



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

04M377

School Name:

RENAISSANCE SCHOOL OF THE ARTS

Principal:

DR. BRIAN M. BRADLEY, IA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Renaissance School of the Arts School Number (DBN): 04M377
School Level: Intermediate School Grades Served: 6,7, & 8
School Address: 319 E. 117th Street
Phone Number: 212-534-6072 Fax: 212-534-7418
School Contact Person: Dr. Brian M. Bradley Email Address: Bbradley3@schools.nyc.gov
Principal: Dr. Brian M. Bradley
UFT Chapter Leader: Eileen Foster
Parents' Association President: Evette Page
School Leadership Team
Chairperson: Pilar Wilkins
Student Representative(s): N/A

District Information

District: 4 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120 Street
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212.348.2873 Fax: 212.348.4107

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 536 Network Leader: GERARD BEIRNE

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brian M. Bradley	*Principal or Designee	
Karla Reyes	*UFT Chapter Leader or Designee	
Yvette Page	*PA/PTA President or Designated Co-President	
Julissa Ortiz	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shraddha Nunziata	CBO Representative, if applicable	
Danielle Farrelly	Teacher	
Tara French	PTA Vice President	
Pilar Wilkins	SLT Chair person	
Samia Roper	Parent	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Renaissance School of the Arts (RSA) offers a curriculum that focuses on core content academics and the arts. The curriculum combines rigorous academic instruction and arts study and exposure which afford every one of our students the opportunity for high academic success. Every child will be invited to participate in an area of arts exposure. They will then be provided with instruction from both our staff and our partnership teachers in their area of discovery. One of the unique aspects of this school is its instructional model which includes cross-content, cross-discipline planning and instruction.

Renaissance School of the Arts vision to ensure that students are academically challenged and well equipped, artistically developed, supported through working in collaboration with family and school community members, and prepared for a future that has no limits and no boundaries.

Mission

Distributive Leadership	Innovative Curriculum Development	Artistic Apprenticeships	Family and Community Engagement
Building future leaders is one of RSA’s core values. RSA believes in collaboration and building the capacity of its’ school community to ensure that all members are a crucial part of building systems, enhancing expertise, and engaging in inquiry based re alignment of structures.	RSA educators pride themselves on knowing how students learn best. As a school community , RSA ensures curriculum that is Common Core aligned, has a wealth of rigorous content, and provides opportunities for real world project based tasks that foster sophisticated skill building and application.	A unique component of the RSA school culture is that students have the opportunity to explore diverse arts programs such as Musical Theater, Dance, Visual Arts, and Band. Students are able to perfect their craft as they major in particular arts programs and are well prepared and equipped to gain entrance in high performing Arts High Schools.	As we believe in educating the whole child, we also believe in working in collaboration with families and community programs to maintain continuous support of student success. RSA works diligently to create a partnership with families; keeping them informed. Educated, and a part of school activities, policies, procedures, and educational reforms.
<p>Examples:</p> <ul style="list-style-type: none"> • <i>Triage Team</i> • <i>Professional Development Team</i> • <i>Administrative Internships</i> • <i>Teacher’s Choice</i> 	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Grasps Performance Tasks</i> • <i>Aligned Common Core Assessments</i> • <i>Flexible Rubrics</i> 	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Arts Block Rotation</i> • <i>Specialized High School Preparation Courses</i> • <i>District participation</i> 	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Parent Meetings on Tuesdays</i> • <i>Parent Workshops</i> • <i>Restructuring from a Parent Association to a Parent Teacher</i>

<p><i>Professional Development Series</i></p>	<p><i>aligned to State Exam Rubrics</i></p> <ul style="list-style-type: none"> • <i>Literacy Anchors</i> • <i>Tiered LEQ Tasks</i> 	<p><i>in diverse showcases</i></p> <ul style="list-style-type: none"> • <i>Lincoln Center collaboration and partnershiop</i> 	<p><i>Association</i></p> <ul style="list-style-type: none"> • <i>Active SLT and PA meetings</i> • <i>“Second Cup of Coffee” Parent Townhall</i>
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Additionally, our partnerships provide our students with opportunities to broaden their horizons and enhance their exposure to high level academics and arts projects. These partnerships include but are not limited to:

- **Lincoln Center** will bring exceptional demonstrations of performing arts to our students’ fingertips that will give them the foundation necessary for them to further pursue higher education, careers and productive lives as professionals, leaders and citizens.
- **Project BOOST (Building Options and Opportunities for Students)** is a program targeted at late elementary and middle school students who have demonstrated academic talent but come from disadvantaged neighborhoods where they do not have the opportunity to develop their talent. Project BOOST's main goal is to help participating students gain admission to quality high schools upon completion of the project (eighth grade).
- **Citizen School’s** vision is to educate children and strengthen communities. By providing an extended day program to our sixth grade students, Citizen School professionals work to close the opportunity and achievement gap by expanding the learning day and engaging students in real world learning ensuring that all children graduate high school ready to succeed in college and careers. Citizen school professionals provide homework help called, Academic League, small reading intervention groups for our lowest third called Book Clubs, and opportunities for students to engage apprenticeships focused on different career based paths such as artistry, graphic design, animation, and robotics.
- **College Bound** is an after-school program at Renaissance School of the Arts that targets 7th and 8th graders. In this program students have the opportunity to visit different colleges and universities. Students are exposed and go through the college application process. Additionally, students will have the opportunity to sit in on college courses. Lastly, students will have the opportunity to shadow a professional in their aspired career so that they are able to see what is done in that career on a day to day basis.

During the past three school years Renaissance School of the Arts has exceeded targets in students’ progress which was the reason for the consecutive A ratings on eth 2011-2012 & 2012-2013 NYC DOE Progress reports. Additionally, the curriculum that has been generated by the faculty at RSA is rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards. This curriculum aligned use of resources to support instructional goals that meet students’ needs. Additionally, the curriculum was under constant review from the faculty as RSA through the formalized structure of the Collegial Review and now works collaboratively during time provided during Monday professional

development sessions. Renaissance School of the Arts educators pride themselves in examining data and knowing the needs of the students they teach. In knowing the intricate capabilities and struggles of their student body and being provided with the appropriate professional development, educators craft original and diverse curriculum that is completely Common Core aligned. Teachers examine universal topics through text, technology, art, music, poetry, and various other avenues. The Unit Essential Questions as well as the Lesson Essential Questions are all anchored to the curriculum to explicitly show what students will be learning. To ensure that students understand concepts in a real world context, educators create formative and summative assessment tasks called GRASPS in which students showcase understanding by making connections.

As a curriculum is a living document, a team of network liaisons, administrators, and teachers sit together to revise curriculum. This team works together to provide feedback and enhance curriculum. There is at least one representative of each content area on the team. This year, members worked to build alignment in assessment templates, ensure that tasks are not only Common Core aligned, but also use the language of the standards within task and assessments, guarantee that each curriculum is competitive and meet the requirements of the State wide rubric used to assess the effectiveness of curriculum, and that each curriculum is rigorous, scaffolded for diverse learners, and challenges the thinking of students. In addition to regular revision of the curriculum, all of the assessments administered at RSA are aligned vertically to ensure our students are progressive results.

The area in which RSA has made the most growth is around distributive leadership. As RSA is a small learning community, all stakeholders play a crucial role in building systems and structures to ensure students achievement. Teachers take a lead role in helping run AIS programs, tracking student progress and responses to areas in need of improvement, and programming students in structures such as our afterschool program, Scholar Academic Academy. Teachers take responsibility in making decisions about new city wide initiatives such as the Monday and Tuesday professional development blocks and how that time is best used. The proudest development growth wise in which teachers lead; however, is curriculum writing. Teachers pride themselves on knowing how students learn best and write original curriculum that is engaging and rigorous. As a curriculum is a living and breathing document, teachers work on consistent school wide consensus and alignment. Last year, teachers worked with network specialists to assess curriculum against Tri-State Curriculum Rubric and used findings to charge the work of revision. As per that work, this year teachers have created aligned curriculum structures such as normed CCLS assessments, CCLS performance tasks, flexible rubrics, curriculum scaffolds, and strengthening of literacy anchors.

04M377 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	167	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
				5
# Foreign Language	8	# Dance	11	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.4%	% Attendance Rate	88.7%	
% Free Lunch	85.0%	% Reduced Lunch	1.9%	
% Limited English Proficient	3.8%	% Students with Disabilities	40.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	43.8%	
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander	1.9%	
% White	N/A	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	44.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.28	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4	4.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	25.9%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
# Foreign Language	8	# Dance	11	# CTE
School Composition (2013-14)				
% Title I Population	84.4%	% Attendance Rate	88.7%	
% Free Lunch	85.0%	% Reduced Lunch	1.9%	
% Limited English Proficient	3.8%	% Students with Disabilities	40.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	43.8%	
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander	1.9%	
% White	N/A	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	44.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.28	
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ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4	4.6%	
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6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
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Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
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Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

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# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	44.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.28	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4	4.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	25.9%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

04M377 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	167	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
# Foreign Language	8	# Dance	11	# CTE
School Composition (2013-14)				
% Title I Population	84.4%	% Attendance Rate		88.7%
% Free Lunch	85.0%	% Reduced Lunch		1.9%
% Limited English Proficient	3.8%	% Students with Disabilities		40.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		43.8%
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		44.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4		4.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		25.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

04M377 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	167	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
# Foreign Language	8	# Dance	11	# CTE
School Composition (2013-14)				
% Title I Population	84.4%	% Attendance Rate		88.7%
% Free Lunch	85.0%	% Reduced Lunch		1.9%
% Limited English Proficient	3.8%	% Students with Disabilities		40.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		43.8%
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		44.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4		4.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		25.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

04M377 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	167	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
				5
# Foreign Language	8	# Dance	11	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	84.4%	% Attendance Rate	88.7%	
% Free Lunch	85.0%	% Reduced Lunch	1.9%	
% Limited English Proficient	3.8%	% Students with Disabilities	40.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	43.8%	
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander	1.9%	
% White	N/A	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	44.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)	5.28	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4	4.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	25.9%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

04M377 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	167	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	6	# Drama	5
# Foreign Language	8	# Dance	11	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.4%	% Attendance Rate			88.7%
% Free Lunch	85.0%	% Reduced Lunch			1.9%
% Limited English Proficient	3.8%	% Students with Disabilities			40.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			43.8%
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			44.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			5.28
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4			4.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			25.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

04M377 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	167	SIG Recipient	N/A

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	6	# Drama
# Foreign Language	8	# Dance	11	# CTE
School Composition (2013-14)				
% Title I Population	84.4%	% Attendance Rate		88.7%
% Free Lunch	85.0%	% Reduced Lunch		1.9%
% Limited English Proficient	3.8%	% Students with Disabilities		40.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		43.8%
% Hispanic or Latino	53.8%	% Asian or Native Hawaiian/Pacific Islander		1.9%
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.12	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		44.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.5%	Mathematics Performance at levels 3 & 4		4.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		25.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ol style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. <ul style="list-style-type: none"> 3.2 Strength: The curriculum re-alignment to Common Core State Standards and Citywide Instructional Expectations has been an evolving task since 2010. Every school in the department of Education was required to align one unit of study in ELA and math to CCSS. In 2011, all schools were required to align two units of student in ELA and math. This year all content areas had to have at least two CCSS align units. 3.3 Strength: In order to ensure student achievement, the use of data must be at the forefront when planning for instruction and school progress. At RSA, the school community takes an active role in analyzing student data and trends in order to plan for intervention. 3.4 Strength: At our professional developments on Mondays, teachers engaged in co-planning to see where curriculums align. For example, the 8th grade science and math teachers met and created a plan for teaching scientific notation and planets at the same time and with some interlinking connections so that students can see how the two content areas are connected and so that they can gain a stronger understanding of this topic by addressing it in two different classrooms. At another grade-band meeting teachers targeted the students that are ELLS, SWDs, and receiving free/reduced lunch. We also were able to bring in network officials to conduct PD around specific areas of the curriculum. This team was called the Collegial Review and helped to modify curriculum and present findings to the staff for further 		

revisions.

- **3.5 Need:** As a school RSA needs to implement targeted programs to provide customized instruction based on regular formative and summative assessment data.
- **3.5 Need:** Consistently monitor and critique lesson plans to ensure that they integrate specific opportunities and strategies to assess student comprehension, mastery of content and higher order thinking skills, and that they include the time to provide explicit and targeted feedback to ensure that all students achieve the lesson's objectives or are provided the ongoing support they need to achieve the objectives.

Part 2 – Annual Goal

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

Renaissance School of the Arts will increase both the ELA and Mathematics student average performance on state-wide examination by 20% by June 2015. ELA average proficiency will increase from a school wide average of 2.19 to a school wide average of 2.62. Mathematics average proficiency will increase from a school wide average of 2.28 to a 2.73.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Implement the Afterschool Scholars Program	Lowest third, ELL and SWD	10/27/14-05/01/2015	Teachers, Guidance Counselors and Administrators
Implementation of software based (Achieve 3000 and Revolution K12) interventions for our entire 6 th grade cohort.	6 th Grade Students that displayed the lowest percentage of growth on the lowest Growth on the 2014 state-wide examinations	01/05/2015-06/28/2014	Citizen School Staff and two teachers
Daily AIS instruction for targeted 6 th , 7 th and 8 th grade students.	Identified 6 th , 7 th and 8 th	01/05/2015-05/01/2015	Teachers and Administrators.

	grade students.		
Administrators and Teacher leaders will monitor the quality and scaffolds of tasks the students are required to perform on a lesson by lesson basis.	Teachers across content areas	Ongoing	Administration and Lead Teachers

Part 4 – Resources Needed

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

Afterschool Scholars Academy

- 1 Guidance Counselor on Wednesdays and Thursdays for 3 hours each day
- 6 teachers on Wednesdays and Thursdays for 3 hours each day
- 3 Teachers on Wednesday and Thursday for 2 hours
- 1 Administrator on Wednesdays and Thursdays for 3 hours each day
- The purchase of two software based instructional tools
- The professional development for faculty that will be required to deliver the software based applications to the students

Second AIS program

- Consumable workbooks for our students
- Allocation to pay for teachers to provide instruction during a preparation period
- The creation of a detailed program that targets specific students for remedial instruction during the school day.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I focus/priority SWP funding
Tax Level MS

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Benchmark Assessment will be complete by January 15th
- By January 2015 our students will take the 2014 both the ELA and Mathematics state-wide examinations as their benchmark exams to determine if we are on pace to achieve our goals.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 5.2 Strength:** RSA has several structures and partnerships in place that address the social and emotional needs of our students and families. This year we created a Deans position that serves to manage the crisis’s in our student’s lives. We have a partnership with the Borinken Health Clinic that retains two full time social workers to work with our students and provide support to our student’s families. Additionally, our partnership with Citizen Schools is an outlet for our students. We have an IEP specialist that works closely with our Special needs students and families to address any needs that may arise. Finally, we have girls groups that support the social and emotional health of specific young women that have been identified as at-risk.
- 5.3 Strength:** RSA has an advisory program that engages the entire school community daily that promotes our vision for social and emotional health.
- 5.4 Strength:** According to the 2013-2014 School Quality Guide, RSA had met their school environment target and had overwhelming positive responses from students and families in regards to the school environment.
- 5.5 Need:** Establish publicized systems and structures that address time, space and resources to collect and analyze a wide variety of student data that include all the stakeholders responsible for addressing the academic, social and emotional needs of each student and to monitor the effective use of collected data.

Part 2 – Annual Goal

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

By June 2015, 85% of the school stake-holders will be registered for and frequently use the Skedula program, which will serve as a space where faculty members can communicate with all stake-holders responsible for the success of our students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Provide the teachers with specific professional development sessions about the Skedula program	Teachers	September 2014-June 2014	Teacher Leaders, Administrators, Data Liaison
Dedicate 40 minutes of each Tuesday for teachers to update their Skedula accounts	Teachers	January 2015-June 2015	Data Liaison, Programmer, Administrators
During Designated parent-teacher conference sessions all students parents will be registered for Pupil-Path	Parents	November 2014-March 2015	Citizen School Staff Administrators
In the month of February all students will be registered for Pupil Path accounts	Students	January 2015	Teachers

Part 4 – Resources Needed

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

Teachers
 Teachers
 Skedula Licenses
 Pupil Path accounts for our Parents and Studnets

Part 5 – Budget and Resource Alignment

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

Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

planning. In this part:

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

On December 19th the Administrators will review each teachers Skedula Account to ensure they are using the program with fidelity

In November 2014 85% of eth parents registered Pupil Path accounts and downloaded Apps for their Smart Phones.

In February 2015, each teacher will provide Pupil Path based Assignments to students which will serve as a diagnostic on whether or not we are progressing towards that goal.

Part 6b. Complete in February 2015.

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

4.2 Strength: In order to ensure student achievement, the use of data must be at the forefront when planning for instruction and school progress. At RSA, the school community takes an active role in analyzing student data and trends in order to plan for intervention. The Collegial Review team which encompassed teachers from each content area and Network specialists, collaborated to ensure curriculum alignment and enhancement. This year the school community looked at data compiled by the team, added feedback, and began next rounds of revisions. Revisions include working to build alignment in assessment templates, ensure that tasks are not only Common Core aligned but are complete with sufficient scaffolds for our diverse learners.

4.3 Strength: We engage in collaborative reviews of curriculum across all grades and subjects and worked together to create rigorous performance task, literary anchors and multiples means of demonstration of understanding for students. RSA’s current curriculum includes unit and lesson essential questions, Universal Design for Learning strands, CIE connections, performance tasks, and literacy anchors to ensure alignment with CCLS.

4.4 Strength: Structures for positive learning environment, inclusive culture, and student success exist in formalized structures throughout the school. As a way of assessing students’ understanding of lessons taught on a daily basis, teachers are asked to have students maintain an LEQ journal in which students are asked answer Tiered LEQ Tasks that are assigned to students using performance data. In order to build alignment school wide, three tiers were created in order to track student progress. These Tiers are Red: Beginning, Yellow: Intermediate, and Green: Advanced.

4.5 Need: Continue to regularly monitor instructional practices and strategies for the targeted grouping of students based upon summative and formative assessments and which provide access to learning and social opportunities for all students as well as giving teachers an opportunity to individually address assessed needs and provide regular and relevant feedback.

Part 2 – Annual Goal

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

The Professional Development Team will provide 5 professional development sessions on Component 1e from the Danielson Framework: Designing Coherent Instruction, by June.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Development session about Component 1e	Teachers	November 4, 2014	Administrators
Professional Development session 2 about Component 1e	Teachers	January, 2015	Professional Development Team
Administrator professional Development session around feedback	Administrators	October, 2014 and February 2015	District 4 Talent Coach
Feedback Sessions following each observation	Teachers	September 2014-June 2015	Administrators

Part 4 – Resources Needed

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

- Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
- Network Special education coach, administrators, grade and subject area teacher teams
- Network ELL specialist, ESL and classroom teachers
- Network instructional support and SE teachers

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

- 1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
- 2. Improved performance of ELLs in ELA as evidenced by interim assessments
- 3. Improved reading and writing instruction as per teacher observation

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

2.2 Need: Continue to champion a data driven mission for student achievement and the attainment of SMART goals through the regularly scheduled and publicized use of meetings, newsletters and bulletins, to ensure that the long term vision of the school is seen, known, heard and supported by staff, families and students.

2.3 Strength: School leaders ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards through frequent observations and instructional rounds.

2.4 Strength: Administrative and Instructional team members work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress.

2.5 Strength: In the fall of 2014, supervisory staff met individually with staff to review student data and develop plans for improving individual student achievement. The supervisory staff will meet quarterly with faculty members to discuss interim assessment and observation data.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the principal and assistant principal will conduct a minimum of 4 informals or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework and ensure integration to the Common Core Learning Standards (CCLS) so that students are exposed to higher order thinking and rigorous tasks that engage all learners.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards:	Teachers	January 2015	Administrators
Supervisors, in collaboration with teachers, will develop goals to support improvement and progress	Teachers	October 2014	Administrators
Supervisors will conduct quarterly data conferences with Teachers	Teachers	September 2014–June 2015	Administrators
Supervisors will collaborate with eth district 4 talent Coach to enhance the quality of feedback that is given to the teaching staff.	Teachers	October 2014- June2015	Administrators, Talent Coach

Part 4 – Resources Needed

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

- Time for professional development, per session and per diem
- Scheduled time during the school day for individual conferences with each teacher and an administrator

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

Part 6 – Progress Monitoring

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

planning. In this part:

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

- By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice
- Completion of individual goals and evidence of progress
- Completion the initial review of student data and the development plans for improving individual student achievement
- Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 6 Statement of Practice (SOP) Addressed	HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

6.2 Strength: Parents are an integral piece of a school community. Ensuring that their voices are heard and that they have an opportunity to talk and share their ideas and concerns plays an important role on student progress and performance. To foster positive relationships and partnerships with parents, *Second Cup of Coffee series* was created.

6.3 Strength: RSA uses the School Messenger calling system, RSA Newsletter, and written letters home to encourage parent attendance at Parent Teacher Conference night and at PTA events. These factors result in high parent participation. At the event we work in grade teams to ensure that once a parent of a student is here they are guaranteed to meet with all content area teachers of their child.

6.4 Need: Plan specific strategies and opportunities with pertinent school staff and community agency partners for sustaining productive partnerships with families as well as high levels of family engagement so that parents and caregivers can meaningfully support student learning and success.

6.5 Strength: Parents are educated through workshops such as Common Core Curriculum Shifts and Special Education, “Know Your Right,” seminars. Parents take an active role within the School Leadership Team (SLT) and the Parent Association (PA); collaborating and communicating with the school community.

Part 2 – Annual Goal

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

By June 2015, RSA will hold “*Content Fairs*” for each major discipline (e.g. Social Studies, English, Mathematics, and Science) which will engage 75% of our parents and 100% of our schools partners.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional Development for teachers about Content specific fairs	Teachers	October 2014 December 2014 January 2014 March 2014	Professional Development Team
Promotion of Content Fairs via school messenger, social networks and the school news letter	Parents	September 2014- March 2014	Parent Coordinator, Recruitment Team PTA
Purchase display boards for our students materials and systemic distribution to our students.	Students	October 2014- March 2015	Teachers
Time allocation for each department to execute in the fair in a thoughtful way.	Students	October 2014-June 2015	Teachers

Part 4 – Resources Needed

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

Agendas, surveys, and implementation
 Staff attendance at PTA meetings
 Parent coordinator’s planning and hosting of parent offerings
 Staff attendance at Student recognition events

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

After each *Content Fair* each attendance sheets will be collected and a calculation of total attendance will be conducted.

Content Fairs will be conducted quarterly.

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

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

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Lowest Third, ELL and SWD	<p>AIS in ELA will use Test Prep materials such READY and COACH to ensure skill and content development. Within Resources, students will engage in reading comprehension and writing tasks.</p> <p>2. Within ELA we will also use technology to provide Tiered Intervention via programs such as Achieve 3000</p>	<p>1) Small group support 2) One-to-one instructional tutoring 3) Tutoring and enrichment group instruction</p>	<p>Small group support is provided Wednesday and Thursday from 2:40-5:40pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>
Mathematics	Lowest Third, ELL and SWD	<p>AIS in Math is being implemented in several different ways: support is differentiated by group size, learning styles and assessment analysis. A special ELL's intervention is also provided to students who receive these mandated services. The Wilson system is also provided for AIS students.</p> <p>Holt mathematics and intervention programs are used for assessment, remediation, preparation and</p>	<p>1) Small group support 2) One-to-one instructional tutoring 3) Tutoring and enrichment group instruction</p>	<p>Small group support is provided Wednesday and Thursday from 2:40-5:40pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>

		general instruction. Both plans include weekly tracking software, virtual instruction for individual student remediation, online assessment and analysis and high-interest teacher instructional materials.		
Science	Lowest Third, ELL and SWD	AIS in science is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school as needed. We conduct Parent Workshops to support parents of AIS students understanding of the science state exam. Parents will be given a six week assessment to help them determine areas that their child needs support with and provide them with after-school additional support opportunities.	1) Small group support 2) One-to-one instructional tutoring 3) Tutoring and enrichment group instruction	Small group support is provided Wednesday and Thursday from 2:40-5:40pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm
Social Studies	Lowest Third, ELL and SWD	AIS in Social Studies is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. Five-week assessments are given to ensure students'	1) Small group support 2) One-to-one instructional tutoring 3) Tutoring and enrichment group instruction	Small group support is provided Wednesday and Thursday from 2:40-5:40pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school.

		<p>performance is aligned with the state scope and sequence. Small group tutoring is provided during lunch, before and after school. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. The Achieve Now Program provides additional support and credit recovery for students as well.</p>		<p>Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students that have not achieved a level 2.5 or better on state-wide examinations</p>	<p>AIS at-risk is being implemented in several different ways: support is differentiated by group size, learning styles and assessment analysis. A special ELL's intervention is also provided to students who receive these mandated services. The Wilson system is also provided for AIS students. Holt mathematics and intervention programs are used for assessment, remediation, preparation and general instruction. Both plans include weekly tracking software, virtual instruction for individual student remediation, online assessment and analysis and high-interest teacher instructional materials.</p>	<p>1) Small group support 2) One-to-one instructional tutoring 3) Tutoring and enrichment group instruction</p>	<p>Small group support is provided Wednesday and Thursday from 2:40-5:40pm One-to-one instructional tutoring is provided as a pull out service during lunch, before and after school. Tutoring and enrichment group instruction is provided afterschool from 3:20-5:20pm</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development has been provided to the entire staff.

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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	100,837	X	P. 13, P. 15, P. 18, P. 21, P. 24
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,231,678	X	P. 13, P. 15, P. 18, P. 21, P. 24

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:

4. 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.
5. 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:

6. **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).
7. **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.
8. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
9. **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.
10. **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.
11. **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:

12. **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.

13. **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.
14. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
15. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) 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 the school. **Renaissance School of the Arts** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. .

Renaissance School of the Arts 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 the school community;

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

school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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;

The 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;
- 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 (SPC) Template

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 04	Borough Manhattan	School Number 377
School Name Renaissance School of the Arts		

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 Tammy Pate	Assistant Principal Josephine Yeboah
Coach type here	Coach type here
ESL Teacher Joanne Tu	Guidance Counselor Ronald Murray
Teacher/Subject Area Karla Reyes/ICT	Parent Eric Wright
Teacher/Subject Area Cindy Casseus/ICT	Parent Coordinator Christopher Wilson
Related Service Provider Evelyn Bautista	Other type here
Network Leader(Only if working with the LAP team) Gerald Beirne	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.		Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	1

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	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	3					2			1	3

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	3	0	0	0	0	2	0	0	1	3
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4						4
8					2				2

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.
Our school uses baseline assessment, DRP (Degrees of Reading Power) and McCleod to assess the early literacy skills of our ELLs. We have come to understand that a large percent of our ELLs lack appropriate grade level vocabulary. To address this need we have instituted a program called Word Generation. Word Generation provide language support using weekly targeted vocabulary across

five content areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across the grades and proficiency levels, the NYSESLAT/ LAB-R data revealed students' weaknesses in writing and reading. Most students have higher scores on NYSESLAT listening/speaking and lower scores on NYSESLAT reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The instructional decisions will emphasize on strengthening students' listening, speaking, reading and writing skills by using grade appropriate materials. Lessons will be designed according to ESL and ELA Common Core Learning Standards. Students will be expected to practice the four modalities in every lesson. Accommodations and differentiation will be provided in lesson planning. This includes homogeneous and heterogeneous groups, differentiated workbook activities, and explicit goal setting based on teacher observation and diagnostic results.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. Across the grades, most ELLs scored 2 on New York State ELA, Mathematics and Science Exams. Students scored the lowest in New York State Social Studies Exam. Sixth graders have the highest test scores, some scored 3 or 4 on the state exams. This pattern indicates that students' English proficiency level on the NYSESLAT does not always transfer to their state exam scores.

No students took the exam in their native language. Therefore, no comparison can be made at this point.

4b. The school leadership and teachers are using the result of the periodic/interim assessments as an indication and assessment of ELL's English proficiency. This data helps teachers group students accordingly and aids in differentiated instruction. The data is also used to set benchmarks and isolate students in need of AIS.

4c. Students generally obtain high scores from the periodic assessments because the periodic assessments do not require students to write an essay. Native Language is not used for the periodic assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Programs for ELLs are considered successful when students exhibit tremendous improvements on their test scores as well as their listening, speaking, reading and writing skills through other tasks such as book reports and oral presentations.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs are determined by analyzing student progress on the NYSESLAT and other state assessments. Success is also determined by student performance on unit and school-wide assessments. Finally, as we are a performing arts school, success is determined by observation of students in the arts content areas. Performances and other demonstrations of learning are all considered in determining success.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

The ESL teacher or the bilingual certified teacher will then administer the LAB-R to the new ELLs as a formal assessment to identify students' English proficiency. Based on the LAB-R scores, an entitlement/nonentitlement letter will be sent home. In addition, our school will provide a parent orientation for newly admitted students within ten days of enrollment. Using in-house and DOE translators, parents will be invited to attend workshops designed to inform them about the three programs offered in New York City. Following these workshops, parents meet with bilingual school-based support to determine their choice of language program. The principal and the ESL teacher pull out LAB-R, NYSESLAT Exam History Report (RLAT) periodically to make sure the entitled students receive mandated ESL service. These students will attend ESL classes and learn about NYSESLAT test taking strategies and other language skills. They will be given NYSESLAT in May as an annual evaluation of their English proficiency.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

The school distributes the Parent Survey and Program Selection forms and entitlement letters during parent orientation. The administrators and the ESL teacher explain the instructions to fill out the forms and the importance of returning the forms as part of the school data collection. Parents will be informed of the three ELL programs offered in New York City. Parents will choose the program they prefer before the school inform them the programs school offers. The parents will be encouraged to complete the forms on the date of the orientation. If parents do not come in for orientation or if the Program Selection forms are not returned, the default program for ELLs will be Transitional Bilingual Education Program. Once parents return the Parent Survey and the Program Selection forms, information from these forms is entered into ATS and then placed in the child's cumulative folder and stored in locked file cabinets in the school's main office. Only administration and the pupil secretary have access to the locked cabinets.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

Paste response to question here:

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

Paste response to question here:

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

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

services through a combination of Push-In and Pull-Out models.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:

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

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

Paste response to question here:

4. Our school will ensure ELLs are appropriately evaluated in their native language by reviewing students' report cards from their native countries and communicating with their parents.

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here:

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

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

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

d. Our school will continue to provide support and instruction to Long-Term ELLs in order to help them transition into mainstream class. Their NYSESLAT test scores will also be analyzed so students will be clear about the areas they need to work on to reach proficiency.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

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

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

Paste response to question here:

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

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

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

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

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

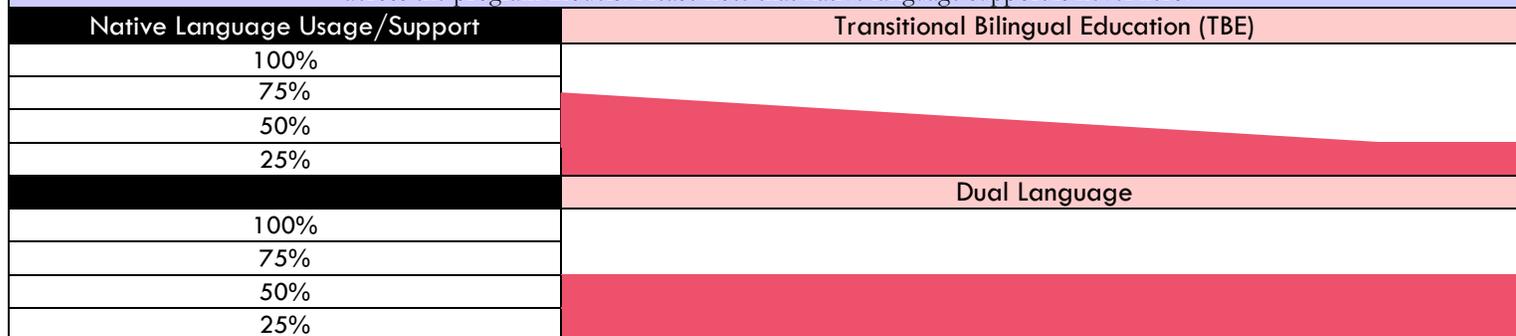
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to question here:

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

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

Paste response to question here:

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

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

Paste response to question here:

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

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

Paste response to question here:

None

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

Paste response to question here:

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

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

Achieve Now Academy

College Bound

Boost

Morning Math Tutorial

I Will Graduate

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

Paste response to question here:

Various textbooks/workbooks are used for different levels of students. Some titles are Connecting Vocabulary, Reading Options for Achievement, Getting Ready for NYSESLAT and Beyond and other supplemental materials. We also provide students with textbooks and tests in their native languages. In addition, students use Ranzulli Learning, Skills Tutor, and Accelerated Reader software programs to strength students' reading levels and for better differentiated instruction and.

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

Paste response to question here:

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

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

Paste response to question here:

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

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

Paste response to question here:

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

18. What language electives are offered to ELLs?

Paste response to question here:

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

RSA Annual Professional Development Calendar:

October 7th, 9th, 16th and November 4th, 6th, 13th

Teacher Effectiveness

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

Citywide Instructional Expectations

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

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

Teacher Effectiveness

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

Citywide Instructional Expectations

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

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

Teacher Effectiveness

- End of year conferences
 - o Reviewing artifacts
 - o MOSL Teacher teams: preparing for your post assessment
- Citywide Instructional Expectations
- RSA Instructional Focus
 - o Focusing the Lens: Looking at student work (noticings and trends)
 - Instruction
 - o Ensuring individual supports and specialized instruction are aligned to the needs of students and CCLS

D. Parental Involvement

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

Paste response to questions here:

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

2. No.

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Renaissance School of the Arts

School DBN: 04M377

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 536

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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