

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**05M285**

**School Name:**

**HARLEM RENAISSANCE HIGH SCHOOL**

**Principal:**

**NADAV ZEIMER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Harlem Renaissance High School School Number (DBN): 05M285  
Grades Served: 9-12  
School Address: 22 East 128<sup>th</sup> Street  
Phone Number: 212-996-3795 Fax: 212-996-4354  
School Contact Person: Nadav Zeimer Email Address: nzeimer@schools.nyc.gov  
Principal: Nadav Zeimer  
UFT Chapter Leader: Joy Yearwood  
Parents' Association President: Rolando Sierra  
SLT Chairperson: Rosezeter McClain  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Regina Pierce  
Student Representative(s): Zara Spivey  
Diana Sierra

**District Information**

District: 05 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue Suite 304, Brooklyn, New York 11212  
Superintendent's Email Address: LRobinson5@schools.nyc.gov  
Phone Number: 718-363-7436 Fax: 718-778-7385

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Ave, 8th floor, New York, NY 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Harlem Renaissance High School's motto is "Rebuild, Renew, Restore." Our mission is to "**Rebuild** relationships, **Renew** commitment, and **Restore** confidence, transforming young people in and around Harlem into confident lifelong learners."

Our vision is to be "...an inclusive transfer school setting, bringing to life our core values. We operate from the foundation that human beings are born natural learners and that it is our job is to remove learned barriers to this innate desire to explore, causing students to choose academic exploration as an opportunity to experience their power. Our teachers are role models of intellectual inquiry, reflection, and peer feedback. The activity that both structures our time and reveals our creativity is the production of high quality culminating assignments..."

The school wide grading policy emphasizes our focus on culminating assignments (10% Testing Skills, 20% Personal Competencies, 30% In Class Assignments, 40% Culminating Assignments). We continue this exploration with a new resources for culminating assignments including a recording studio, a greenhouse and garden, multiple video editing programs, a monthly school wide reading and writing challenge, and elective courses we call "Culture and Business Units" which charge students to work together according to a schedule of time-bound deliverables in service of our school community. Just like the students, teachers produce culminating assignments as part of their professional development. Each trimester we celebrate the culminating assignments and accomplishments of our community in a video EXPO event which honors soon-to-be graduates and introduces families to the work their students and teachers are doing.

This year we are focusing on the Danielson Framework for Teaching components 3b (questioning and discussion) and 3c (student engagement) by piloting strategies that increase students' opportunities to ask their own questions during a unit of study. This focus is part of a schoolwide focus on students analytical skills.

We partner with Community Based Organizations to further enrich ties between our students and the wider New York City community. The New York City Mission Society oversees our Learning to Work program which provides job training, paid internships, career workshops, and college preparation for our students. Hunter College Liberty Partnership Program provides a social worker, a garden coordinator, social work interns, tutoring, and college access resources. Street Corner Resources coordinates our "I Am Peace" Recording Studio. We also work with TriBeCa Film Institute, College Confident, The Morningside Center for Social Responsibility, Youth Leaders for College Access, Student Voice Collaborative, Mount Sinai Adolescent Health, Educational Video Center, and Sprout by Design.

## 05M285 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	227	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	76.4%	% Attendance Rate			60.4%
% Free Lunch	75.4%	% Reduced Lunch			3.5%
% Limited English Proficient	19.8%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			55.6%
% Hispanic or Latino	42.2%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			24.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			6.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	37.0%	Mathematics Performance at levels 3 & 4			36.9%
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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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 Science (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				
<b>Accountability Status – High Schools</b>					
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	N/A	Limited English Proficient			YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 
- ♣ In reviewing observation feedback over the past two years, feedback pertaining to questioning and discussion techniques has only produced sustained improvement for two teachers – others tried strategies only to allow them to fall out of practice and return to similar feedback in subsequent observations
  - ♣ For teachers rated at Developing or Ineffective in Danielson component 3b – Using Questioning and Discussion Techniques, observations by principal and assistant principal noted that teachers engaged in less interactive delivery of content, with fewer student-led discussions and little time given for student problem solving.
  - ♣ 8 of 44 observations yielded a Developing or Ineffective rating in Danielson Framework for Teacher component 3b – Using Questioning and Discussion Techniques
  - ♣ Strength: 41 out of 44 observations yielded an Effective or Highly Effective rating in the Danielson Framework for Teacher component 3c – Engaging Students in Learning
  - ♣ 2013-14 Quality Review stated that “student engagement demonstrates levels of high order thinking as evidenced in classroom visits.”
  - ♣ The ELA department spent two years participating in an advance common core team training (TSCCI).
  - ♣ The Math department spent 2014-15 participating in the Transfer School Common Core Initiative, which, using mathematical habits of mind, caused students to share their thinking and solve problems without asking teachers for answers (these results are documented in observations).
  - ♣ The Math departments engagement with TSCCI professional development resulted in feedback for a previously “Developing” teacher with a Teacher Improvement Plan (TIP) who was close to retirement resulting in this teacher being showcased as a model for implementation of common core aligned strategies when Deputy Chancellor Weinberg visited the school and an overall MOTP score of 2.87 (Effective) for the year
  - ♣ In the Framework For Great Schools Report, we received only 69% in the “Quality of Professional Development” aggregation section of the Collaborative Teachers element
  - ♣ In the Framework For Great Schools Report, we received only a 67% (vs. a citywide average of 91%) in the “Focus on student learning” section of Professional Community. Similarly, we received only 69% (vs. citywide average of 87%) in the Collective responsibility section of Collaborative Teachers - > Professional Community.
  - ♣ In end of year conferences with teachers, over half of teachers requested specific practices to be shared at professional development relating to individual Danielson components

♣ In a series of end-of-year teacher feedback sessions, teachers requested a PD committee which was then piloted for three weeks

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will work in interdepartmental groups to complete a Lesson Study inquiry Protocol (three per year) with each subject area teacher having the opportunity to serve as lesson study leader for their team for one entire Lesson Study Cycle. As a result, we will improve our score in the Framework for Great Schools Report -> Rigorous Instruction -> Quality of student discussion by 5 percentage points (to 84%).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>ReDesign coach will support planning of Lesson Study and will work with one lesson study team for implementation.</p>	<p>IEP and ESL Students</p>	<p>September 2015 – June 2016</p>	<p>reDesign coach</p>
<p>The administration will visit each classroom each week for a four week period in the middle of every trimester providing feedback in email and post observation conferences.</p>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, PD Committee, Lead Teacher</p>
<p>Each month one questioning or discussion practice will be showcased at professional development by either showing video of the practice or by modeling the practice for teachers in a 15-minute session with teachers as the students and a presenting teacher modeling the practice</p>	<p>Teachers</p>	<p>Monthly September 2015 – June 2016</p>	<p>Lead teacher, Administration, PD Committee, reDesign coach</p>
<p>A new Professional Development committee will be formed to plan each week’s professional development in coordination with administration, the lead teacher and external coaches</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>UFT Chapter Chair, teachers, reDesign coach, district instructional support staff</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ♣ Support from reDesign coach
- ♣ TL Citywide Instructional Expectations
- ♣ Weekly 90 Minute Professional Development sessions
- ♣ Professional Development Committee
- ♣ Other schools to visit who have implemented this type of approach previously
- ♣ IEP and ESL personnel
- ♣ Principal, assistant principal, lead teacher
- ♣ Bulletin board tracking systems including our student data tracking board
- ♣ Student information system and weekly data reports related to our weekly progress report system
- ♣ ADVANCE website and resources
- ♣ Use of existing video equipment for participating teachers
- ♣ C6 and “other professional duties” assignments

**Part 4b.** 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The bulletin board in the Principal's office will track strong practices observed during weekly classroom visits
- Practices showcased on the Principal's board will be reviewed and used either for next steps with other teachers to visit or selected as a showcase practice to model at the start of a professional development session
- A professional development committee will review progress of Lesson Study activities and be offered the opportunity to present at professional development sessions to support effective Lesson Study Cycles
- Administration, Peer Collaborative Teacher (PCT), and reDesign coach will review formative, weekly visits to teachers classroom focusing on scores for Danielson Framework for Teaching components 3b, 3c, 3d
- Student questioning practices from the research-based book by Dan Rothstein and Luz Santana "Make Juse One Change: Teach Students to Ask Their Own Questions" will be piloted in individual classrooms as a showcase practice for improving scores on 3b, and 3c in particular
- ELL/ELA teachers will collaborate to design professional development session to support differentiation for English Language Learners

- Danielson Framework for Teaching Components 3b, 3c, and 3d will be reviewed at Initial Planning Conferences (IPC), mid-year conferences and end of year conferences and feedback emails to teachers from formative weekly visits will include projected ratings on components 3b, 3c, 3d.
- Danielson Framework for Teaching Components 3b, 3c, and 3d will be reviewed during teacher team meetings and data on these components from weekly visits will be used to inform professional development sessions
- Mock Regents Exams will be used to monitor students performance on Regents extended response tasks as a gauge of the impact of a schoolwide focus on "analysis"
- Regents Exams will be analyzed to determine if efforts to deepen students' analytical skills has improved extended responses scores on Regents Exams

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 
- ♣ Two years ago we ended our advisory program, leaving a number of gaps in helping students create a meaningful connection with a staff member in the building
  - ♣ 2013-14 school survey report: 95% of students responded “there is an adult whom I trust and can go to for help with a problem” which data shows is a key indicator of school impact on student engagement, however only 45% of students completed the survey (although nearly all were given an opportunity to do so).
  - ♣ 91% of survey respondents indicated they find the school to be a safe environment in the 2014-15 Framework for Great Schools Report
  - ♣ Alternative to Suspensions program continues to reduce out-of-school suspensions, achieving a 78% drop in out-of-school suspensions in the 3 years the program has been in the school. This year the program added preventative supports for students, to get ahead of behavior issues before they impacted the school community and respond to low-level indications of student disengagement. 70 students were served in the program in 2014-15.
  - ♣ Continuation of in-school, supportive interventions in place of out-of-school suspensions produces environment in which students feel safer and more equipped to focus on academic work.
  - ♣ Individual student gains aligned to their behavior intervention plans (eg eliminating write-ups for having head down during class for a student who had numerous write-ups for this infraction)
  - ♣ In 2014-15, over half of the students (54%) who participated in Alternatives to Out of School Suspension saw both grades and attendance improve following working in the program. 77% of program participants saw grades improve in at least two classes in the week that followed program participation.
  - ♣ Unified discipline and social work team ensures supportive school environment and supportive discipline. School must continue integration of discipline and social work teams, and focus deployment of teams to specific measurable initiatives to better meet student needs.
  - ♣ Attendance is significant challenge for our students, and impacts their academic growth. School wide attendance dropped from the high of 72% average attendance in September to 40% in June. Most months showed a steady decline from the initial start of the year high. Significant work is needed to maintain high levels of student engagement and motivation.
  - ♣ On-time arrivals are also a significant challenge. Average on-time arrival closely tracks with attendance: in September, approximately 1/3 of our students arrived before the start of school (prior to 9:04). By June, only 15% of our students arrived by the start of school. Most months showed slow but steady decline from start of year high.

♣ During the Transfer School Conference in June 2015, Eskolta consultants shared in an attendance workshop that in a broad analysis of transfer school data, frequent live phone calls have proved most effective in producing outcomes.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase overall attendance in school by 4% for the months of April and May as compared to the same months during the previous year.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will be paired with one student advocate and their parents will be paired with one teacher for outreach efforts. The student advocate and the teacher will collaborate to support student attendance.</p>	<p>Families, all students</p>	<p>September 2015 – June 2016</p>	<p>Attendance team, CBO leadership</p>
<p>Each morning administration will be present during arrival to welcome students and monitor attendance.</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>LTW Team, LPP Team, Social Workers, Guidance team</p>
<p>We will establish an attendance scoreboard which will show daily attendance rates and weekly disaggregated attendance rates by the adult responsible for each team of students</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Administration, attendance team, one teacher accountable for updating the board</p>
<p>We will create an Response to Intervention (RTI) meeting structure with three teams: a ‘mezzo’ interventions team which works with the 85% of students who are often ignored because they are quietly struggling, a separate crisis intervention and alternatives to suspension team for the 15% of students who need the most support, and a college preparatory group focused on continually engaging the top performers</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Guidance, Social workers, CBO staff</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ♣ CAASS system will be used to track and share on time attendance rates
- ♣ AIDP Attendance Shared for home visits and outreach using our school attendance team
- ♣ TL Data Specialist funding will support analysis and reporting
- ♣ LCSW or Licensed Psychologist to provide clinical supervision for LMSW school social worker.
- ♣ Anecdotal logs by teachers / Skedula support for monitoring crisis situations and extenuating circumstances behind attendance issues
- ♣ LTW and LPP social work support teams
- ♣ Arrival team including parent coordinator, school aides, administration and LTW staff
- ♣ Student CB Unit team will celebrate students with perfect attendance or other key success measures of their choosing
- ♣ Itinerant attendance teacher will share regular updates of home visits via email
- ♣ Phone messenger and email blasts will support related initiatives
- ♣ UFT Contract mandated teacher outreach time will be leveraged to follow up on attendance patterns

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- ♣ Bulletin board will track progress of each kaleidoscope as well as daily attendance results
- ♣ Daily attendance updates from outreach will be tracked in a shared spreadsheet
- ♣ Staff morning meetings which take place twice a week will include an update on attendance results
- ♣ A school strategy team will meet weekly to discuss progress

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

♣ In the Framework for Great Schools 2015 report, based on surveys during 2014-15, Principal Instructional Leadership was rated at 61%, compared with city-wide average of 90%.

♣ In the Framework for Great Schools 2015 report, Teacher Influence on Inclusive/Facilitative Leadership was rated at 46%, compared with a city-wide average of 78%.

♣ A pilot of formal instructional rounds in Spring 2014 was well received by teachers as an important practice for their professional growth.

♣ 2013-14 Quality Review had only one rating that was not Well Developed: 1.1 - “Ensure engaging, rigorous, and coherent curricula in all subjects...” Specific feedback stated “the strategic integration of planned student activities and tasks to include increased Depth of Knowledge (DOK) questions to raise student levels of thinking from content knowledge to analysis across all classrooms is limited”

♣ In the Framework For Great Schools Report, we received only 69% in the “Quality of Professional Development” aggregation section of the Collaborative Teachers element.

♣ In end of year conferences with teachers, 100% of teachers who had previously participated in TSCCI requested that we continue the Japanese Lesson Study work and expand it to include other departments

♣ The community came together for a series of end of year reflection sessions and among the feedback was that “Administration must be clear with instructional/academic progress expectations”

♣ During end of year conferences with teachers, 100% of teachers agreed that offering specific school wide practices for 1a, 1e, and 4e would create clear expectations and eliminate confusion

♣ As a transfer school all of our students are part of an at risk subgroup. Therefore the feedback discussions among teachers following instructional rounds will require discussion of particular subgroups present in the observed lesson to share their expertise with colleagues.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will work in Department Groups during Professional Activity Periods (C6 and "other professional work") time to review culminating assignments and unit plans using Danielson Framework for Teaching Components 3b, and 3c in particular when reviewing unit plans and Webb's Depth of Knowledge Levels when reviewing culminating assignment tasks.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
After completing the Transfer School Common Core Initiative, we will independently hire reDesign and Eskolta coaches and participate in TSCCI conferences in an effort to expand the Japanese Lesson Study work completed in the mathematics and ELA departments to the entire school community.	All teachers, all students	September 2015 – June 2016	reDesign coach, Eskolta coach, Administration, Lead teacher, PD committee
A new teacher scorecard will be implemented to share HRHS specific practices and expectations for Danielson Framework components 1a, 1e, and 4e	All teachers	September 2015 – June 2016	Administration
Each trimester we will host an EXPO event to share culminating assignments with parents and community members, providing an opportunity to give families a glimpse into the preparation work that teachers do to plan instruction and the resulting artifacts showcasing concrete examples of our expectations for student work products.	Family members	December 2015, March 2016, June 2016	Learning to Work staff member accountable for video production, school computer support technician, a select group of teachers working with video production teams
We will organize a number of teacher-focused retreats including at least one overnight retreat and a summer three-day instructional retreat	Teachers	Summer 2015, and other discreet dates by June 2016	reDesign coach, Eskolta coach, Administration, PD Committee, Lead Teacher

### **Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ♣ Period Coverages for intervisitations
- ♣ reDesign coach
- ♣ Retreat spaces donated by community partners
- ♣ Planning meetings with Peer Collaborative Teacher, Assistant Principal, and instructional coach
- ♣ Scheduled time for visits and debriefs
- ♣ School Based Option vote to approve professional period work structure
- ♣ Support from district coach/instructional support staff
- ♣ Emails with feedback on 3b, 3c, 3d from weekly classroom visits
- ♣ Weekly PD Committee meetings
- ♣ start of year, mid-year, and end of year teacher conferences
- ♣ Google docs domain
- ♣ EXPO community events – CBO partner supports for video production and event production
- ♣ Support of volunteer base who help create our community events

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

### **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- ♣ Start of year conference, mid-year conferences, end of year conferences to review teacher performance on formative (email) and summative (ADVANCE) evaluations of 3b, 3c, 3d
- ♣ Unit plans and culminating assignment tasks and rubrics
- ♣ Weekly PD Committee meetings for updates
- ♣ Weekly PD sessions will monitor and support progress
- ♣ Each trimester EXPO event will create a hard deadline for showcasing teacher lesson study work

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- ♣ Hunter College Liberty Partnership Program (HCLPP) provided 73 Harlem Renaissance students with tutoring by a current college student, for more than 250 hours of tutoring and mentoring over the course of the school year.
- ♣ The NYC Mission Society Learning to Work program provided 73 students with college preparation, including working with students and parents to complete FAFSA applications; working with students on all aspects of college applications; and providing SAT study sessions and test registration assistance.
- ♣ In 2014-15, our teaching and guidance teams assisted 10 students with placement in Co-Op Tech, for post-secondary training in trade skills.
- ♣ In 2014-15, students accumulate on average 1.8 credits per term, compared with 2.8 from the year prior. As Common Core integration continues, our students will need the skills to overcome larger gaps in basic academic skills. Literacy and reading on grade level continue to be a challenge for our students, and impact all subject areas.
- ♣ Framework for Great Schools 2015 Report, based on school surveys, indicated that Collaborative Teachers -> Professional Community -> Collective Responsibility was only 69%, compared with 87% citywide. In the Trust section of the survey’s aggregated results, it was indicated that Teacher-Principal trust was at 59%, compared with a city-wide average of 89%. In Effective School Leadership, Program Coherence rated at 51%, compared with a citywide average of 86%. These scores are indicative of a lack of a unified culture in the school around the school’s academic vision.
- ♣ June 2014 SBO vote approved use of teacher professional time in such a way as to allow for teachers to support students in small group instruction during student lunch periods
- ♣ 2013-14 Learning Environment Survey: only 14% of teachers indicated that “students read grade-appropriate texts” often indicating that one source for low credit accumulation may be literacy challenges
- ♣ 2011-2012 Progress Report score was an “A” overall, but we received a “D” in college-career readiness. 2012-13 Progress Report score was also an “A” overall, and our college-career readiness improved to a “B.” There is still improvement opportunity for us in this area.
- ♣ 48 students were accepted into 2-year colleges in 2014-15. 31 students have indicated they plan on attending one of the colleges into which they were accepted.
- ♣ 6 students were accepted into 4-year colleges in 2014-15. 2 students have indicated they plan on attending a 4-year college.

### **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016, we will have successfully completed our first Advanced Placement (AP) course with plans to continue or expand Advanced Placement coursework moving forward. In particular, at least 50% of the students completing the AP course will score 3 or 4 on the related Advanced Placement Exam.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Diploma Plus College Elite Support Program will work with students in weekly workshops to supplement the Advanced Placement program and develop frustration tolerance in line with our academic vision to address core values / student mindset as an underlying factor for success.	Specific caseload of 2016 graduates	July 2015-June 2016	Diploma Plus program coordinators, assistant principal, guidance counselor, LTW staff, LPP staff
College Confident and other college trips will keep students focused on the reason for their hard work in the Advanced Placement course	Students not participating in DP College Elite	September 2015-June 2016	College Confident staff coordinator, assistant principal, guidance counselor, LTW staff, LPP staff
Youth Leaders for College Access Program will guide students through the college application process, reminding students of their advantage provided by the AP course	A core of students who are trained to support all students in college access	July 2015-June 2016	LTW Staff, assistant principal, guidance counselor
Advanced Placement Expansion Program is a NYCDOE program that provides supports to teachers and students across a number of school for the successful implementation of Advanced Placement courses	Specific caseload of 2016 graduates	August 2015-June 2016	AP Teacher, DP staff, district support staff, GC, AP

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- ♣ LTW Staff
- ♣ Scheduling of annualized AP program
- ♣ Creation of summer AP introduction program
- ♣ Diploma Plus Gates Foundation and other funding
- ♣ Advanced Placement Expansion Program trainings and support
- ♣ Use of Circular-6 and other professional duties for AP teacher
- ♣ Parent and student contracts agreeing to the annualized program components
- ♣ Youth Leaders for College access supports
- ♣ College-bound bulletin board on main floor
- ♣ Pictures from trips and events shared using main hallway screen
- ♣ Recording studio and video programs to do stories about program successes

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- ♣ Regular assessments as designed by the NYCDOE Advanced Placement Expansion program
- ♣ Student tracking board in front of principal office will indicate progress of individual students
- ♣ Weekly progress reports and related data from student information system (we run a specific report each week to monitor student credit accumulation n progress)
- ♣ Bulletin board updates

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

♣ Learning Environment Survey 100% of surveyed parents were satisfied with their “opportunities to be involved in your child’s education;” given the low participation in parent-teacher conferences this suggests that the families are not accustomed to high levels of school engagement, a significant opportunity for growth and expanded support for our students.

♣ Over 1600 Parent Outreach attempts were logged by staff and teachers this year, with approximately 1/3 (~550) resulting in direct engagement (i.e., not a voicemail)

♣ SLT members agreed that parent-teacher conferences are a critical time for parents to engage in their students’ education, particularly with respect to establishing a plan for student graduation and post-graduation.

♣ A student survey given by our Student Voice Collaborative students showed that over half of our students would be interested in participating in study groups outside of class time.

♣ Additionally, 43% of students told our Student Voice Collaborative students that they would like more college trips planned throughout the school year.

♣ The NYC Mission Society Learning to Work program provided 103 students with internships in local businesses in the 2014-15 school year.

♣ At parent-teacher contacts throughout the year, there were 97 engagements with parents.

♣ Additionally, 40 parent engagements occurred at school-led workshops and parent preventative / intervention meetings.

♣ During the 2014-15 academic year, only one EXPO event was held to celebrate student portfolio performance. This is due, in part, to a large graduating class the previous school year (2013-14). Historically, however, EXPO events engage students, alumni, and parents, and have a lasting positive impact on the community. Multiple EXPO events throughout the year increase both parent and student engagement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent Association and the School Leadership Team will work to expand parent-teacher conferences resulting in a 10% increase in parent attendance at the evening parent-teacher conference sessions.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Work with LTW staff member assigned to use video production and showcase videos in an "opening ceremony" at evening parent-teacher conferences.</p>	<p>All students, teachers, families</p>	<p>December 2015, March 2016, June 2016</p>	<p>LTW staff member, principal, volunteers, computer tech</p>
<p>Have students participating in advanced placement, EVC and TriBeCa, and "I Am Peace" studio media programming and other key initiatives present at parent-teacher conference "opening ceremony."</p>	<p>Two teachers and their classes</p>	<p>September 2015-June 2016</p>	<p>EVC staff, two teachers to be identified</p>
<p>Culture and Business Unit courses will prepare materials to have on display or to present at parent-teacher conferences.</p>	<p>TriBeCa Film CBU students</p>	<p>September 2015-June 2016</p>	<p>TriBeCa Film teaching artist, cooperating teachers</p>
<p>Prepare live Spanish translation and cultural presentations and targeted outreach to ELL families, post invitation on website in Spanish</p>	<p>ELL Families</p>	<p>September 2015-June 2016</p>	<p>Computer tech to support translation equipment and posting p-t conferences on website, parent association, SLT</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>♣ CB Units – all students participate in these elective courses as their seventh period classes</li> <li>♣ Website</li> <li>♣ Computer Tech</li> <li>♣ LTW Staff</li> </ul>

- ♣ TL Parent Coordinator HS for our parent coordinator salary
- ♣ TL Parent Coordinator OTPS HS for mailings, handbook printing, event materials
- ♣ TL Blueprint Assistance HS for leadership training for parent leaders and SLT members
- ♣ Title I SWP Translation Services for translation of key documents for parent-teacher conferences

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- ♣ Weekly strategy team meetings
- ♣ In the middle of each trimester one professional development session will be set aside for sharing of CB-Unit progress
- ♣ Teacher scorecard will include CB-Unit benchmarks
- ♣ Attendance initiatives will include specific data on CB-Unit attendance
- ♣ Each trimester an EXPO event will showcase the work of these initiatives and will allow for monitoring of results

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

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

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

External consultants are hired as needed for individual departments and at times a consultant has been brought in just to support new teachers.

Regular staff “circles” and retreats provide an opportunity for extended, in-depth conversations among faculty members.

## **2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

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

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

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

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

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

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

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

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

♣ Coordinate and collaborate with the Project’s administrative leads (Principal, AP, and/or Program Director)

- ♣ Track progress towards meeting the projects' goals

Share the project, and progress towards meeting the goals with the larger school community

### Part 3: TA Schools Only

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

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

#### **3b. TA Coordination with the Regular Program**

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

### Part 4: SWP Schools Only

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

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

N/A

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

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

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	118,947.00	X	10, 15, 17, 23, 25, 27
Title II, Part A	Federal	0		
Title III, Part A	Federal	0	X	10, 23, 25
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,653,740.00	X	10, 15, 17, 21, 23, 25

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

### **Parent Involvement Policy (PIP)**

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

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

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

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

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

- ♣ develop appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students
- ♣ conduct parent workshops with topics that may include: graduation requirements, the college application process, post-secondary career planning, and financial aid
- ♣ host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act
- ♣ schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about community issues and employment opportunities
- ♣ translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

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

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

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

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

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

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

### **Provide parents reasonable access to staff:**

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

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

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

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

### **III. Student Responsibilities**

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

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

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

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

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

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

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

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

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>32</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

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

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

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

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

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

Topics to be covered: Current data suggests that many English Language Learners at HRHS struggle to achieve passing scores on the Regents examinations required for graduation and a NYS Regents Diploma. As of October 15, 2014, the average scores on these exams for the 31 ELL's at HRHS also suggest continued struggles with language proficiency for English Language Learners, more significantly with regents exams that require students to demonstrate an extensive amount of listening, reading comprehension and writing skills. As evidence, average scores on the Integrated Algebra Regents for ELL's currently at HRHS is 64.2% while average scores for the ELA Regents, Global Studies and U.S.

### Part B: Direct Instruction Supplemental Program Information

History regents examinations were 53.5%, 57.4% and 60.2% respectively. Therefore, classes will instruct English language learning through core content areas (English Language Arts, Social Studies and Mathematics). Pedagogues will focus on language and content learning strategies in the classroom. In addition, students will intermittently travel on field trips to museums, city parks and other academically enhancing destinations to help reinforce classroom instruction and language acquisition.

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

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

### Part C: Professional Development

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

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

Begin description here: \_

Harlem Renaissance High School will provide professional development to all instructional pedagogues of ELL's and especially the Title III teachers through scheduled professional development series' that are offered through the Department of English Language Learners. Pedagogues at Harlem Renaissance High school will also receive training from the ESL liaison from Network 403 on themes outlined in The New York State ESL Learning Standards, using online tools such as [www.colorincolorado.org](http://www.colorincolorado.org) to refer to data and research connected to enhancing and differentiating instruction for classrooms with ELLs. Harlem Renaissance High School will keep a log of ESL Professional Development with the principal's secretary. Each professional development will coincide with school-wide instructional initiatives and will last for a minimum of one hour. At times, support for the ESL professional development series will be enhanced with the aid of facilitators from Children's First Network 403. Currently, two pedagogues are being trained on December 8-9, 2014 to deliver the "Really Great Reading Blitz" program ([reallygreatreading.com](http://reallygreatreading.com)) to ELL's which helps students strengthen their decoding and comprehension skills in English. In addition, HRHS is currently implementing "Lightsail" literacy solution software ([lightsailed.com](http://lightsailed.com)) which supports differentiated independent reading practice and opportunities for struggling English Language Learners. The program allows pedagogues and students access to instant measurable data through in-text assessments utilizing a library of differentiated and leveled reading tailored to the students interests.

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

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

#### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: \_

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

Translators are made available during all parent events and a Spanish-speaking parent is on the SLT advocating for our new ELL population's needs and giving feedback directly to the school Principal to ensure that ELL population needs are fully met within the schools instruction, tutoring sessions and school both on and offsite. As needed, administrators will also utilize the Language and Interpretation Unit of the Department of Education to assist them in communicating school events, workshops and essential services offered to ELL's and their parents at Harlem Renaissance High School.

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

1. Informing parents of ELL's on their performance in each of their classes.
2. Creating two break-out translated sessions with content teachers to help parents of ELL's understand the actions they can take to support t their children in the classes in which they risk a failing grade.
3. Collaborations with the HRHS reading specialists to help parents understand the strategies their children are using as part of their "Really Great Reading" decoding program.

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

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

**Part E: Budget**

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>5</b>	Borough <b>Manhattan</b>	School Number <b>285</b>
School Name <b>Harlem Renaissance High School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Nadav Zeimer</b>	Assistant Principal <b>Ahmed Edwards</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Philip Gussmann</b>	School Counselor <b>Andri Perez</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>TBD</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Iris Fields</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>Yuet Chu</b>
Superintendent <b>LeShawn Robinson</b>	Other (Name and Title) <b>Phillip Cordero, Programmer</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>240</b>	Total number of ELLs	<b>40</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	40	<b>Newcomers</b> (ELLs receiving service 0-3 years)	20	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	9	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	15	<b>Long-Term</b> (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	20	3		15	5		5	1		0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	4	9	17	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1	1	1	0
Haitian														0
French													5	0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										1	3	2	3	0
<b>Emerging</b> (Low Intermediate)											1	4	3	0
<b>Transitioning</b> (High Intermediate)											2	1	11	0
<b>Expanding</b> (Advanced)												3	6	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	11		4	
Integrated Algebra/CC Algebra	6	1		
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	8		1	
Living Environment	5	2	2	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3	3	1	3
Geography				
US History and Government	4	2		2
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 All students undergo a formal orientation process upon enrollment. This process includes an interview and a writing sample. The information from interviews and writing samples, as well as students previous coursework and ELL status are reviewed by school staff. This information is instructive as to the early literacy skills and curricular needs of the students. In the rare case that a non-transfer student is admitted, the full ELL identification process is completed in accordance with the ELL Policy and Reference Guide. This process includes the administration of the Spanish LAB to Spanish-speaking students, which is an assesment of early literacy in the home language. In this discussion it is noteworthy that 31 of our 40 ELLs (77.5%) are Spanish-speakers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The majority of ELLs are at the 12th grade level and many of these students, across performance levels, have fulfilled most graduation requirements with the exception of one or more Regents exams. This reveals that some ELLs have been able to master the coursework but struggle with these exams.  
 No students are at the commanding level. Most of the students are at the transitioning level. Otherwise, the distribution of student in each proficiency level is even: The numbers of entering, emerging, and expanding students are nearly identical.  
 There are no clearly discernible patterns in terms of progression. Some students show improvement, other students have remained at the same level, and a few students show a regression in performance level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 AMAOs will be reviewed after the first year of the current program to determine whether the program was successful supporting ELLs to improve English proficiency and become proficient. Harlem Renaissance High School will use the AMAO tool. At the end of the school year, a case-by-case and subgroup-by-subgroup analysis of AMAOs, will inform future planning.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Based on the NYS Regents data for the 2014-2015 school year, ELLs are faring better passing Regents examinations in their native language rather than examinations taken in English. Although the sample size is small for each particular examination, results from the June 2015 ELA Regents examination show that only 36% of students who took the examination earned a passing score. Global History Regents examination scores show that 100% of the students who took the exam in their native language passed, while only 33% of ELLs who took the Global History Regents in English passed. U.S. History Regents examination scores followed the same pattern, with a 100% passing rate for students who took the exam in their native language and a 0% passing rate for students who took it in English. Math and Science Regents assessments showed a need for improvement as well. All ELL students at Harlem Renaissance High School taking the Integrated Algebra exam in June, 2015 failed to reach a passing grade in either language. In Earth Science, 12.5% of ELLs who took the exam in English passed and none of the ELL students took the exam in Spanish. Finally, 40% of ELLs who took the Living Environment exam in English passed, while 0% of the students who took this same examination in their native language passed. Based on this information, one aspect of the ENL services at Harlem Renaissance High School is Regents preparation. More generally, ELLs receive support in the subject area classrooms whenever possible, and in a free-standing class. The above information shows that a great proportion of Spanish-speaking students benefited from taking the exam in Spanish. Therefore, whenever possible, the English language support is supplemented by home language support. Data for ENL students that started at HRHS in September/October of the 2015-2016 school year is yet to be determined.

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
N/A
- 6. How do you make sure that a student’s new language development is considered in instructional decisions?  
Teachers across the content areas work with the ENL teacher to ensure that all students receive the language development support they need. This includes instructional strategies that are known to provide more access to ELLs. Additionally, teachers consider students’ educational history and cultural background in their practice. Language development is understood as the key to success in school and for the years beyond. As demonstrated in a latter section of this document, the school devotes a portion of professional development time to furthering the staff’s understanding of language development.
- 7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

- 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our program for ELLs is evaluated by reviewing student progress data. This review considers the number of ELLs who became more proficient as demonstrated by the NYSESLAT exam. It will also consider the number of ELLs who became "commanding" according to the NYSESLAT. Another factor in the evaluation is the proportion of ELLs who passed their classes and/or Regents examinations.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Harlem Renaissance High School follows the ELL identification process described in the ELL Policy and Reference Guide. All parents or guardians of students who enroll in Harlem Renaissance High School and are recent arrivals to the country complete the Home Language Information Survey (HLIS). HRHS uses the information gained from the HLIS and a formal interviews to determine NYSITELL eligibility. If a student is eligible, the NYSITELL is administered. Then, parents or guardians (and students if 18 or older) are informed of the result, and about the programs offered in New York City public schools. Finally, the student is placed in the ENL program according to parent choice. HRHS offers only ENL, so parents or guardians can choose to find a new school if a different model is preferred. Spanish-speaking ELLs are also given the Spanish LAB. The admissions staff and ENL teacher ensure that this process is completed within 10 school days of enrollment (20 school days for students entering with IEPs).  
It is worth noting that most students at HRHS transfer from a school within the New York City Department of Education, at which the identification process has already been completed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
In accordance with the ELL Policy and Reference Guide, eligible ELLs are administered the SIFE identification oral interview questionnaire. When applicable, students also complete the LENS in their respective home language. The admissions staff and ENL teacher ensure that this process is completed within 30 school days of enrollment.  
It is worth noting that most students at HRHS transfer from a school within the New York City Department of Education, at which the identification process has already been completed.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
In accordance with the ELL Policy and Reference Guide, the identification process is the following: The LPT determines whether the student is eligible to take the NYSITELL. The LPT is comprised of the principal, the IEP specialist, the ENL teacher, and at least one parent or guardian. Translation services are provided during LPT meetings. If the decision is positive, the student takes the NYSITELL and enters the identification process, if applicable with the appropriate testing accommodations. If the decision is no, the case goes to the principal for review. If the principal decides in favor of testing, the student takes the NYSITELL and enters the identification process, if applicable with the appropriate testing accommodations. If the principal decides no, the guidelines for superintendent's review are followed. The admissions staff and ENL teacher ensure that this process is completed within 20 school days for students entering with IEPs.  
It is worth noting that most students at HRHS transfer from a school within the New York City Department of Education, at which the identification process has already been completed.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The ENL teacher ensures that entitlement and non-entitlement notification letters are distributed per mandated regulations after the NYSITELL is scanned and scored. The entitlement letters are sent to all parents of ELLs in their native language within five school days after the NYSITELL score is determined. Copies are secured in the students' permanent files.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
In accordance with the ELL Policy and Reference Guide, parents or guardians are informed of their right to appeal their child's ELL designation as a part of the entitlement and non-entitlement letters they receive in their home language. The ENL teacher sends these letters out and secures a copy of each appeal letter in the students' permanent file.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents are informed of an ELL determination within 5 school days. The entitlement letter includes an invitation to a meeting at which information about the three program choices is provided in the form of a video and printed materials. The information is presented in the parents' or guardians' preferred language if possible, and in the language the parents or guardians best understand otherwise. In the case that a parent or guardian is not present at the orientation, printed materials with this information are sent to the home. Again, the materials in the parents' or guardians' preferred language if possible, and in the language the parents or guardians best understand otherwise. This information is sent out immediately after the determination of ELL status. Parents must return the Parent Survey and Program Selection form within 5 school calendar days. If this is not returned, students are placed in ENL, because Harlem Renaissance High School does not currently offer a bilingual program. If a bilingual or dual language program becomes available, all parents will be informed of this, whether or not they previously expressed interest in a bilingual or dual language program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL teacher reaches out to parents via e-mail, mail, or phone to ensure that forms are returned in a timely manner. The ENL teacher tracks outgoing and incoming correspondence and the respective dates. Forms are kept in the students' permanent files. When applicable, responses are recorded in ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
This information is tracked by the ENL teacher, recorded in ATS, and remarked in the students' permanent files.
9. Describe how your school ensures that placement parent notification letters are distributed.  
This information is tracked by the ENL teacher, and documents are kept in the students' permanent files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
HRHS retains all information pertaining to ELLs in the students' permanent file. The Administrative Support specialist maintains these files. The ENL teacher adds new information to the file and has access to the respective documents. These files are held at HRHS for up to five years after graduation/discharge.

11. 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.  
Parents are sent "notification letters" with information on the NYSESLAT, approximately a month before the administration of the NYSESLAT advising them of their child's classification as an ENL and advising of their child's annual NYSESLAT obligation. Each letter is sent in the home language identified in the HLIS so that the parents are clear on the expectations of attendance for their child. Additionally, each ELL student and parent is sent a letter containing a schedule for their child with specific dates and times for their NYSESLAT assessment. Finally, the ENL teacher and supporting staff follows up with both parents and children via telephone communication reminding them of the dates and times of each assessment module as well a request for a verbal confirmation that the student will be in attendance that day. The ENL teacher and supporting staff consult the RLER report in ATS to determine eligible students. The ENL teacher and supporting staff keep a tracking sheet with all students' names and the four components to ensure that all students complete each component. The ENL teacher offer ample make-up time within the testing window for students who missed one or more subtests.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support parent notification letters are sent out via mail, reflecting the outcome of the exams. This correspondence is provided in the parent's preferred language. After the administration of the exam, the ENL teacher and other staff members involved in planning and administering the NYSESLAT keep a spreadsheet to track this correspondence. Copies are of all letters are kept in the students' permanent files.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The current program is in its first year and forms from previous years are currently unavailable. All forthcoming responses will be recorded using a tracking sheet to ensure that program offerings are aligned to parent choice as per Aspira Consent Decree. (Please also refer to question six for details.)

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Harlem Renaissance offers only ENL. All content classes at HRHS are ungraded. Integrated ENL is offered in the form of push-in / co-teaching by the content teacher and the ENL teacher. These classes consist of ELLs at various proficiency levels and general education students. Standalone ENL instruction is given by the ENL teacher. The standalone setting is also ungraded and heterogeneously grouped.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Proficiency levels, as indicated by the NYSITELL/NYSESLAT scores, are used to determine the required number of instructional minutes in each program. This information informs the push-in schedule for the ENL teacher and the course schedule for the student. According to the ELL Policy and Reference Guide, the ENL requirements in terms of weekly minutes for the respective proficiency levels are as follows: Entering (540), Emerging (360), Transitioning (180), Expanding (180), Commanding (90). Of these totals, these numbers of minutes are required in the form of standalone ENL: Entering (180), Emerging (90), Transitioning (0), Expanding (0), Commanding (0). Moreover, the following numbers of minutes are required in the form of integrated ENL: Entering (180), Emerging (180),

Transitioning (90), Expanding (180), Commanding (90). Finally, the following numbers of minutes can come in either of the two forms: Entering (180), Emerging (90), Transitioning (90), Expanding (0), Commanding (0).

3. Describe how core content is delivered in each program model. 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.

Integrated and standalone ENL services are informed by Common Core Learning Standards. Both aim to grant ELLs access to material and success in the content areas. Language development in both program models is fostered through the use of modified texts and other resources, strategic grouping, home language support, visuals, technology, and other methods.

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

The aforementioned Spanish LAB is a one-time home language evaluation. As mentioned, 31 out of 40 (77.5%) of our ELLs are Spanish speakers. Additionally, several teachers are sufficiently proficient in Spanish to evaluate Spanish-language student work. We also offer various forms of home language support resources that allow students to engage in content while using their home language. Moreover, many of our students are able to take Regents exams in their home language.

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

Push-in and standalone ENL services feature a combination of formal and informal assessments of speaking, listening, reading, and writing. The information gained from this is used in combination with the information gained from NYSITELL and NYSESLAT results.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction, materials, and assessments are differentiated in push-in and standalone settings based on the teachers' understanding of and data about student-specific strengths and weaknesses. Students are not strictly grouped according to the above categories, but ENL service differentiation is informed by an understanding of these subgroups. For instance, depending on individual circumstance, a student may receive more home language support, as well as more scaffolding in assessment and instruction. As mentioned, the students' individual background and experience are important considerations for teachers' instructional decisions. SIFE, Newcomers, Developing ELLs, Long Term ELLs, and former ELLs for up to two years are given "time and a half" time extensions as a testing accommodation. Based on individual circumstances, students may also be tested individually or in smaller groups.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Harlem Renaissance follows the guidelines and timelines described in the ELL Policy and Reference Guide. In the case of a re-identification, the principal, ENL teacher, and other teachers, if applicable, track student progress by reviewing academic outcomes. Based on the data and impressions gathered by the ENL teacher and other teachers, the school can determine whether the re-identification has adversely affected the student. The ENL teacher and other teachers continue to support students. Initial identification or re-identification should not adversely affect students. Rather, these decisions should ensure that students receive the most appropriate services.

8. 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?

The ENL teacher and content teachers collaborate with the Special Education teachers to meet the needs of any ELL-SWD, both those which are described in the IEP as well as those they are entitled to as ELLs. Our IEP specialists deliver services in the form of push-in, pull-out, and Special Education Teacher Support Services (SETSS). ENL services come in the form of push-in and standalone instruction. Instructional strategies used in the content areas include purposeful grouping, additional resources, scaffolding and home language support. All teachers design or use grade- and age- appropriate materials for our students.

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

Our IEP specialists deliver push-in, pull-out, and Special Education Teacher Support Services (SETSS). The IEP specialists and the ENL teacher work with the programmer to ensure that schedules reflect the IEP goals and the goal of the least restrictive environment.

Chart

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

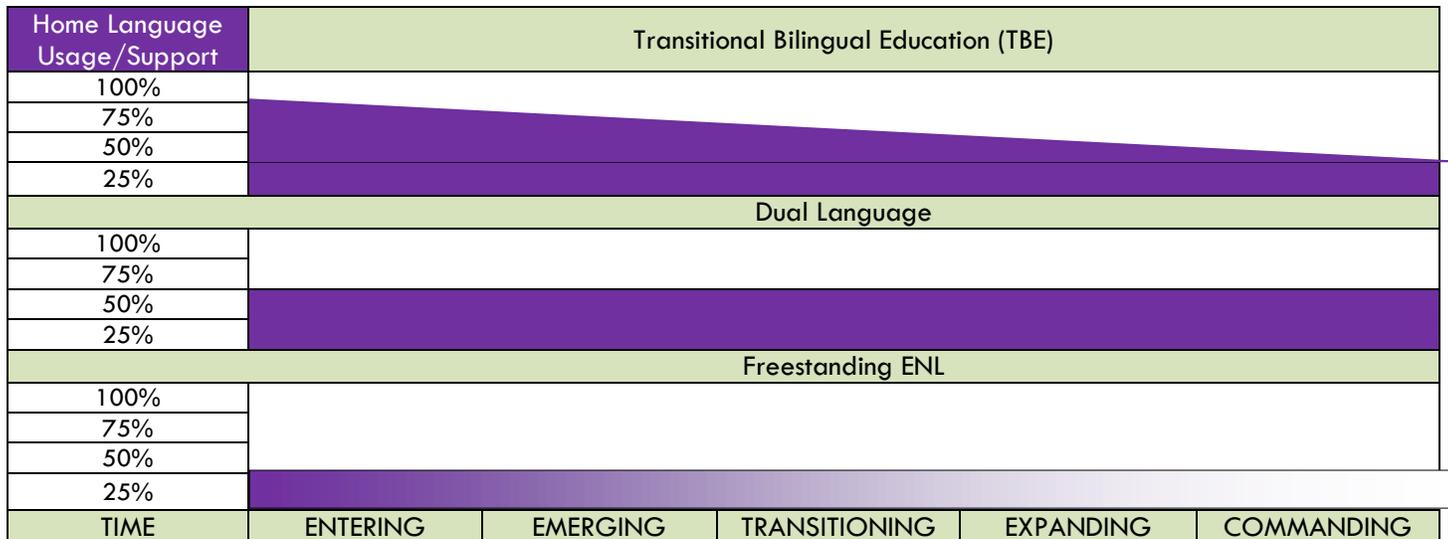


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Tutoring and additional support (see below) may be made available throughout the year based on need. These services are available to all ELLs and are not subgroup-specific. Targeted intervention is available for ELA, math, science, and social studies.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program is in its first year. The success of our program for ELLs will be evaluated by reviewing student progress data. This review considers the number of ELLs who became more proficient as demonstrated by the NYSESLAT exam. It will also consider the number of ELLs who became "commanding" according to the NYSESLAT. Another factor in the evaluation is the proportion of ELLs who passed their classes and/or Regents examinations.

12. What new programs or improvements will be considered for the upcoming school year?  
The current program is in its first year. All of the services described in this document are new.
13. What programs/services for ELLs will be discontinued and why?  
None of the programs and services currently offered will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

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

**Schedule and Duration:** The after school classes focusing on content areas in both the NYS Common Core and Regents examinations is held Tuesday and Thursday from October, 2015 through January, 2016 from 3:15 to 5:15. Saturday Academy inclusion classes are offered from October, 2014 through February, 2016 from 9:00 AM to 1:00 PM and focus on proficiency in Global History. All supplemental classes, including afterschool and Saturday Academy meet the minimum New York State instructional hours allowable for students to be able to earn one academic credit per class and will be offered again during the 2016-2017 academic year. Exact dates and content areas of the 2016-2017 offerings are still to be determined.

Recent data suggest that many English Language Learners at HRHS struggle to achieve passing scores on the Regents examinations required for graduation and a NYS Regents Diploma. ELLs struggle ore significantly with Regents exams that require students to demonstrate an extensive amount of listening, reading comprehension and writing skills. Therefore, classes instruct English language learning through core content areas (English Language Arts, Social Studies and Mathematics). Pedagogues focus on language and content learning strategies in the classroom. In addition, students intermittently travel on field trips to museums, city parks and other academically enhancing destinations to help reinforce classroom instruction and language acquisition.

Parent notification of after school and Saturday programs is managed in conjunction with a licensed pedagogue, parent coordinator, translators and other bilingual school staff members in the parents native language and utilizes the Department of Educations' Language and Interpretation Unit for assistance with translation services and correspondence.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELLs at Harlem Renaissance High School are provided access to resources including the following list. These resources are not specific to any ELL subgroup or content area. Rather, many of these resources may be used across content areas and for all ELL subgroups, because they allow the teacher to differentiate.

NewsELA

Duolingo

Laptops

IPads

Smart Boards

Dictionaries

Picture Dictionaries

Vocabulary workbooks

Teacher-created materials

Teacher-modified materials

Regents exams and preparation materials

Subject to budget availability and/or grant awards, HRHS plans to introduce WestEd's QTEL (Quality Teaching for English Learners) program in September, 2016.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Only ENL is offered at HRHS. Dictionaries are available in the languages of the majority of students. When feasible, students are encouraged to use online translation services to help with content. The ENL teacher and content teachers provide home language support when applicable and appropriate. Students are often grouped and encouraged to use their home language when working with peers who have the same home language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The services and resources are informed by the grade level demands of the content areas. Therefore, services are always grade appropriate. Services are also designed to be age-appropriate and culturally relevant to the students, which is achieved by carefully selecting and designing materials.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The guidance counselor and all staff involved in admissions work closely with the ENL teacher to make sure that initial contact with the ENL teacher is made as immediately as possible. The schedule for students is informed by ELL status.

19. What language electives are offered to ELLs?

The only foreign language class offered currently is Spanish. This is potentially subject to change.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Harlem Renaissance High School provides professional development to all instructional pedagogues of ELLs through scheduled professional development series that are offered through the Office of English Language Learners. Pedagogues at Harlem Renaissance High school will also receive training from the ENL teacher, including an extensive professional development held on Election Day. Harlem Renaissance High School will keep a log of ESL Professional Development with the principal's secretary. Each professional development will coincide with school-wide instructional initiatives and will last for a minimum of one hour. At times, support for the ENL professional development series will be enhanced with the aid of facilitators from Children's First Network. Our intention is to have pedagogues trained to deliver the "Really Great Reading Blitz" program ([reallygreatreading.com](http://reallygreatreading.com)) to ELLs which helps students strengthen their decoding and comprehension skills in English. In addition, HRHS is currently working to implement "Lightsail" literacy solution software ([lightsailed.com](http://lightsailed.com)), which supports differentiated independent reading practice and opportunities for struggling English Language Learners. The "Lightsail" literacy program is was utilized during the 2014-2015 school year on a small-scale basis to enhance literacy development for struggling ELLs. The program allows pedagogues and students access to instant measurable data through in-text assessments utilizing a library of differentiated and leveled reading tailored to the students' interests.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher can take advantage of a large number of such professional development opportunities, including in-house professional development, offerings from the United Federation of Teachers, offerings from the New York City Teaching Fellows, and offerings from the New York City Department of Education.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N/A, since HRHS is a transfer school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The current professional development plan is intended to meet these requirements by drawing from the above-mentioned professional development opportunities.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents receive written correspondence according to the ELL Policy Reference Guide. All teachers are also assigned a list of students for parent outreach during contracted periods twice per week. This outreach is used to inform parents of student progress and attendance. Teachers are encouraged to share strategies that can help ELLs in the home. This outreach also serves to invite and confirm parent participation in the events and meetings.

The School Leadership Team is creating events specifically for parents of ELLs, which include real time translations using headsets.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our bilingual guidance team including our school guidance counselor, parent coordinator, and administrative aid maintain an ongoing relationship with parents of ELLs. This relationship includes but is not limited to updates from our weekly progress reports and "as needed" interventions and translation during conferences and interventions.

Translators are made available during all parent events and all parents are invited to advocate for our new ELL population's needs by giving feedback to the ENL teacher or directly to the school Principal. As needed, administrators will also utilize the Language and Interpretation Unit of the Department of Education to assist them in communicating school events, workshops and essential services offered to ELLs and their parents at Harlem Renaissance High School.

In addition to the above mentioned services, on a scheduled Monday in February, 2016 (midterm of trimester two) and April, 2016 (midterm of trimester three) from 6:00 PM to 7:30 PM, HRHS will be offering midterm curriculum reviews for parents of ELLs which focus specifically on:

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

Administrators and staff at HRHS have strategically selected these particular mid-trimester conferences as a way to involve parents in their children's education at the most critical time in each credit accumulation cycle. This outreach program will also be duplicated during the 2016-2017 school year.

Finally, parents of ELLs are also invited to meet with the School Leadership Team (SLT) and are offered the opportunities to be involved in various aspects of the schools governance. As such, they exert influence in expressing their needs and those of their children at HRHS.

All teachers are assigned a list of students for parent outreach during contracted periods twice per week. This outreach is used to inform parents of student progress and attendance. Teachers are encouraged to share strategies that can help ELLs in the home. This outreach also serves to invite and confirm parent participation in the events. Confirmed parents will also be contacted via telephone on the day of the event as a final reminder.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

5. How do you evaluate the needs of the parents?

The parent outreach is designed to form strong bonds between parents and teachers as well as other school staff. Parents are always encouraged to express their needs and concerns to teachers and other school staff.

6. How do your parental involvement activities address the needs of the parents?

The activities described above allow parents to form trustful and open relationships with the school staff. The purposefully consistent communication between parents and school staff allows parents to express their needs on an ongoing basis rather than school staff determining what these needs are.

#### **D. Additional Information**

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

N/A

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 05M285      School Name: Harlem Renaissance High School**  
**Superintendent: LaShawn Robinso**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

The makeup of our parent population is:

- 2 French
- 4 Arabic
- 35 Spanish
- 1 French/Creole

Number of parents who need translation services

2 French  
4 Arabic  
35 Spanish  
1 French/Creole

Please note that when need to communicate with some of those parents arises, often times they rely on the help of older children, cousins, or other relatives who are fluent in English and are available to help.

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

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Exit Interviews  
Parental Meeting  
Parent Teacher Conference  
Parents Association Meeting

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

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As to oral translation, should a parent visit the school, the following systems are in place: Both Ms. Cedano, Ms. Perez, Mr. Pedila and Community Associate, School Counselor, Family Para and Foreign Language teachers respectively, are available to translate to Spanish speakers. Currently, no Arabic or French speaker are available. However, for such we may rely on the DOE translation services provided through the telephone at (718)752-7373, which offers live translation. The written translation services offered at Harlem Renaissance High School are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

There will be a whole staff PD provided around communicating with parents. Additionally there will be a designated person on the staff (Emmy Cedano) that will make additional contact with office of translation if needed.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When greeted in the Main Office, non English speaking parents will have a number of ways to communicate their home language.

**Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Harlem Renaissance Community will provide parents with a survey that request feedback on ways that we can improve communication between the school and home.