

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M286

School Name:

I.S. M286 RENAISSANCE LEADERSHIP ACADEMY

Principal:

MELISHA JACKMAN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Renaissance Leadership Academy School Number (DBN): 05M286
Grades Served: 6-8
School Address: 509 West 129th Street
Phone Number: (212) 543-4960 Fax: (212) 694-4124
School Contact Person: Melisha Jackman Email Address: mjackman2@schools.nyc.gov
Principal: Melisha Jackman
UFT Chapter Leader: Julio Mendez
Parents' Association President: Earthy Rocher
SLT Chairperson: Julio Mendez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Denise Rodriguez
Student Representative(s):

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street Room 205
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: (212) 769-7500 Fax: (212) 769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 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)
Melisha Jackman	*Principal or Designee	
Julio Mendez	*UFT Chapter Leader or Designee	
Earthy Rocher	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Denise Rodriguez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nadia Selby	CBO Representative, if applicable	
Dixie Laborde	Teacher	
Natalie Codrington	Teacher /School staff	
Juanita Blue	Parent	
Larry Spann	Parent	
Bertha Russell	Parent	
Earthy Rocher	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shavon Glover	Teacher	
Jeanette DeJesus	Teacher	
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

Renaissance Leadership Academy is a middle school located in Harlem, in New York City. RLA is located on the first floor of the Complex, and shares space with UA Performing Arts High School, Academy for Social Action H.S, UA New Technologies and Success Academy. RLA serves approximately 154 6-8th grade students and their families. A majority of the students live within District 5. The most recent data reveals that the school population comprises 60 % Black, 37 % Hispanic, 2 % White, and 0% Asian. The student body includes 9% English Language Learners (ELL's) with Spanish being the dominant native language. Approximately 30% of the students have Individualized Educational Plans (IEP's) and receive services along the continuum which include Special Education Teacher Supports Services (SETSS), related services such as speech and language and counseling. Boys account for 56 % of the students enrolled and girls account for 44 %. The average attendance rate is 87 %. The majority of the students are considered economically disadvantaged as 90 % qualify for free or reduced lunch.

Our Mission

To welcome learners who have broad intellectual interests. Our focus is to offer an environment where our RLA Scholars are encouraged to develop their wide spectrum of knowledge.

Rather than narrowly specializing in one academic area therefore cutting off their adolescent curiosity, RLA supports our scholar's intense desire to know and understand.

At RLA we understand that our scholar's development and learning are inextricably linked. As a result we provide them with an environment that promotes their overall adolescent development and demands academic excellence.

Throughout their three years at RLA we challenge , support and expose our students to ways in which highly successful people think, so that they may hone their skills and leave our doors ready to lead the world.

Our Vision

To be a leader and at the cutting edge of all that's great and innovative in middle school education. We live by our mantra, "We Are Excellence!" and understand that with such a bold statement, our daily actions must speak louder than our words.

We dare to be great and refuse to settle for anything less than our best when it comes to educating our RLA Scholars. Years from now when we reflect on our careers as educators, we will know that we made history in education and have the results to prove it! " We are Excellence!"

Challenges

We have reviewed data from the prior three years in order to address the school's needs. The data reveals that there is a need to increase parent participation in school activities and that our students have decreased in their proficiency in the area of mathematics and extended writing responses in English Language Arts . In order to turn this around, we increased the opportunity to partner with parents through three award ceremonies, two student led talent shows, classroom shares and publishing parties, parent engagement Tuesdays, and other family oriented initiatives. Additionally we will send out a monthly mailing to families that will include a calendar and various school flyers informing parents of school events , spirit days, community service projects and celebrations. We will communicate

with parents via school messenger, e-mails, Jupitergrades, Kinvoled attendance app and face to face meetings. We will continue to reach out to parents and invite them into the school to meet with teachers during the designated parent engagement time as well as other times that may be convenient for them.

Curriculum Updates

We have adapted CMP3 for math instruction for grades 6-8 for the 2015-2016 school year. Math instruction is a priority this year in developing our students conceptual understanding of mathematical concepts. In addition to both teacher led professional development, classroom intervisitation, lesson study and outside professional development, teachers will use multiple resources from Engage NY and CMP3 to support math instruction.

Analysis of Student Work

Analysis of student work will be ongoing and embedded within our collaborative culture of teacher team inquiry. Monday afternoon professional learning activities and weekly departmental meeting time will be used to support this practice.

Expanding Learning Day

For the 2015-2016 school year and the next three years, RLA will partner with Citizen Schools and become an expanded learning time school that will result in the school day for our students beginning at 8:00am and ending at 5:30pm. All students will be provided with additional academic instruction, support and enriching extracurricular activities. Everyday, students will have time for additional academic support in ELA and math instruction and supervised homework time. Additionally, students will participate in college and career explorations as well as enjoy enrichment activities such as sports, art and music. Students will also have opportunities to explore different careers through weekly apprenticeships alongside experts in the field.

Arts

In order to expose our students to a variety of Arts forms, RLA will partner with Marquis Studio to provide Core Curriculum Arts programming of various residencies that include: dance, visual arts and music for the 2015-2016 school year for all students.

05M286 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	177	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	9	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	N/A	# Drama	2
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	83.0%	% Attendance Rate			87.3%
% Free Lunch	84.3%	% Reduced Lunch			4.1%
% Limited English Proficient	9.3%	% Students with Disabilities			30.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			61.0%
% Hispanic or Latino	36.0%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.7%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			15.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			2.44
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	12.4%	Mathematics Performance at levels 3 & 4			12.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			20.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			46.2%
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					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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

Section 5A – 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.

Renaissance Leadership Academy has used School of One blended math program for the 2013-2014 and 2014-2015 school year. As a result of this program 40 percent of students have shown an average gain of 20 percentage points on the Math MAP assessment data, however about 60 % of students have remain stagnant and have not made gains on their Map assessments. MAP assessments were administered three times during the 2014-2015 school year.

For the 2015-2016 school year RLA will adopt and implement CMP3 for math instruction for grades 6-8. All students will receive 90 minutes of block instruction in mathematics. The program is aligned with the Common Core and is used throughout District 5. A collaborative effort will be created to allow RLA math teachers to learn and share best practices through lesson study and intervisitation rounds with other District 5 schools that currently use the program and have made academic gains with students.

New York state data reveals:

- 3.2% of students met standards on the 2014 NYS Math exam
- 6.3% of students met standards on the 2014 NYS ELA exam

Feedback from the 2014- 2015 Quality Review indicates the need to improve instructional practices by addressing an inconsistency in providing higher order questioning to push students’ thinking as well as incorporating multiple entry points to support their distinct learning needs.

Analysis of student data indicates a need to focus on mathematical conceptual understanding. The use of a models, graphic organizers, manipulatives, and process writing to support student needs is necessary to develop students’ skills and conceptual understanding of essential math concepts.

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.

By June 2016 60% of students will demonstrate a 15% increase in math proficiency as measured by mathematics MOSL assessments administered to students two times a year.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Scheduled 90 minute blocks in mathematics for investigations prescribed in the Connected Mathematics (CMP3) program. The investigations consist of a launch activity, a mini lesson, guided instruction, and independent/group work.</p>	<p>Students in grades 6 - 8</p>	<p>September 2015 - June 2016</p>	<p>Teachers and School leaders</p>
<p>Collaborate and develop a culture of professional learning that enables school and individual development; provide math professional workshops for teachers such as : CCLS math instructional shifts, Mathematical Practices, Response to Intervention, small group instruction, engaging students in instruction, and questioning and discussion techniques to strengthen students math skills.</p>	<p>Students in grades 6 - 8</p>	<p>September 2015 - January 2016 and February 2016- June 2016</p>	<p>Teachers, School leaders and Hunter College Title IIB grant professional development</p>
<p>Teachers and administration will collaborate to improve student academic achievement in school and beyond by providing information to parents to help them to support their children with additional strategies for math.</p>	<p>Students in grades 6 – 8 Parents and teachers</p>	<p>October 2015, November 2015, February 2016, April 2016 and June 2016</p>	<p>Teachers ,School leaders and Citizen Schools Campus Director</p>
<p>Review school wide data at cabinet meetings in order to assess the impact of the instructional focus across classrooms and plan adjustments..</p>	<p>Principal’s Cabinet: School Leaders, Instructional coaches, IEP Teacher, Parent Coordinator, Guidance Counselor and Citizen Schools Campus Director</p>	<p>Every 6-7 weeks beginning September 2015-and concluding in June 2016.</p>	<p>Teachers and School leaders</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.

Connected Math Program, student MOSL assessments, supplemental resources from Engage NY, professional learning sessions, Hunter College Title IIB Grant professional development, common planning, and IEP teacher.

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 st Century Grant		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.

By February 2016, 60%of students will demonstrate a 7.5% increase in math achievement as measured by a pre and midline CMP3 math unit test.

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.

An analysis of the student survey indicates the following:

- 88% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria
- 66% of students say that most students at the school treat each other with respect

An analysis of OORS data indicates the following:

- There has been an increase in level 3 and 4 incidents entered into OORS.
- Many incidents occur after school hours

In an effort to create a safe and secure environment for our students, as well as to support students social emotional development and growth mindset, the school has adopted two research- based programs in Restorative Justice and Mindset to supplement our students social and emotional experience. The use of Restorative Justice practices will target specific areas of intervention while providing a holistic approach to school culture and climate. Students meet in leadership cohorts twice each week and engage with the Mindset curriculum to build their growth mindset, develop their leadership capacity, personal persistence and emotional fortitude. Leadership teachers also serve as our families primary point of contact while supporting the social and emotional learning needs of our students.

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.

By June 2016, there will be a 5% decrease in the number of level 3 and 4 student incidents on OORS as compared to the 2014-2015 school year.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Restorative Justice practices Professional development will be provided to teachers and students to continue to promote positive school culture.</p>	<p>Students, teachers, school community</p>	<p>September 2015- June 2016</p>	<p>School leadership, teachers and Guidance Counselor</p>
<p>Mindset and Brainology Professional development provided to all leadership teachers.</p>	<p>Students, teachers, school community</p>	<p>October 2015, February 2016 and April 2016</p>	<p>School leadership, teachers and Guidance Counselor</p>
<p>School-wide monthly core values highlighting Responsibility, Honesty, Respect, Voice and Leadership.</p>	<p>Students, teachers, school community</p>	<p>September 2015- June 2016</p>	<p>School leadership, teachers and Guidance Counselor</p>
<p>Student surveys issued to determine student mindset and school community building progress through the use of Restorative Justice practices and Mindsetworks curriculum.</p>	<p>Students, teachers, school community</p>	<p>October 2015- June 2016</p>	<p>School leadership, teachers and Guidance Counselor</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Teaching staff, guidance counselors, Leadership blocks, dean of students, Restorative Justice materials/ PD, Brainology/ Mindset works curriculum, and poster maker.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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By February 2016, there will be a 2% decrease in level 3 and 4 student incidents on OORS as compared to the 2014-2015 school year. This will be a result of our Leadership class structure, Mindset/ Brainology curriculum, and implementation of Restorative Justice practices.

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.

As indicated by the 2015 Framework for Great Schools Report:

Strengths:

Collaborative Teachers:

92% of teachers have a collective responsibility to the schools professional community.

89% use inclusive instructional practices to promote cultural awareness.

As indicated by the 2014-2015 Quality Review:

RLA’s instructional leadership team facilitates classroom inter-visitation rounds based on the Danielson Framework for Teaching. Teacher teams take turns visiting one another's classroom to take low inference notes, and then use this evidence during a debrief meeting to address aspects of the focus of the visit. Each observing teacher provides feedback to the visited teacher to support or strengthen a specific instructional strategy.

As indicated by the 2015 Framework for Great Schools Report:

Needs:

80% of teachers noted that peer collaboration was a focal point in the school's professional community vs. 92% of the teachers in the City.

89% of teachers noted that reflective dialog was an indicator to their commitment to the school community Vs. 96% of the teachers in the city.

There is a need to increase teacher collaboration and reflective practices to support the development of the schools professional community. Teachers need to work collaboratively to engage inquiry to support student outcomes in math and ELA state exams.

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.

By June 2016, students responses on constructed response questions on state ELA and math assessments will increase by 25% as a result of the instructional shifts developed in collaborative department inquiry team meetings.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams will meet to analyze the results of formative assessments and make recommendations for changes in instructional practice.</p>	<p>All Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers and school administrators</p>
<p>Teachers will implement and model strategies developed in team meetings during direct instruction to students.</p> <p>Teachers will receive ongoing professional development from Generation Ready literacy consultants, attend MFSC instructional training, District wide curriculum mapping institutes, Math PD facilitated by Lucy West and other opportunities offered by Central office.</p>	<p>All Teachers and students</p>	<p>September 2015-June 2016</p>	<p>Teachers and school administrators</p>
<p>Analyze school-wide trends in writing, share best practices, ensure that there is cohesion around writing instruction and ascertain that all grade levels are making progress towards their goals during vertical meetings.</p>	<p>All vertical teams</p>	<p>September 2015-June 2016</p>	<p>Teachers and school administrators</p>

Teachers will utilize writing rubrics to identify student progress towards mastery of content.	All Teachers and students	September 2015-June 2016	Teachers
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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.											
MOSL baseline Writing Task, fall, mid-winter, and spring assessments, writing rubrics, and professional learning sessions.											
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 st Century Grant		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.
By February 2015, 12.5% of students will have demonstrated an increase on correct responses on constructed response questions on unit assessments compared to the September 2015 NYC Performance Task Baseline constructed response questions as a result of school wide collaboration and curriculum adjustment through department inquiry.
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.

A review of our 2015 Quality Review shows a developing rating in indicator 1.2. As a result, there is a need to place priority in the improvement of pedagogical practice to use the curriculum to foster the growth of all learners and result in the production of high level work products. Indicator 3.4 was an area of celebration which allows insight to the notion that a culture for learning has been established that communicates high expectations to staff, students, and families. Teachers will receive high quality and actionable feedback and participate in department team meetings to ensure rigorous planning and instructional delivery.

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 June 2016 school leaders will implement increased cycles of observations and provide 100 % of RLA teachers with feedback that will inform professional learning opportunities to improve teacher practice resulting in an increase of at least one HEDI scale level in component 1e, 3b, 3c and 3d of the Danielson Framework for teaching.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct IPC meetings and/or TIP Conferences at the beginning of the school year to establish professional goals.</p>	<p>All Teachers</p>	<p>September 2015 – October 2015</p>	<p>School Administrators and Talent Coach</p>
<p>Create teacher teams for the purpose of collaboration, curriculum mapping and the sharing of promising practices to support student achievement.</p>	<p>All Teachers rated under advance</p>	<p>September 2015 – December 2015</p>	<p>School Administrators</p>
<p>Teachers will be provided with individualized professional learning based on Advance data that supports their area(s) of focus. Professional development will be provided extensively in 1e,3b,3c and 3d.</p>	<p>All Teachers</p>	<p>September 2015 – December 2015 January-June 2016</p>	<p>School Administration and Teachers</p>
<p>Provide teachers with rubric –based feedback that is aligned with professional goals and captures strengths, challenges and next steps using the Danielson Framework for Teaching.</p>	<p>All Teachers rated under Advance</p>	<p>September 2015 – May 2016</p>	<p>School Administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Danielson Framework for teaching, Talent Coach, instructional articles, and Assistant Principal.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		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.

By February 2016 , there will be a 20% increase in the number of teachers delivering effective or highly effective instruction with a focus on indicators 1e, 3b, 3c and 3d.

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.

We recognize that our parents play a critical role in the day to day functions in the school community. As such, we view our parents as partners and must provide a variety of opportunities to maintain active involvements of parents in children’s education experience. Data from parent participation/attendance rates from PA meetings from the 2014 – 2015 school year revealed that less than 5% of parents regularly attend PA meetings. In order to increase parental participation, we will be offering a wide variety of workshops and trainings for parents to participate in. Workshops will range from new student orientation to parenting classes using Mindset that help parents address students’ social emotional needs. We will hold celebratory activities on campus such as , our Fall and Spring Talent shows, Winter and Spring “WOW” in addition to three award ceremonies that will celebrate our students academic and service efforts.

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.

By June 2016, our school will create a welcoming environment for families to take advantage of community resources by increasing the number of parent workshops by 10% as compared to the 2014-2015 school year as measured by workshop attendance sheets.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
School activities such as Fall and Spring student lead talent show, three student award ceremonies, Citizen School's "WOW events" and parent workshops that support Internet safety, teenage relationships, and financial literacy.	All parents and students	September 2015 – June 2016	Parent coordinator, school administration, P.T.A. members, CBO's and other partnerships
Regular communication with parents via school messenger, RLA website, Kinolved app, weekly letter to parents from Parent Coordinator and Jupitergrades.	All parents and students	September 2015 – June 2016	Parent coordinator, school administration, P.T.A. members, CBO's and other partnerships
The use of parent outreach time on Tuesday afternoons to communicate student progress and provide tips to parents around homework help, CCLS, New York State testing etc.	All parents and students	September 2015 – June 2016	School Administration, teachers, guidance department, CBO and other partnerships
Parent Coordinator will provide at least 15 workshops and trainings to families.	All parents	September 2015 – June 2016	Parent Coordinator, outside partnerships, and School Administration.

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.											
Citizen Schools, Parent Coordinator, Tuesday afternoon parent engagement time, Jupitergrades, RLA website, school messenger, SLT.											
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 st Century Grant		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.

By February 2016 there will be a 5% increase in parent attendance at school functions, parent workshops, PA meetings and other activities designed to support the home-school connection as measured by attendance sheets at school functions.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • NYS ELA Scores : Level 1 and 2 • DRP Data • Teacher Suggestion • Performance Tasks: Formative and Summative Assessments 	<ul style="list-style-type: none"> • Small group instruction with Citizen School Fellows • Wilson Reading Program • F& P Leveled Literacy • Collaborate with Pupil Path to provide tutoring to students 	<ul style="list-style-type: none"> • 1:1 • Small group • Pull-out • Push -in 	<ul style="list-style-type: none"> • During the First shift of the school day , 8:00am-2:30pm • During Citizen Schools, Second shift 2:30-5:30pm
Mathematics	<ul style="list-style-type: none"> • NYS Math Scores: Level 1 and 2 • Teacher Suggestion • Performance Tasks • Formative and Summative Assessments 	<ul style="list-style-type: none"> • Small group Instruction with citizen Schools Fellows 	<ul style="list-style-type: none"> • 1:1 • Small group 	<ul style="list-style-type: none"> • During the first shift of the day, 8:00 am- 2:30pm • During Citizen Schools, Second shift , 2:30- 5:30pm
Science	<ul style="list-style-type: none"> • Science Test Scores: Level 1 and 2 • Teacher Suggestion • Formative and summative Assessments 	<ul style="list-style-type: none"> • Professional Development for Science teachers that address the needs of students at risk. • Small group instruction 	<ul style="list-style-type: none"> • 1:1 • Small group 	<ul style="list-style-type: none"> • During the first shift of the day, 8:00am – 2:30pm • During Citizen Schools, Second shift, 2:30- 5:30pm
Social Studies	<ul style="list-style-type: none"> • Social Studies Performance Task • Teacher Suggestion • Performance Tasks 	<ul style="list-style-type: none"> • Professional Learning for Social Studies teachers specifically designed 	<ul style="list-style-type: none"> • Generation writing Writing Coach work with teachers on Common Core Learning Standards in Literacy to enhance 	<ul style="list-style-type: none"> • During the shift of the day, 8:00am- 2:30pm

	<ul style="list-style-type: none"> • Formative and summative Assessments 	<p>to address the needs of students at risk.</p> <ul style="list-style-type: none"> • Generation Ready writing coach 	<p>student writing skills in content.</p> <ul style="list-style-type: none"> • 1:1 • Small group • Common Planning for all teachers to collaborate and plan differentiated instruction for students. 	<ul style="list-style-type: none"> • During Citizen Schools, Second shift, 2:30- 5:30pm
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Mindset / brainology survey for all students • Teacher suggestions • Student social – emotional inventory data 	<ul style="list-style-type: none"> • Behavior Modifications plans implemented as needed. • Increased Parental outreach by counselors and social worker for Academic Interventions Supports students. 	<ul style="list-style-type: none"> • Mandated special needs students meet with counselor and Related Service Providers per IEP mandates. • Guidance Counselors meet with administrative cabinet review services to identified AIS students. • Four day itinerant speech teacher meets with mandated IEP students as per their IEP counseling schedule. 	<ul style="list-style-type: none"> • All at risk students meet with counselor to develop and implement the day and/or after school. • Most at risk and highly emotional students assigned to individual and group counseling. • Highly emotional students meet during school day with Guidance Counselor.

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>When recruiting teachers for vacancy positions, a team, that comprises administration and teaching staff, interviews and selects teachers with certifications that match our vacancies. All teachers are provided with weekly professional learning based on need. Teachers are also encouraged to seek offsite professional learning, view webinars, and facilitate professional learning for their peers.</p>

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).
<p>Professional development for School leaders, teachers, and paraprofessionals is on going and based on the needs of the adults. Professional learning is chosen and designed according to grade and school identified needs and observed needs as measured by Danielson observations conducted by school leaders. We have established a professional development committee made up of an instructional coach , teachers, Guidance Counselor, Citizen Schools Campus Director, and paraprofessionals. The professional development committee meets on a monthly basis to discuss the needs of the staff and make recommendations to the principal about professional learning that is needed. Professional learning is then offered at a schoolwide level during the contractual professional learning times after dismissal on Mondays. If the sessions that are being offered do not meet the needs of individual teachers or grade levels, those teachers and grades have the option to plan self-guided professional learning opportunities that target various content areas or individual needs. Professional learning is led by school leaders, instructional coaches, department team leaders, Citizen Schools Campus Director and teachers. School leaders receive professional development from DOE providers and external vendors.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

N/A

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.

Our school uses multiple assessment tools throughout the year to assess student performance and progress in a given area. A MOSL team was assembled to decide which assessments would be used to measure student progress and as well as teacher effectiveness. Other assessments that are used are DRP, and a mid – year on demand writing task. The decision to use these programs was made collaboratively by school leaders, and teachers based on research and effectiveness through use. Professional learning is provided for all staff using in how to administer the assessments, score the assessments, analyze the data, and create action plans to address the needs as implicated by the data.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	93,828.00	x	5b, 5c,5d and 5e
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,265,200.00	x	5a,5b,5c,5d and 5e

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **IS286 (RLA)**, 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. IS286 (RLA) will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

IS286 (RLA) , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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 5	Borough Manhattan	School Number 286
School Name Renaissance Leadership Academy		

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 Melisha Jackman	Assistant Principal Gaudi Acosta
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Julio Mendez	School Counselor Hartwill Cornelius
Teacher/Subject Area Jeannette De Jesus	Parent Candelaria Hernandez
Teacher/Subject Area	Parent Coordinator Caline Harrison
Related-Service Provider Jocardo Ralston	Borough Field Support Center Staff Member Hong Ying Shen
Superintendent Gale Reeves	Other (Name and Title) type here

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	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	179	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	1

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

	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	
TBE										0
DL										0
ENL	4			5	1	2	1			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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							4	6						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	0	0				0
Haitian														0
French							0							0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1						0
Emerging (Low Intermediate)								1						0
Transitioning (High Intermediate)														0
Expanding (Advanced)							2	3	1					0
Commanding (Proficient)								1						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							2	2	3					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							2	4	3					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	2			0
7	1	1			0
8	3	3			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	5		1						0
7	2								0
8	2		4						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			6						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				
Integrated Algebra/CC Algebra	0			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
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.
The student's reading levels are assessed using the Degrees of Reading Power (DRP) assessment. Based on the results of the data, most students are reading below grade level. Teachers will provide differentiation instruction- tasks, texts, processes, and support for all of our ELL students. This information will help to assist teachers in providing an instructional plan to meet the needs of all our students including our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data that has been revealed to us across performance levels and grades is that students are becoming more proficient in the English language. We can clearly see that students who begin with us in the 6th grade show a vast of improvement as they reach the next grade.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
We are currently in the process of reviewing how to use the tool. We are inputting the data and will be seeking assistance when needed. At this time we only have Freestanding English program and not a dual or bilingual program for our ENL students. Our enrollment of ELLs is not sufficient to have more than one ENL program.
- 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?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The patterns across the performance levels indicate to us that students show progress as they increase by grade level. Many of our 7th and 8th graders are approaching standard in ELA and in the Expanding (Advance) stage according to the NYSESLAT results. Results are better in English as compared as to their home language in most cases.
 - We analyze the ELL periodic assessment data and find areas where there is a great need of improvement. We review these areas and analyze our methods of instruction and determine what is the cause of deficiency area (s). We then find ways to support the skills

needed to improve in these areas. Our school leadership provide instructional resources and funds to provide materials to enhance our instruction to support the skills needed in the areas where students did not do well.

c.) We are learned from the periodic assessment that students need more support in Reading Comprehension and Writing. We have incorporated more reading time throughout the school day to promote reading and time for teachers to conference with students about their reading and assess their comprehension of the text. We are also providing students with opportunities to discuss what they would like to write in the different content areas and have students who share the same native language work in groups or peer to peer to assist one another in writing as well.

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](#).]

6. How do you make sure that a student's new language development is considered in instructional decisions?

It is crucial to take in consideration the student's new language development in instructional decisions. All content area specialty teachers are provided with professional development in teaching ways to differentiate instruction and make modifications of lessons depending on the level of development of the student's new language. The student is provided with tools, strategies and skills to help develop the new language throughout the different content areas. We look at the students' record for any educational history and meet with the parent/guardian and student to get information of their cultural background. Teachers plan their lessons and activities for the students based on the students' new language development.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- 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).

ELL students are assessed using Fountas and Pinell reading assessment at the beginning, middle and end of the year. Based on the results, goals are created for each student. Throughout the year, students are assessed formally and informally by the ENL teacher and their general education teachers. Progress towards the students' goals are regularly reviewed and discussed.

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.

On the day of enrollment all parents and students are provided with a overview of Renaissance Leadership Academy's rules and regulations by the Assistant Principal. During the orientation, the Assistant Principal identifies students who have never been enrolled in the Department of Education . The Home Language Identification Survey is administered by a license pedagogue. This is an interview with the students and the parent to determine the student's home language. If parents indicate that their child's native language is a language other than English, a license pedagogue meets with the family. The meeting is conducted in English and/or in the family's native language. If parents would like to receive their questions answered in their preferred language and need assistance through this process in their native language, we provide over the phone interpretation services that are available through the Translation and Interpretation Unit. This proces is completed within 10 days and if a student has an IEP it is within 20 days of completion. Also once there is a determination that the student is able to take the NYSITELL and if we have students whose home language is Spanish the Spanish LABis administered to them.

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).

The ENL teacher administers the oral interview questionnaire to determine if a student can be categorized as a SIFE student. For those students who have a home language of Arabic, Bengali, Spanish etc. the Literacy Evaluation for Newcomer SIFE (LENS) is administered by the ENL instructor. In addition, the classwork and formal and informal assessments in the classroom are also reviewed to identify a SIFE student.

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).

The identification process for a newly enrolled ELL student with IEP is reviewed by the Language Proficiency Team composed of the Language Access Coordinator, ENL instructor, Special Education teacher, General education teacher (ELA), IEP/Resource teacher and

Assistant Principal, Director of Special Education and the student parent/guardian. A SIFE student is identified when there is interrupted inconsistent formal education who have attended schools in the United States for less than 12 months and who upon enrollment are two or more years below grade level in literacy in their home language and mathematics due to interrupted school prior to arrival in the United States. However, once a SIFE student is performing at or above the transition/intermediate level on annual English language proficiency assessment, the student's status as a student with interrupted/inconsistent formal education is removed, even though he may still be considered an ENL student. The team determines whether the student takes the NYSITELL. The NYSITELL along with the Home Language Survey administered by a licensed pedagogical professional will determine the student's ELL status. If the LPT team decides the student should not take the NYSITELL the recommendation is sent to the principal for review and further sent to the superintendent for final review and parents will then be notified of final decision. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation, if the superintendent determines that the student must take the NYSITELL as a school we have 5 additional school days to administer the NYSITELL and notify the parent/guardian. The student is placed in our ELL program as soon as this process is completed and parent/guardian is notified.

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 testing coordinator supports the ENL teacher with administration of the NYSITELL and distributes the parent notification letters once the NYSITELL is scanned and the score is determined. Parents are notified within the 5 days after score is determined of the NYSITELL.

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).

During parent orientation parents are informed of an appeal process in cases where parent may feel that their child has been misidentified as an ELL student. We inform them that we need a written request from them as the parent or legal guardian and we must complete the re-identification ELL process within 10 school calendar days upon receipt of the request.

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.

Our parent outreach tool used is school messenger system and jupiter grades used to contact parents about our orientation. Parents of all ELL students are invited to attend the meetings, during which curriculum highlights and school expectations for students are discussed. Three available programs are discussed in parent's home language. A video is shown and a description of the different program choices is discussed along with the program we provide at Renaissance Leadership Academy. The orientation is held within the 10 days of a first time potential ELL registrant is entered into the system. Currently, Freestanding ENL is the only program offered at Renaissance Leadership Academy. The benefits of the program is explained to parents during both meetings. We also have meetings on a "as needed" basis.

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 Parent Coordinator contacts all families via a phone call and mail to ensure Parent Surveys and Program Selection forms are returned in a timely manner. We also make every effort to ensure they fill out the surveys while they are still in the building after the orientation to secure documents are returned in a timely fashion. In addition, we also reach out to staff who speak the parents native language to give a follow-up call to make sure parents understand the importance of the parent surveys and program selection when returned in a timely manner. A compliance folder is kept with parents who return to the surveys and program selection form.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent coordinator keeps a call log and check list to monitor which parents have been contacted and submitted their forms. The call logs and check lists are submitted and reviewed by the Assistant Principal. The forms are mailed again and continuous phone calls to parents are made until the forms are completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

The Parent Coordinator meets with the Assistant Principal to report the activity of the distribution of parent notification letters during their weekly check in meeting. The placement parent letters are mailed through certified mail. The correspondence letters are in the parent's preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All records of ELL students including the Home Language Survey, entitlement and non-entitlement documentation is filed, secured and maintained in the main office. They are maintained in the students' cumulative folder and are saved onsite in our school.

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.

The testing coordinator and ESL teacher meet to create testing accommodations to administer all sections of the NYSESLAT according to the testing window set by New York State. The test is administered by the ENL instructor. For the remaining sections of the test, Reading, Writing, and Listening, students are grouped by grade level 6 and grade 7/8 with testing accommodations. The ENL teacher obtains testing materials from the test coordinator who ensures the tests are secured. The ENL teacher signs the testing materials out

and in to ensure the security of the test. At the end of the test administration the testing coordinator packages the materials according to the city's packaging guidelines. Any student who missed any subtest of the NYSESLAT is provided a make-up date within the testing window. Parent and student are notified when they can make-up this time given the parameter of the testing schedule of time to take the test.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The Parent Coordinator meets with the Assistant Principal to report the activity of the distribution of parent notification letters during their weekly check in meeting. A log and folder of notification letters are kept with the Assistant principal who is part of the LAP team. The Parent Coordinator is supported by LAP team to ensure that we stay consistent in informing parents of notification letters. The parent notification letters are in the parents preferred language. The letters are mailed through certified mail.
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).

Currently, Freestanding ESL is the only program offered at Renaissance Leadership Academy. Unfortunately, because of our low enrollment numbers of ELL's we don't have the numbers to create another program other than the Freestanding ESL program. But in any case it changes we will look into reviewing the different types of programs that will best support our ELL population.

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.
Students receive ENL services using the stand alone and intergrated ENL model or both depending on their profecency level.
 - . Push-in periods are done during ELA periods twice a week.Students are pulled out of mainstream classes in order to receive direct ENL instruction. The number of periods they are pulled out are in accordance to their mandates. Groups are heterogeneous (mixed proficiency levels). The highly licensed pedagogue is able to differentiate instruction to address the learning needs and styles of our students. Stand -Alone for entering student is 180 minutes and emerging student is 90 min . The intergrated ENL for entering is 180 min. and emerging students is 90 min in ELA. For Transitioning is 90 min. of ENL/ELA instruction and also stand alone of 90 min. The expanding students have intergrated ENL with 180 min. of other content area (Science/Math) The commanding student has 90 min per week of integrated ENL service in content areas of ELA, Science or Math. At this time we are in the process of seeking a highly qualified ENL teacher as we partner with a co-existeing school in our building, however our intergrated services are provided with a licensed highly qualified bilingual teacher and a license highly qualified content area teacher. The stand alone services are provided by a license highly qualified bilingual teacher.
 - 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)?
There are two highly qualified teachers who deliver ESL instruction. The number of instructional minutes students receive according to students' proficiency levels is currently in compliance. Students at the entering level receive 360 minutes of ENL instruction of stand alone for 180 and intergrated for 360 min. Students at the emerging levels receive 360 minutes of ESL instruction per week with 180 min stand alone and 180 min of intergrated teaching, transitioning is 90 min. of stand alone and 90 min. of intergrated service which is 180 minutes. For the expanding student 180 mn of intergrated instruction and the commanding (proficent level) 90 min. with intergrated ENL provider and content area teacher per week.

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.

Students in grades 6 and 7 receive 8 periods of ELA, 8 periods of math, 4 periods of science, and 4 periods of social studies instruction weekly. Students in grade 8 receive 8 periods of ELA, 8 periods of math, 5 periods of science, and 5 periods of social studies instruction weekly. The workshop model is used in order to provide students with the appropriate supports. The first five to seven minutes of a period is devoted to informally assess students' knowledge or review the material covered during the previous lesson. The next 10 minutes are used to model a strategy or teach a concept. Students then get to practice the skill either independently, with a partner, or with a group. During practice, the teacher confers with the students and based on assessments may offer additional support for students in the form of guided groups, or differentiation of the task, content or process. Activities throughout the unit are scaffolded in order for students to develop the skills/knowledge necessary to successfully complete the unit project which reflects the instructional objectives of the unit. The unit project and activities throughout the unit are aligned with the Common Core Learning Standards. Teachers are also adjusting the way in which they ask questions during class, and design questions on worksheets, quizzes and tests so that the questions are academically rigorous. The last 10 minutes are used to assess student progress. Teachers design the next lesson based on the results of the various assessments throughout the class period.

Throughout the core subject areas, reading strategies are emphasized. Teachers acknowledge student gaps in reading and writing skills. As a result, teachers ensure that students have the opportunity to practice a particular reading skill during class. ESL strategies discussed during meetings and/or PD are implemented as well. ENL students are able to pair up with students who speak their native language and have discussions about the lesson and task. There is also opportunity for students to write in their native language and summarize in English if they feel their writing skills are stronger in their native language.

The highly qualified license bilingual teacher co-teaches with the highly qualified licensed content area ELA teacher to support the ELLs who require integrated ENL services working in grade level text material in English. The teachers scaffold and plan for differentiated instruction based on the proficiency levels of our ENL students. He works with students individually and/or in guided groups. Students are assigned the same task as their peers, however, ESL strategies are used to support their development. During stand-alone, students are given explicit ESL instruction.

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

We can ensure the ELLs are appropriately evaluated in their home language by the Home Language survey which is completed by the parent and the student. The ENL teacher, a staff member or a member of the Translation and Interpretation Unit who speaks the native language can assess if the ELLs are being appropriately evaluated in their native language. There are opportunities in the classroom for students to be paired up with a student who speaks the same native language and can engage in academic conversation in home language and can tell the teacher how the student is coming along in their home language as it relates to comprehension of the subject matter. There are also opportunities for students to read in their HL and summarize in English what he or she is reading to assess comprehension.

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

Instruction addresses the four modalities of English acquisition throughout the curriculum areas. Students are provided with opportunities to practice reading, writing, verbal and listening skills during push-in and pull-out services. We use informative and formative (informal and formal) assessments throughout the year. They are used on a daily or bi-weekly basis based on the modality. The reading, writing, listening and verbal modalities of the English acquisition are assessed on more frequent basis in all content areas.

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

For SIFE students they are given a pre assessment to assess where they are in literacy, writing and Math. Based on the assessments, student portfolio, cumulative folder and academic history teachers are able to provide differentiated instruction such as graphic organizers, visuals, videos, computer software such as Brain pop that have language subtitles with animation and real world connections to every content area. They also receive extra academic support from our Academic Intervention specialist (AIS) coordinator in the areas where students lack the skills.

We provide stand alone services for our newcomer ENL student who has 0-3 years of ENL services as well as integrated ENL with a content area teacher. The newcomer student is provided with materials to develop their writing, reading and listening skills in the English language. During the integrated ENL services the newcomer students are given opportunity to engage in

discussion using sentence prompts (starters) in English to build in speaking in phrases and words.

Our long-term ELLs receive ELA instruction as well as ESL services as part of their weekly schedules. The ENL teacher will also push-in with students at-risk, concentrating on long-term ELLs. Small group instruction allows the student to receive instruction geared to his/her specific needs. The teachers confer in planning sessions. They examine the data and determine the students' deficiencies and then plan programs to strengthen the students' skills. In addition, some of the students will participate in various test prep programs offered by the school.

ELLs identified as having special needs receive ESL services and special education services. In both cases, the students receive small group, targeted instruction. The ENL teacher works on the language deficiencies and the special education teacher works on the needs identified in the IEP. Students with special needs are also encouraged to participate in the ELL Academy to strengthen their language skills.

The beginner and intermediate level students are mandated for 360 minutes of ESL instruction per week. The advanced level students are mandated for 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. The class with intermediate and advanced level students receives 180 minutes of ESL instruction and 360 minutes of ELA instruction per week. All of our ELLs receive at least 450 minutes of English Language Arts per week, which is above the state mandate. Instruction is provided by certified teachers. Each of our classes serving ELLs has 12 or 13 periods of ESL/ELA push-in services per week.

Explicit ESL plays a very important role in instruction for our ELLs. Our highly qualified licensed teacher who provides ENL services incorporates activities to develop the students' skills in listening, speaking, reading, and writing in both programs. For example, the teacher incorporates choral/group readings to provide a "safe" environment for practicing the pronunciation and fluency of words and phrases. Listening centers allow students to listen to different voices and train their ears to become attentive to the sounds of the English language. Concurrently, students internalize the language patterns and structures in a non-threatening atmosphere. Peer groups are set-up to provide opportunities for students to share vocabulary and language expressions as well as ideas before sharing in a whole class setting or have to put their words down on paper. Brainstorming, webs and other organizers are activities which develop vocabulary and phrases within groups to prepare students for independent written work. All teachers scaffold speaking, listening, reading, and writing with developmentally appropriate activities to enable students to master skills and complete higher level activities.

Former ELLs receive mandated integrated ENL services and also testing accommodations for 2 years. The SIFE, Nekomer, Long-term and Developing ELL's in addition to their mandated ENL services they also receive testing accommodations when taking any assessments.

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.

Within the 6-12 month period the principal and the LAP team will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. All parties that know the student must be involved in this consultation and review including the teachers in other content areas in addition to the ENL teacher and the parent to make sure the students receives the academic support services required upon determination. A written documentation will be given to the parent of the determination and services provided to the student due to the approved re-identification appeal.

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?

Activities that are available on EngageNY, Code X Common Core English Language Arts text that are aligned with Expeditionary Learning and the Common Core Learning Standards are incorporated within the ENL curriculum. Our ELLs who are also SWD have access to every program that all of our students have access to during the school day. They also have use of technology in each of their classrooms with headphones and teachers follow their testing accommodations when taking assessments. The IEP coordinator along with the ENL service provider and content area teachers review the ELL-SWD IEP and make sure the student

Chart has met his/her annual goal and is receiving the appropriate academic service and support based on their need.

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?

Explicit ESL instruction scaffolds the learning to enable students to accomplish higher level tasks and work independently in the reading and writing workshops. Finally, we provide opportunities for ELLs and SWDs to participate in all extra curricular activities regardless of their language level and also provide non ESL teachers with professional development designed to promote a better understanding of the specific needs of ELLs and SWDs. Ell's with special needs are assessed and their IEP's are reviewed so that our ENL instructor as well as other teachers such as their special education teacher may provide them with the resources and materials as per their IEP and other assessment tools. We use more of the push in model, where the ENL is teaching along with the content area to allow ELL-students with IEP's to work in a less restrictive area and in engage in small group, and peer to peer learning with the general education population in the classroom.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

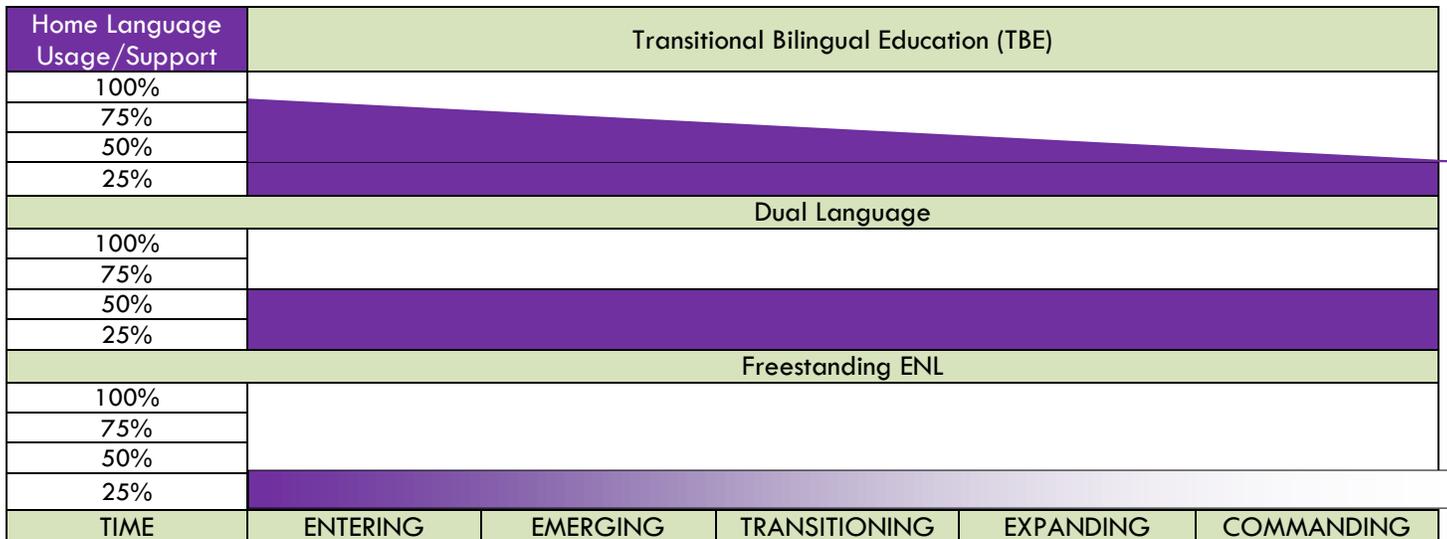


*Note: “other approved services” does not apply to New York City at this time.

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. Students receive remedial instruction in ELA and Math. Instruction is delivered in English. ELL SWD students receive Wilson as intervention for vocabulary, fluency and phonics for ELA in the English language. Differentiated instruction for all ELL's is used in every content area using the program Brain pop. The Science curriculum includes materials from Urban Advantage, Foss kits, PBS learnina media for use of technology and Brain pop. Science teachers use graphic organizers, pictographic representation, mental imagery and physical models, and cooperative learning to support ELLs with the skills needed to comprehend the lesson and use their oral, writing, and reading skills through the content area. The Social Studies teachers use junior scholastic, United States History, graphic organizers, Brain pop to support and teach the Social Studies content to our ELLs.
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 Wilson program is in its initial phases. We will monitor students fluency in Reading and Writing at each stage of the program to determine if there is growth in the areas of vocabulary and reading comprehension in ELA, Social Studies and Science. Students receive MOSL baseline assessments in ELA, Math, Science and Social Studies and also the DRP to determine where students are at in the skills of each content area based on grade level. As students develop the skills to master these areas using the Wilson program. However, through Brain pop students are able to understand the concepts learned in the different content areas such as ELA, Math, Social Studies and Science. They are also able to engage in discussions related to the topics of the content areas using the English language. Brain pop provides visuals, vocabulary and text to support all students including our ELL's in the different content areas and develop skills in Reading, Writing, Listening and Speaking.
12. What new programs or improvements will be considered for the upcoming school year?

Currently, administration is looking into purchasing and implementing the Great Leaps and a new Common Core version of Achieve 3000 program. We are also seeking to have the assessment software Degrees of Reading Power DRP to assess and support students in Literacy. We have incorporated throughout the school day a partnership with Citizenschools who provide students with academic support, apprenticeship opportunities, and social interactions with peers from different grades through clubs and sports.
13. What programs/services for ELLs will be discontinued and why?

None of the programs/services 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.

All of our students are afforded equal access to all school programs equally. Information is provided to families via flyers, e-mail, telephone calls, meetings, etc. Information is provided in all available languages. Students also receive instruction on test prep strategies for NYS ELA exam and NYSESLAT. The ELLs also participate in our extra curricular activities that include academic tutorial support, clubs and apprenticeship with the organization Citizen schools. Every student including ELLs are required to stay in this program and select the types of clubs and apprenticeship they would like to participate in through a survey that was provided to them in the beginning of the school year or when entering the school.
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.

Students are provided with the mandated materials for each curriculum area. Students are free to use the library to check-out books. Additionally, teachers can sign-up to use technology in their room (portable laptops) or in the computer lab. Teachers are also provided with access to the online program Brain pop that supports the content areas and promote visuals, small group instruction and peer to peer. We have smart boards in every classroom that include smart board tools where students interact with the smart board through touch tone screening and hands on learning activities. Teachers also use Engage NY which is Common Core aligned content area material used that provide differentiated lesson specifically for ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students receive their required number of minutes weekly of ESL instruction. Instruction is tailored to students' needs as identified by formal and informal assessments. Students are offered glossaries and texts in their native language and encouraged to use their native language with peers through content area support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our support and resources are grade and age appropriate. ELL's are identified and placed in our ESL program within 5 days of enrollment. The parent and student are involved in an interview with the ENL instructor and the instructors makes sure the Home Language survey is administered. In addition the LAP team goes over every case and ensures that ELL's are receiving the proper services and resources dependant on level and age.

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).

Parents and students are welcomed to attend at least one orientation session describing the ESL program. The school guidance counselor speaks to the parent and the student and discuss the transitioning from elementary to middle school. The parent coordinator and the community coordinator assist newly enrolled ELL's to familiarize them with the school provide a school tour and assist in making sure the student is involved in our daily and extra curricular activities throughout the year.

19. What language electives are offered to ELLs?

Currently, no language electives are offered.

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.)
Since ELLs are expected to meet the same standards as all students on their grade level, teachers are welcomed to participate in Professional Development workshops that are held by the office of English Language Learners in the NYCDOE. Information regarding Professional Development workshops are given to the teachers including bilingual teachers, guidance counselors and secretary. Additionally, Professional Development is provided by administration. Topics covered during Professional Development is reflective of teachers' needs as determined by observations and teacher surveys. Department and grade level and data inquiry meetings are also a part of the teacher's weekly schedule. The ENL teacher, assistant principal, and outside consultants provide workshops on ESL strategies so that teachers from all content area Math, Science, Social Studies, and English Language Arts differentiate their instruction appropriately. Teachers are encouraged to conduct inter-visitations. Effective instructional practices specifically designed to help ELLs with language acquisition are the focus of some of the inter-visitations.
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 professional development that is provided to staff that support teachers who service ELLs including bilingual teachers in the Common Core Learning Standards includes learning how to engage students in questioning and discussion, preparation and planning of instruction ensuring that there is differentiated of instruction in their lesson. Also that the lesson and activities are age and level appropriate for the different learners in the classroom. The professional development for teachers who service ELLs including the bilingual teachers are aligned to the component of the Danielson Framework. The professional development includes designing a coherent lesson, engaging students in learning, ways to create a safe and nurturing environment in the classroom, ways of how to develop questions to prompt discussions in groups and peer to peer. Also professional development on where there are resources, materials, strategies and techniques to support ELLs in the English language through all content areas in writing, reading speaking, and listening.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our staff is provided with ongoing professional development to assist our new ELLs transition into middle school and out of middle school into High School levels beginning level ELLs to transition into middle school into High School from our Guidance Counselor and school leaders. This process works nicely for our school because our teachers loop up with our students, so they not only get to know and grow with our students, they also conduct case studies in which they can share best practices with a teacher who may just be beginning with a new group of 6th graders and can show how students who are now in 8th grade have made so much progress and what specific practices were most effective. Guidance Counselor provide workshops and activities to staff on how to help students including ELLs and ELL-SWD select the proper schools due to their academic level, interest and environment. Counselors also provide activities to staff members to assist ELL's in goal settings, good study and work study habits.
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.
Our administrators train our teachers and provide them with professional development on Mondays and scheduled City-wide PD days throughout the year. For the Bilingual and ENL service providers professional development includes ways that teachers can support the ESL students to reach their academic goals and grade levels in each content level. Teachers who teach ELL students including the ENL instructor meet and collaborate with grade and department meetings to discuss students needs and progress. Teachers keep a binder with copies of agenda for each meeting and professional development. Attendance is taken and documented for every meeting and also kept in a binder.

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?

All members of the school faculty and staff are charged with continually recruiting parents to participate in all aspects of the school community. Our Parent Coordinator uses various methods including the distribution of flyers, phone contact, scheduled meetings, and focused workshops to promote family involvement in the school community. Parent meetings provide families with strategies to support their child academically and socially. Translation services are provided for parent/guardians. The Parents of ELL students have an annual one to one meeting with the ENL service provider to discuss their child's language progress and development. If parents can not attend these face to face meetings, a phone conversation is used and the office of Translation and Interpretation unit is contacted if translation/ interpretation services is needed.

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.

Teachers and parent coordinator, community director and school guidance counselor keep a phone log to document their outreach to parents. A binder is kept in the office with copies of letters and appointments made to parents to attend meetings on a "need basis". On Tuesday afternoons time is allocated to keep track and a record of the purpose and methods parents are being contacted whether its by email, phone call, mail etc. Translation services are available if needed for parents who meet with teachers and who parents who decide to speak over the phone.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents in our school are always encouraged to be involved with the academic and social events that we create for all members of our community. We have a number of ways to remain in contact with our parents. One way is through our online environment; we use jupitergrades.com, our online grading and communication system and our schools'swebsite (www.rlascholars.com) to share information with our students and families. Each parent, student and staff member has an email account and online access to our classes, lessons, and school resources. Parents receive electronic messages from their child's teacher about the academic and social progress of their child. We communicate with our families daily. We provide translation and interpretation services if needed from correspondance and/or conversation with school staff. The parent coordinator assures that ELL parents receive these services and are involved in school activities. ELL parents are included in all aspects of our school community and participate in workshops to support their child's social, emotional and academic development, PTA meetings, Curriculum Night and academic field trips.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We currently have a partnership with Marqious Art Studio and parents are able to participate in workshops to learn how the school incorporates the arts into the instructional program. Parents will also partake in workshops to support their child in using the arts for expression. The office of Student Leadership, Family and Community Engagement also provides workshops to support ELL parents on how to use resources to help their child develop the skills needed to become successful academically. The department reaches out to the community and brings agencies and organizations to address parents needs.
5. How do you evaluate the needs of the parents?

We assess the needs of our parents through surveys, questionnaires and one-on-one conversations. Meetings are established to discuss concerns, share feedback and provide a forum for parent questions. The Parent Coordinator inconjunction with the Office of Student Leadership, Family and Community Engagement provide workshops that support the academic, social and emotional needs of our families and students.

6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities provide parents with knowlege to support their child's academic, social and emotional development in addition to resources that are in place to help their child succeed in these areas. We also inform parents how to use our school resources at home to support their child in throughout their middle school experience.

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.

Paste response here:

Part VI: LAP Assurances

School Name: Renaissance Leadership Academy

School DBN: 05M286

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)
Melisha Jackman	Principal		10/29/15
Gaudi Acosta	Assistant Principal		10/29/15
Caline Harrison	Parent Coordinator		10/29/15
Julio Mendez	ENL/Bilingual Teacher		10/29/15
Candelaria Hernandez	Parent		10/29/15
Jeanette De Jesus	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Hartwill Cornelius	School Counselor		10/29/15
Gale Reeves	Superintendent		1/1/01
Hong Ying Shen	Borough Field Support Center Staff Member _____		1/1/01
Jocardo Ralston	Other <u>IEP Coordinator</u>		10/29/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M2** School Name: **I.S. 286**
Superintendent: **Ga**

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) 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.

Every school year, parents are provided with a survey which asks the different languages spoken at home. The SLT and ELL team review our existing procedures to assist parents whose primary language is not English. Meetings are held with the Parent Coordinator, Community Director, LAC coordinator and ESL instructor on addressing the needs of Limited English-proficient parents. The team provides ways to deliver services such as methods of communication through translation and interpretation to parents in a written and oral form. Documents that are sent to parents are reviewed, considered and discussed as well as other documents needed in the future for translation. Enlisting the support of other staff members who are fluent in the languages spoken by our Limited-English proficient parents are put into practice as well. We have a diverse population of staff members that serve as translators for parents in meetings, events and conferences.

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.

The following parents' preferred languages for both written and oral communication are as listed:
Spanish, Arabic, French, Moldavian, American Sign Language.

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.)

There are letters mailed out to our new incoming families from our school leader inviting parents to our New student orientation. In our New student orientation that happens typically during the summer, the following documents are given to parents that require translation such as student handbook, Resources for parents (Parent-Teacher Association Information packet, flyers/announcements of upcoming events in September, a September calendar, School-Parent Compact, cell-phone/electronic waiver and photograph/film and video tape consent forms. Throughout the school year a monthly calendar is disseminated in the beginning of every month to students and families. Any pertinent information regarding school wide, City-wide and New York State testing dates and parent -teacher conference dates and times are distributed to parents at least a month in advance.

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.

We have our first formal face-to face meetings with incoming students and their parents at our school during New Student Orientation that is held over the summer in July. In September we have a "Meet and Greet" where our school community meets with all of our students and families. We also have curriculum night which is held once in the month of October during the evening. We also have 4 parent teacher conferences held in November, February, March and in May. Every Tuesday parents are invited to meet with teachers to discuss their child's academic needs and progress from 2:30-3:40 p.m. Parents of students with special needs meet with the Child Study team that includes the guidance counselor, psychologist, social worker, IEP teacher/coordinator, and a general education teacher if necessary at least once a year to discuss the students' individual educational plan, behavioral intervention plan, services and academic/social emotional needs and/or progress. The attendance teacher meets with parents of students that require intervention supports to increase their attendance and reduce tardiness to school. The school guidance counselor meets with 8th grade parents during September and October to discuss high school articulation. 8th grade parents also receive individual meetings throughout the year that focus on the high school application process and placement. Lastly, the school leader meets with parents informally on a monthly basis to discuss any feedback, concerns and questions with respect to their child's learning and our school community. School staff members are invited to participate and serve as translators when applicable.

Part C: Providing Language Assistance Services

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.

The use of the Translation & Interpretation Unit and outside vendors to prepare notices in targeted languages through their translation services will be used regarding school notifications of pertinent dates and city and state wide information, student's health, safety and legal or disciplinary actions, entitlement to public education or placement in any special education setting and/or service, English language learner or non-standard academic program, permission slips/consent forms. Also with the use of staff, to translate notices and provide parents with written translation in their given native language. The documents will be given to the Translation & Interpretation Unit or outside vendor a minimum of 2 months in advance so we can deliver to parents in a timely fashion. Our LAC coordinator will speak to staff and determine how much time is needed depending on the document to translate and given to parents at the appropriate time.

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 a school we are provided a list of dates for all our parent teacher conferences throughout the school year. The LAC coordinator contacts the Office of Interpreting Services via phone and also provides a completed Sign Language Interpreter request form to request a Sign Language interpreter for our deaf parents in our school a month prior to the conferences. Also when there are other meetings and events this process is taken place to provide services for them. We also use our school messenger phone system to send announcements, of meetings and events in the various languages spoken by our parents on a weekly basis. Also the use of school staff when present in the given language needed for interpretation will be available if it is not feasible to seek outside vendors.

Part D: Training Staff on Policies and Procedures

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.)

During our professional development meetings in September staff will be trained by the Language Access Coordinator on how to seek out for translation and the over the phone interpretation services. Throughout the year when staff members meet with parents they will use their Translation & Interpretations brochures, Language ID Guide and Language Palm Card to contact service providers when necessary. The Language Access Coordinator will also provide this information via the school's weekly newsletter as a reminder of resources, policies and procedures when faced with a Limited english proficient parent.

Part E: Providing Notice of Language Assistance Services

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

As a school we provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities and also Parents' Guide to Language Access which includes their rights regarding translation and interpretation services. At the entrance of the school building there is a sign in each of the covered languages indicating information on interpretation services. Our school safety plan contains procedures to ensure that parents in need of language access are able to reach school staff regardless of limitations and/or language barriers. The Parent Coordinator, Community Director and Language Access Coordinator have copies of the Parents' bill of rights and Parents' Guide to Language Access in their offices that is accessible to parents at any given time.

Part F: Monitoring and Quality Control

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

It is important for our school to provide parents with meaningful opportunities to participate in and have access to programs and services critical to their child's education. We provide parents with a survey and also a questionnaire in various languages that requires them to provide us with feedback on how we are meeting and can best meet their needs. We also have a discussion forum facilitated by the Parent Coordinator, Language Access Coordinator or Community director that gives parents the opportunity to provide us with oral feedback given the availability of an interpreter about our services.