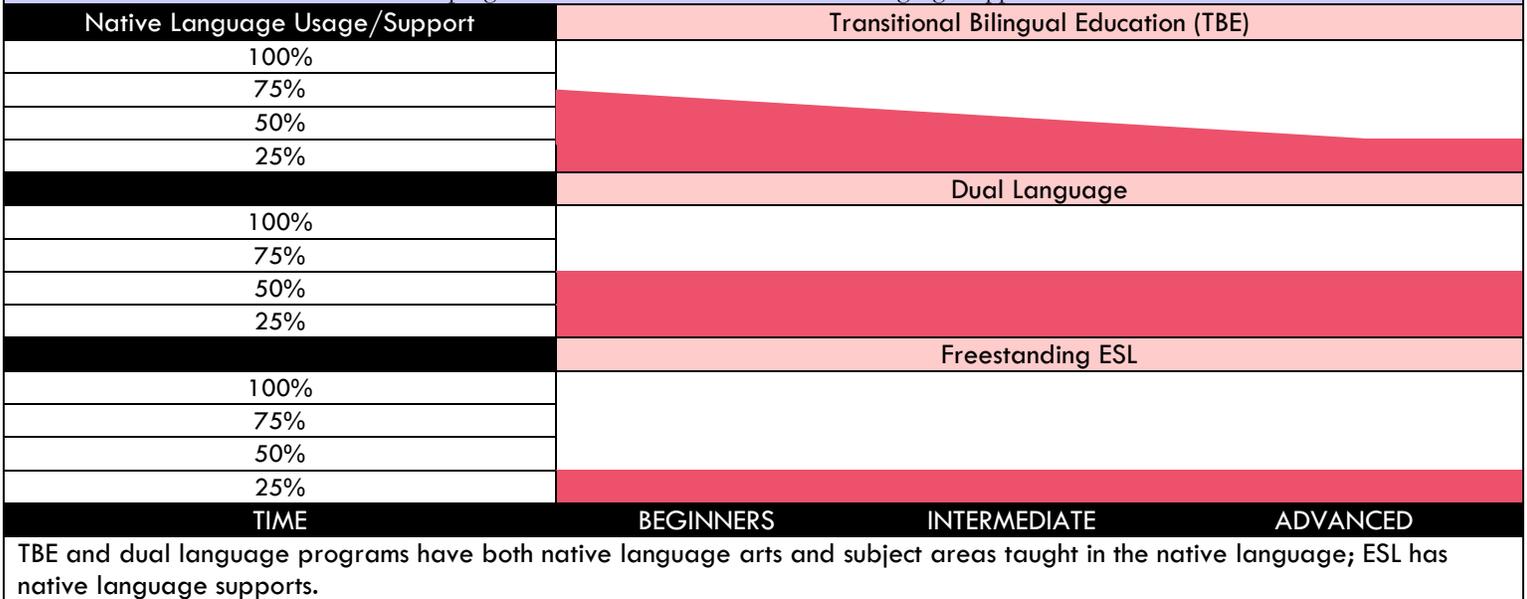
| | Beginning | Intermediate | Advanced |
|---|-------------------------|-------------------------|-------------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs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

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

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

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.



B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention programs for ELL's in ELA are Achieve 3000, Great Books, in addition to small group, and peer to peer instruction. In Math intervention programs used are School of One and Brainpop who support small group and Differentiated instruction. in the English Language. The targeted intervention for Science is Brain Pop and Study Island. An intervention for Social Studies is Read 180 and Achieve 3000 that support current events and topics in which students can relate to in their native background.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Through our current programs data is shown students progress in Reading levels and language proficiency. Students are able to understand the text, engage in discussions related to topics in the English language. During this process ELL students develop skills in Reading, Listening, Writing and Speaking. Students are administered with pre and post assessments in Social Studies, Science and Math . Students are testing bi-weekly and data of results are reviewed. Students also receive a diagnostic examination in those subject areas in the fall and in the spring to show if the program in each subject area is meeting the needs of our ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
- We are updating our Rosetta Stone program to add more languages each year. We find that we have an enormous amount of languages spoken other than English with ELL students and students who are not classified as being ELL but speak more than one language.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs being discontinued for our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs have access to every program that all of our students have access to. After our ELLs meet for an hour during extended day, they then have the opportunity to participate in our other after school programs, clubs, teams and study halls. The extended day work done with their ESL teacher is the work that need to be done to address specific needs noticed via analyzing data or struggles that student may have had during a particular lesson.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELLs are provided with School for One an online Math program to help support their Mathematical skills and computation. In ELA , Science and Social studies program used is Achieve 3000 to support Reading Comprehension, Vocabulary, Fluency, etc.. Brain pop is another tool used in Math and Science to provide students with hands on and visual concepts in these two subject areas. In each of the content areas all programs are set up in a way for students to learn in different ways such as individually, small group tutoring, peer to peer tutoring.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Language delivered is English. We have an ESL program. Students are offered glossaries, texts in their native language and are encouraged to use their native language with peers for content areas vocabulary development.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our support and resources are grade and age appropriate. ELLs are identified and placed within 5 days of their admission to our school. The licensed Teacher/Coordinator and committee members conduct interviews with parents of newly admitted students whose native language is other than English, and if eligible for testing, the new student is LAB-R tested. Spanish speakers who are found entitled to ESL are given the Soanish LAB by the ESL teacher . The licensed Teacher/Coordinator completes the Home Language Identification Survey after the parents have chosen the desired program for their child and filled out the Parent survey and Completed the Choice form.
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.
- After ELLs have been identified, parents of new ELLs are invited to a Parent Orientation, during which the video describing the three types of programs for ELLs is shown in the parents' home language. Various staff members who speak the parents' home language are included in the session whenever possible to translate, interpret and answer questions. Once the initial Parent Orientation is held, further orientations are held on a "rolling" basis, as new families join our school community. Parents receive the appropriate Part 154 Letter each spring, or after initial LAB-R testing, informing them of their child's eligibility and placement in the ESL program or that the child has tested out. In addition to our parent orientation for ELL's we also have a parent orientation in the end of the year during the summer in August and on the first week of September for new incoming students. The Parent coordinator

also has workshops for ELL parents which include how to use technology for communication with your child and school community. Other workshops are resources and books to help students including ELLs-SWD on how to cope with adapting to middle school and its expectations. The same criteria and activities that we have for ELL students before the beginning of the school year, follows for those who enter throughout the school year.

18. What language electives are offered to ELLs?

The Language elective offered is 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)?

Does not apply.

C. Professional Development and Support for School Staff

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

1.) All teachers of ELLs including ESL teacher, all content area teachers, resource room teachers, guidance counselors, secretaries, parent coordinators and other service providers are provided with ongoing professional development both in house and out of school. Careful consideration is taken into account during in house PD to address how instruction or strategies will be differentiated to meet the needs of our ELLs during PD sessions, grade team meetings and other training sessions. Our network ESL liaison conducts mini workshops for our teachers and other school personnel in which she trains them in specific strategies that they will need to support and address the needs of our students. Some of the workshops that have been provided to staff are effective questioning techniques, vocabulary development, effective small group instruction, how to differentiate instruction to meet the needs of ELLs, etc.

2.) The professional development that is provided to staff that support ELL students and ESL teacher in engaging in the Common Core Learning Standards is as follows: Learning how to engage students in questioning and discussions, preparation and planning of instruction ensuring that there is differentiated instruction in the lesson. Also that the lesson is adequate for the age group and the different levels of learners in the classroom. Another professional development plan for teachers is to learn how to create a safe and nurturing classroom environment where there are resources and tools for ELLs to be able to use as they are learning the English language.

3) Our staff is provided with ongoing professional development to assist our new ELLs transition into middle school and out of middle school into High School from our Guidance Counselor and school leaders. This process works nicely for our school because our teachers loop up with our students, so they not only get to know and grow with our students, they also conduct case studies in which they can share best practices with a teacher who may just be beginning with a new group of 6th graders and can show how students who are now in the 8th grade have made so much progress and what specific practices were most effective. Guidance counselor provide workshops and activities to staff on how to help students including ELLs and ELL-SWD select the proper schools due to their academic level, interest and environment. Counselors also provide activities to staff members to assist ELL's in goal settings, good study and work habits.

4) Our ESL liaison and administrators train our teachers. They lay out exactly what the ESL program is. Who students in the program are and what subgroup they fall under. They discuss where students are currently and then what teachers can do to support the students. They also work collaboratively with the teachers as they attend grade and department meetings to discuss students, how they are progressing and what their needs are. The special education teachers receive 10 hours of training how to develop the ELL student's academic skills in their native and English language. The training is for special education and non special education teachers to become familiar in finding strategies, resources and teaching methodology to help support the areas of language acquisition among ELL students.

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?

Parents in our school are very involved with all that occurs in our school. We have a number of ways we remain in contact with our parents. One way is our online environment in which each parent, student and staff member has an email account and online access to our classes, lessons and all that is occurring in school. The parents of our ELLs are very involved with every aspect of our school. Our ELLs are often being celebrated for a job well done whether it is making the honor roll or being recognized for their vast academic improvement. Our parents are one of our biggest supports. Parents are provided all of this information in their native language. Parent involvement activities are cultural events, where families get to know one another and the school community through a celebration of the different food and customs of various different cultures. Another parent involvement activity is monthly workshops that include how to raise and educate an adolescent child, learning instructional strategies to support their child in literacy which affects all students in particular our ELLs.

2) We have partnered with ENACT as well as conducted our own in house workshops. We also offer parents workshops such as the curriculum their child is studying currently and throughout the school year, how to help their child transition from middle school to highschool, how to best communicate with your child, bridging the gap from school and home community. ENACT is organization that provides translation services. SAY Yes is another organization who we are partnered up to provide academic, translation services to our ELL parents.

3) We evaluate the needs of our parents through a survey as well as through our conversations with them. We speak with our parents often and one of the things we often are looking to learn is how we may best support them. The Parent Coordinator offers workshops explaining the curriculum, breaking down the curriculum, explaining strategies parents can use to support their children academically, stress management, dealing with the adolescent child, how to better use technology so that they can communicate with us with the click of a button via our online environment. Parents fill out a school survey particular asking what needs they have and support they are seeking for themselves and their child.

4.) Parental involvement activities such as gallery walks in ELA and ESL classes. Parents are invited to listen and read their child's writing and work for a particular unit. It provides the parents with insight and knowledge to help support their child academically, emotionally and socially. Our parental involvement workshops present activities which train parents on how to better educate their child at home with the resources provided from the school.

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) |
|--------------------|----------------------|-----------|-----------------|
| Qadir Dixon | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| Caline Harrison | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| John Oro/ELA | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Hartwill Cornelius | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M286 School Name: Renaissance Leadership Academy

Cluster: 410 Network: CFN

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

Part A: Needs Assessment Findings

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

In the beginning of the school year a survey is given to parents which ask the different languages spoken at the home. The SLT and ELL team review our existing procedures to assist parents whose primary language is not English. Meetings are held with the Parent Coordinator, Community Director and ESL Teacher/Coordinator. The LAP team meets to discuss the need for translation and interpretation services for parents. Documents that are sent out to all parents are considered, and discussions about which other documents will be needed in the future for translation are discussed. Enlisting the support of other staff members who are fluent in the languages spoken by our ELL parents are discussed as well. We have a diverse population of staff members that serve as translators for parents in meetings, events, and conferences.

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.

The needs of our written translation and oral interpretation are rising as we expand the services to parents through our Office of Family and Community. The LAP team, the SLT, Parent Coordinator, Community Director and PTA will continue to investigate how to best utilize the DOE interpretation and translation services, and what measures can be taken to improve communication between school and home, with the goal of eliminating all language barriers. The ongoing discussions of how to best address our parents' needs with respect to interpretation and translation are discussed at our faculty conference and grade team meetings. Teachers are asked during meetings to submit ideas for documents and messages that they will need translated. Since interpreters will be needed at parent orientations and at parent-teacher conferences, this fact was also reported to the school community during staff conferences.

Part B: Strategies and Activities

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

In collaboration with our Parent Coordinator, Community Director and PTA will provide parents with translators for workshops, meetings, and school events. They will also reach out to outside resources such as community organizations to assist in translating documentation such as literature and pamphlets in more than one language for our Non-English speaking/reading parents .

- b. Use of other staff members not listed above, whenever is needed for written and oral translation.

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.

. Use of NYC DOE's prepared notices in targeted languages, and DOE's translation services, whenever feasible, especially—but not limited to—issues involving a student's health; safety; legal or disciplinary matters; entitlement to public education or placement in any special education, English language learner or non-standard academic program; and permission slips/consent forms. Also with the use of staff, whenever feasible, to translate notices and provide parents with an oral interpretation in their given native language.

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>.

Our school, with the assistance of our Parent Coordinator and Community Director, will provide parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages. We will also provide instructions on how to obtain such services. Signs in the covered languages will be posted in our school main office. A copy of such written notification can be obtained in the main office as well. Should the parents of more than 10% of our students speak a primary language that is neither English nor a covered language, our school will use the NYC DOE Translation and Interpretation services to obtain signs and forms that are offered for all covered languages. Our school will post and provide such forms as required