

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X293

School Name:

RENAISSANCE HIGH SCHOOL FOR MUSICAL THEATER & TECHNOLOGY

Principal:

MARIA N HERRERA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Renaissance High School MTT School Number (DBN): 08x293
Grades Served: 9,10,11,12
School Address: 3000 E. Tremont Ave.
Phone Number: 718-430-6390 Fax: 718-630-6308
School Contact Person: Paul Gumina Email Address: pgumina@schools.nyc.gov
Principal: Maria Herrera
UFT Chapter Leader: Daniel Savio
Parents' Association President: Anne McIntyre
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Juanita Daly
Student Representative(s): Marcus Mendoza
Yudeleis Parades

District Information

District: 08 Superintendent: Caron Staple
Superintendent's Office Address: 1 Fordham Plaza, rm 841, Bronx, NY
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5834 Fax: 718-935-5167

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave. Bronx, NY
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

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)
Maria Herrera	*Principal or Designee	
Dan Savio	*UFT Chapter Leader or Designee	
Anne McIntyre	*PA/PTA President or Designated Co-President	
Steve Plerqui	DC 37 Representative (staff), if applicable	
Juanita Daly	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alison McIntyre	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Janelle Dockery	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kim Conrow	Member/ teacher	
Lindsey Mack	Member/ teacher	
Isabel Caamano	Member/ parent	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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 High School believes that to best support students we must create a safe, collaborative environment in which students, staff and parents can come together to advance our school community. As such, our Mission Statement is: **"Renaissance High School is dedicated to empowering our students through relevant, respectful, and innovative practices, which ensure their academic and social success in our community and beyond."** Additionally, our Theory of Action is: **"We devote significant time and resources to assist in the development of the capacities of our teacher leaders in order to facilitate ongoing improvement in instruction. This process ensures the focus of our teachers' collaborative work will be on increasing student knowledge."**

Logistically, Renaissance High School serves grades 9 through 12 in the Bronx. Our student body is 58.5% female and 41.5% percent male and the ethnic majorities are 61.7% Hispanic and 27.2% black populations, with 25.9% of students requiring an IEP. The student population at RHS has changed dramatically over the last few years. Some of the students have mental health issues that require a great deal of time and attention on the part of the staff. School resources are dedicated and made available to these students and their families. A great many of our students and their families live at or below the poverty level. Every effort is made by RHS and its staff to alleviate some of the obstacles to learning which socio-economics factors affect.

W ithin the last three years, four (4) other high schools became part of the Lehman HS Campus. Six (6) schools now share the site. This has brought both unique challenges, such as the availability of the common (shared) spaces, and positive aspects, such as campus leaders working together to create a safe and sustainable learning environment, to the dynamics of the building.

RHS has made great progress this year in the Framework area of "Collaborative Teachers". To support teacher development, we have scheduled specific professional development opportunities outside of the constraints of the regular school day. These after-school or Saturday sessions facilitated discussions centered on Understanding by Design Principles, creation of unit plans, team processes, Common Core Learning Standards, and lesson progressions. Additionally, RHS teachers work with coaches from Teachers College, Teaching Matters and with the Lincoln Center Initiative to continuously improve the means by which they support student learning. RHS has also initiated the promising practice of "teachers observing teachers." This provides a learning opportunity, especially to the younger, less experienced teachers, who can then turnkey and model what they have learned and observed in their own classrooms.

RHS has been in partnership with Blue Engine since 2013. This non-for-profit organization provides teacher and student support and works with RHS to align vision, set high, attainable goals for student performance, and establish clear expectations with classroom teachers. They attend planning and assessment meetings and work collaboratively with us to establish new classroom and scheduling protocols required for programmatic success. Through their means of staff support, teacher support, relationship management, and program implementation, the needs of our students have been better served.

Finally, RHS has extended its administrative Cabinet to include the instructional realm of the Grade and Content Teams. It is now a concerted "group" effort with the goals of maximizing student comprehension and learning and identifying problems of practice, then targeting solutions and implementing them.

08X293 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	447	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	2	# SETSS	7	# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2014-15)					
# Visual Arts	2	# Music	10	# Drama	2
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	66.4%	% Attendance Rate			81.4%
% Free Lunch	67.8%	% Reduced Lunch			1.5%
% Limited English Proficient	4.0%	% Students with Disabilities			24.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			25.8%
% Hispanic or Latino	60.4%	% Asian or Native Hawaiian/Pacific Islander			2.9%
% White	10.1%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.37	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			3.21
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	56.9%	Mathematics Performance at levels 3 & 4			51.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits			59.5%
% of 3rd year students who earned 10+ credits	65.9%	4 Year Graduation Rate			72.7%
6 Year Graduation Rate	70.5%				
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			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
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	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	NO				
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	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

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.

Questioning and Discussion techniques are the most fundamental and frequent ways that students are formatively assessed in the classroom. Teachers who display effective questioning and discussion techniques have a solid foundation on which to develop the other elements of their pedagogical repertoire. When a teacher is able to question effectively, they create an environment that is student-centered, engaging, and rigorous for ALL students. At Renaissance High School, we actively explore the questioning and discussion techniques of highly effective teachers. We know this skill is a major component of the Danielson framework and a major area of our teaching that we must continually strive to improve. Our Quality Review also highlighted this section for us, as an area that needs improvement. We plan on attacking this issue to ensure that all students are engaged in an arena in which they are challenged to not only think and respond critically to their teacher, but just as frequently, to one another. College and career preparedness now demands higher levels of critical thinking, and these skills must be fostered and scaffolded every day in the classroom, through highly effective questioning and discussion techniques, in order to increase student success.

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, school leaders will implement a professional development plan that builds teachers’ capacity to use differentiated questioning and discussion techniques for students in the schools bottom third, resulting in a 5% increase in teachers improving one performance level reflected in component 3b Questioning and Discussion Techniques in *Advance* .

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) <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>Strategy # 1: Professional Development</p> <p><i>Provide teachers with whole faculty and small group professional development experiences and resources that support deeper questioning and discussion practices</i></p>	<p>Teachers – both individually and whole groups</p>	<p>September – June</p>	<p>Administration, Team Leaders, outside coaches – Teaching Matters, Teachers College</p>
<p>Strategy #2: Collaboration</p> <p><i>Collaboratively analyze and reflect upon the implementation of questioning and discussion practices during teacher leader facilitated grade and content team meetings, to support continuous improvement.</i></p>	<p>Teachers – with implementation focused on students</p>	<p>September – June</p>	<p>Administration, Team Leaders, outside coaches – Teaching Matters, Teachers College</p>
<p>Strategy #3: Individualized Pedagogical Support</p> <p><i>Provide teachers with individualized coaching support related to questioning and discussion from both internal and external providers (network coaches, consultants, teacher leaders, administrators), that includes actionable feedback based on frequent classroom observations</i></p>	<p>Teachers – with implementation focused on students</p>	<p>September – June</p>	<p>Administration, Team Leaders, outside coaches – Teaching Matters, Teachers College</p>
<p>Strategy #4: Parent Engagement</p> <p><i>Create and implement parent workshops throughout the school year. These workshops will highlight student achievements and success in relation to their increase engagement. Parents will monitor and support their student’s progress through Skedula and the new DOE parent information system.</i></p>	<p>Parents and students</p>	<p>September – June</p>	<p>Parent coordinator, administration and parents</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.

Teachers will have regular content, grade and whole staff meetings targeted at addressing this professional development goal. They will be given a common planning period daily to collaborate and support one another in their work. Instructional Coaches will be brought in from Teaching Matters and Teachers College. These instructional coaches will work closely with administration to deploy our professional development plan and to provide individual pedagogical support to teachers.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 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.

At the midpoint of the year teachers will demonstrate a 3% increase in improving one performance level reflected in component 3b Questioning and Discussion Techniques in *Advance*.

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.

Attendance is one of the most vital elements in academic success for students. Students who miss two school days per month miss a minimum of 11% of classroom instructional time in each content area. This loss in instructional time creates gaps in learning and thereby necessitates increased work to fill those gaps. Over the course of the last three years our attendance rate has been relatively stable around 80%. With an attendance rate of 80% and a graduation rate of 73% we can infer that when our students are present they are graduating. In the area of attendance and graduation RHS has strong systems in place to monitor data and collect information.

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 2% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.

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) 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>Strategy # 1: Professional Support</p> <p><i>Provide teachers and support staff the time and opportunity to create meaningful relationships with students to reinforce positive attendance behavior.</i></p>	<p>Students and teachers</p>	<p>September – June</p>	<p>Administration and teachers</p>

<p>Strategy #2: Collaboration</p> <p><i>Collaboratively analyze and reflect upon attendance trends. Guidance staff, attendance teacher, classroom teachers and administration will meet regularly to discuss and implement attendance plan</i></p>	Students and teachers	September – June	Guidance and attendance team
<p>Strategy #3: Parent Engagement</p> <p><i>Create and implement parent workshops throughout the school year. These workshops will highlight student achievements; parents will co-plan and organize these events to increase engagement.</i></p>	Students and teachers	September – June	Parent coordinator, administration and parents
<p>Strategy #4: Support Structures</p> <p><i>“Consultancy groups” will be created to discuss attendance patterns with students. An attendance coordinator will distribute responsibilities among school staff. Our parent coordinator will make frequent, personal contact with students and parents to ensure academic/social success.</i></p>	Students and parents	September – June	Parent Coordinator, Guidance staff, teachers

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>A part time attendance teacher will be brought on staff. The attendance team will meet weekly to discuss student trends and develop action plans. Datacation software, including Skedula/Pupilpath will be purchased to ensure that parents and teachers are able to have frequent, open dialogue around student performance.</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
X	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>
<p>By February 2016, there will be a 2% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Access to a rigorous, standards based curriculum is a critical element in a student’s educational development. As Common Core implementation deepens teachers must ensure their curriculum is continually adjusted to support student needs, providing them with access to rigorous coursework. In our last Quality Review the need for more rigorous instruction was cited as an area of improvement. Rigorous instruction cannot be achieved without careful planning and the development of strong units of study. Currently, RHS has structures in place that will allow teacher teams to meet on a regular basis to develop and adapt their units of study. Staff has been trained in unit plan development by Kim Marshall and works with consultants from Teaching Matters, and Teachers College. Our priority need will be to create these rigorous, differentiated, Common Core aligned units across all content areas in the 11th grade. Three years ago RHS began Common Core implementation in the 9th grade and has scaled up each year to parallel the NYCDOE and the NYS Engage rollout. As such we are going to focus on the 11th grade for the 2015-2016 school year.

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 , each content area teacher team will collaboratively develop rigorous CCLS-aligned units of study and performance tasks to improve rigorous instruction to be measured by the development of a full year of units of study for students in grade 11 across all contents.

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) <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>Strategy # 1: Professional Support</p> <p><i>Provide teachers and teacher teams access to instructional resources necessary to develop rigorous units of study. Teacher teams will attend professional development sessions and participate in professional readings to support unit creation.</i></p>	<p>Teachers</p>	<p>September – June</p>	<p>Teachers, Team Leaders, administration</p>
<p>Strategy #2: Collaboration</p> <p><i>Teacher teams will have the ability to meet on a frequent, regular basis to develop units of study. Teachers will meet on both grade level teams and in content teams to ensure both vertical and horizontal alignment.</i></p>	<p>Teachers</p>	<p>September – June</p>	<p>Teachers, Team Leaders, administration</p>
<p>Strategy #3: Individualized Pedagogical Support</p> <p><i>Provide teachers and teams with individualized coaching support related to unit planning from both internal and external providers (network coaches, consultants, teacher leaders, administrators), that includes actionable feedback based on frequent classroom observations</i></p>	<p>Teachers</p>	<p>September – June</p>	<p>Teachers, Team Leaders, administration, outside organizations (TC, Teaching Matters)</p>
<p>Strategy #4: Parent Engagement</p> <p><i>Create and implement parent workshops throughout the school year. These workshops will offer parents insight into the various units of study their students will be working in. Students will play an active role in the development and implementation of these workshops.</i></p>	<p>Parents, students, teachers</p>	<p>September – June</p>	<p>Parents, students, teachers, administration, Parent Coordinator</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.

Teachers will have regular content, grade and whole staff meetings targeted at addressing this unit plan goal. They will be given a common planning period daily to collaborate and support one another in their work. Instructional

Coaches will be brought in from Teaching Matters and Teachers College. These instructional coaches will work closely with administration to provide individual pedagogical support to teachers and teacher teams.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 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, CCLS-aligned units of study will be completed through April for the 11th grade.

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.

Parent and community involvement are cornerstones to a successful educational program. In viewing the Framework for Great Schools guide RHS identified a need to improve family-community ties in an effort to increase parent involvement. Currently, RHS has developed various parent workshops in consultation with the Parent Association. The objective is to offer parents the opportunity to explore their student’s success, curriculum and cultural experiences in an engaging way.

Additionally, RHS teachers utilize the Skedula platform to communicate grades, attendance and anecdotal trends to parents about their children.

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, the school will develop a more collaborative partnership with families and community organizations, as measured by a 5% increase in parents who agree or strongly agree on the School Culture section of the NYC School Survey.

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) <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>Strategy # 1: Professional Support</p> <p><i>Provide teachers and teacher teams information about students, culture, and restorative discipline practices. Professional learning sessions will focus on these areas and provide access to all stakeholders.</i></p>	<p>Teachers, students and parents.</p>	<p>September – June</p>	<p>Parents, students, teachers, administration, Parent Coordinator</p>
<p>Strategy #2: Collaboration</p> <p><i>Teacher teams will have the opportunity to meet with school counselors to discuss student progress and needs. Teachers will utilize the Skedula platform to communicate with parents regarding student grades, attendance and in class performance.</i></p>	<p>Teachers, students, parents and school counselors</p>	<p>September – June</p>	<p>Parents, students, teachers, administration, Parent Coordinator</p>
<p>Strategy #3: Parent Engagement</p> <p><i>Create and implement parent workshops throughout the school year. These workshops will offer parents insight into the various units of study their students will be working in. Students will play an active role in the development and implementation of these workshops.</i></p>	<p>Teachers, students, parents and school counselors</p>	<p>September – June</p>	<p>Parents, students, teachers, administration, Parent Coordinator</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>Teacher teams will have time to plan, discuss and reach out to parents and community organizations. In collaboration with students they will create after school workshops to present to parents. These workshops may require cooking supplies, audio/visual supplies, exercise equipment, and curriculum material. Additionally, the school will purchase the Skedula platform for parent/school open communication.</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

X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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 to school events and workshops.

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

<ul style="list-style-type: none"> 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>

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.

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

	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.

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)	School wide bottom third, Overage, under credited	Repeated readings, interactive writing, graphic organizers, guided notes, access to writing center	Small group, one-to-one, tutoring	Before school, after school, Saturday, during lunch
Mathematics	School wide bottom third, Overage, under credited	Repeated readings, interactive writing, graphic organizers, guided notes, access to writing center	Small group, one-to-one, tutoring	Before school, after school, Saturday, during lunch
Science	School wide bottom third, Overage, under credited	Repeated readings, interactive writing, graphic organizers, guided notes, access to writing center	Small group, one-to-one, tutoring	Before school, after school, Saturday, during lunch
Social Studies	School wide bottom third, Overage, under credited	Repeated readings, interactive writing, graphic organizers, guided notes, access to writing center	Small group, one-to-one, tutoring	Before school, after school, Saturday, during lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School wide bottom third, Overage, under credited	Repeated readings, interactive writing, graphic organizers, guided notes, access to writing center	Small group, one-to-one, tutoring	Before school, after school, Saturday, during lunch

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.
Candidates are selected from Open Market and/or by resume submissions. They are initially interviewed by a teacher team consisting of the team leader and other teachers of that content. Recommendations are made to the principal and the candidate is invited to conduct a demo lesson to demonstrate classroom and content competency. After the principal has met with the candidate, the interviewing group discusses and makes a finalized decision.
Teachers constantly work within content and within grade teams to support each other and are offered PD opportunities several times a year. All staff members are treated with respect and are given all the tools needed in order to conduct and maintain a meaningful classroom experience for our students. Our staff considers each other a family and works together as a whole to further develop their teaching skills

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).
Currently, RHS is in year two of our three-year professional development plan. As such, our focus is to deepen our knowledge and improve questioning and discussion techniques. These skills are the most fundamental and frequent ways that students are formatively assessed in the classroom. Teachers who display effective questioning and discussion techniques have a solid foundation on which to develop the other elements of their pedagogical repertoire. When a teacher is able to question effectively, they create an environment that is student-centered, engaging, and rigorous for ALL students. At Renaissance High School, we actively explore the questioning and discussion techniques of highly effective teachers. We know this skill is a major component of the Danielson framework and a major area of our teaching that we must continually strive to improve. Our Quality Review also highlighted this section for us, as an area that needs improvement. We plan on attacking this issue to ensure that all students are engaged in an arena in which they are challenged to think and respond critically to their teacher, but just as frequently, to one another. College and career preparedness now demands higher levels of critical thinking, and these skills must be fostered and scaffolded every day in the classroom, through highly effective questioning and discussion techniques, in order to increase student success.
The goals of our professional development are:
Goal #1: Improve Teacher Practice

Teachers across classrooms will demonstrate **improved questioning and discussion** practices as evidenced by observation/feedback results using the Danielson Framework.

Goal #2: Increase Student Engagement

Student engagement will increase across classrooms as a result of improvements in practice, as evidenced by classroom observations where students **engage** in, **initiate** , and are **invested in high-quality discussions** that **deepen their thinking** and **foster connections** between the subject matter and their lives.

Goal #3: Improve Student Performance

Student performance will increase across classrooms as a result of improvements in practice, as evidenced by growth in both statewide assessments as well as teacher-chosen common assessments that ask students to **think critically** and produce **meaningful work products** .

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Renaissance High School uses both formative and summative assessment techniques to improve student learning. Summative assessments are Common Core aligned and reflect all modifications and updates released by EngageNY and the NYCDOE. Each content team creates a uniform regents based assessment for all end of unit, midterm and final

exams. The creation of these exams follows the Backward Design Model as outlined in Wiggins and McTighe's *Understanding by Design*. Exams are created that address and assess the targeted Common Core Standards, and then content teams build unit maps to attain the desired outcomes.

After assessments are administered, content teams begin the data analysis process. At RHS this process is centered on the Apperson Datalink computer program. This program allows teachers to perform item analysis, skill analysis, student progress checks and question analysis quickly and easily. As teacher teams examine this data they determine gaps in student understanding, misconceptions and areas of growth. This information is then presented to students in the form of student reflective guides and in-class review of the data. To address the discovered student needs teachers use a number of techniques including (but not limited to); Do Now reviews, exit/entrance assessments, after school/Saturday tutoring, and whole class re-teaching. Curricula adjustments are made directly in each unit plan at the conclusion of the summative assessment given by the content team.

To address day-to-day student needs and assess student understanding on a smaller time scale, RHS teachers use a variety of formative assessment, specifically Assessment for Learning techniques. These techniques were learned by content team leaders, the Lead Teacher and administration through years of professional development and pilot program work. AfL techniques have been built directly into our professional development plan for the last five years. The techniques are scaffolded and differentiated based on teacher and team needs (i.e. clear learning objectives, What I am Looking For (WILF), entrance/exit tickets, think pair share, popsicle sticks, fish bowls, etc.). In addition to these formative techniques, teacher teams participate in a Looking at Student Work Protocol twice monthly. Through this process teachers are able to diagnose student misconceptions and examine their task quality.

This combination of formative and summative assessment techniques has provided teacher teams and administration with necessary information to ensure curriculum alignment. These processes have certainly improved our teaching practice and have translated into student improvement. Students have become more accountable for their work, more knowledgeable about the assessment process and more reflective on their roles as learners.

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	282,813.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,502,518.00	X	
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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)

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

Renaissance High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 08	Borough Bronx	School Number 293
School Name Renaissance HS for MTT		

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 Maria Herrera	Assistant Principal Paul Gumina
Coach N/A	Coach
ENL (English as a New Language)/Bilingual Teacher Kenya Rivera	School Counselor Daisy Arroyo
Teacher/Subject Area Kenya Rivera/Spanish	Parent Carmela Hernandez
Teacher/Subject Area	Parent Coordinator Libia Placencia
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent C. Staple	Other (Name and Title)

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

D. Student Demographics

Total number of students in school (excluding pre-K)	438	Total number of ELLs	16	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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	16	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)
				16

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							16			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Arabic														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: _____
------------------------------------------------------------------	-------------------------------------------------------------

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										12	1	1		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
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.
To assess the early literacy skills of our ELLs, we use a diagnostic assessment and NYESLAT data. The data from these assessments indicates that the students are reading several levels below their own grade and in need of writing support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Upon analysis of the NYSESLAT scores, there is a distinct pattern that students are achieving proficiency or advanced proficiency in their listening and speaking scores; however, students are unable to attain higher than advanced proficiency in reading and writing. In particular, there are a number of ELLs that are advanced or proficient in listening and speaking, but are designated as intermediates due to their reading and writing scores. This pattern is consistent for each grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This information informs our school's instructional plan by underscoring the needs for reading and writing support. First, reading level and grade appropriate texts need to be provided for our ELLs. Second, scaffolds and strategies to make reading more accessible to students across all content areas must be employed. Support in these areas will also be provided in after school tutoring.
- 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?

Paste response to questions h A. further analysis of the students NYSESLAT scores show that all of our intermediate students are from all grades (9th-12th). As noted above, these students are achieving advanced or proficient in listening and speaking, with intermediate levels in reading and writing. Our advanced students exhibit a similar pattern and their struggles in content areas. Based on the last year's Regents data, ELL students had a passing rate of only 18.29 %. Additionally, our ninth grade ELLs accumulated an average of 5.9 credits last year. Those ELL's that are in the bottom third are designated as both Advanced and Intermediate ELLs. Moreover, most of the students in this bottom third are our long-term ELL's.

B. Scores from the ELL Periodic Assessments provide a clearer portrait of the specific skills in which the students need support. These assessments will inform instruction and will assist teachers in creating Student Individual Monitoring Plans to help ELL's achieve mastery in these specific skills. Teachers will utilize strategies and scaffolds that will assist students in maintaining mastery in their areas of need. Additionally, the results will help inform the administration on the types of professional development that we will provide our content area teachers to support our ELLs.

C. Presently, data from our first administration of the Periodic Assessments is yet to be released. Once received, we will be able to analyze the data and draw conclusions about our current group of ELL's.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A :

6. How do you make sure that a student's new language development is considered in instructional decisions?
We find that students that are not as proficient in their first language need extra resources in order to develop their skills in learning their new language. All students receive native language instruction and resources that allow them to make connections to their second language.

7. For dual language programs, answer the following:
a. How are the English-proficient students (EPs) assessed in the target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We will evaluate the success of our programs for ELLs by examining the data from our DYOP periodic assessments, NYSESLAT, and Regents exams. The data should indicate improved reading and writing proficiency scores for ELL students, an increase in the number of ELL students advancing to the next proficiency level, the number of ELLs on track in terms of credit accumulation, and an increase in the number of ELLs earning 65% or higher in the Regents exams.

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.

Any student who enters RHS for the first time from another country is interviewed by the ESL teacher. During the interview the family identifies their native language and is then provided with a home language survey, program information and description of native language. If the student is identified as a possible ELL from the interview and the HLIS, he or she is administered the LAB-R within 10 days of admission. Additionally, if the student is identified as a native Spanish speaker, they are administered the Spanish LAB during that time. The LAB-R will be administered by the ESL teacher. The Spanish LAB is administered by the school's certified Spanish LOTE teacher, Ms. Rivera. If the student's LAB-R scores indicate that ESL services are required, an appointment is made for the family to view the Parent Orientation Video. After viewing the video, questions are answered and the family is given a Parent Survey and Program Selection form to permit them to select a program of their choice. RHS strives to have an on-going dialogue with all parents. Parents are provided with entitlement letters and letters of continuation of services as soon as NYSESLAT scores are available. These letters are sent home with the students as well as mailed to their homes. All of our ELL students are programmed for ELL classes in accordance with state guidelines and the NYSESLAT results.

To annually evaluate our ELLs using the NYSESLAT our ESL coordinator runs the RLAT and RLER reports from ATS. These reports indicate the students who are currently identified as ELLs within our school. Once a total number of students eligible to take the NYSESLAT is determined, our principal, Ms. Herrera, orders the required number. On the NYS assigned test dates, our ESL teacher administers the speaking section of the assessment with students one on one. Students are commonly pulled-out of their regularly programmed classes for 15 minutes at a time to take the speaking section. Due to our relatively small ELL population, administration of the speaking portion is usually completed in a 1 week period. The listening, reading and writing sections are each assigned their own day of testing. Again, due to our small population, all our ELLs take these sections together. Accommodations are made for our ELLs who have disabilities, particularly those who require a separate testing location. The sections of the test are administered by our ESL teacher. If a separate location is required for our ELLs with disabilities, our Special Education coordinator, Margaret Crosby, will

administer the exam for those students.

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).
Regular orientations are provided to ensure that parents understand all three program choices English Language acquisitions. Once the interview, Home Language Survey and the LAB-R indicate that students are English Language learners, the English as a Second Language coordinator, or the Parent Coordinator, invites parents to the school to hear about the current programs offered to ELLs, Transitional-bilingual education, Dual Language and ESL, and to view the Parent Orientation Video which further explains these three options. The orientations are provided on an 'as-needed' basis and the videos are shown in the home languages of the attending families. After the parents are presented with the options provided at our school, they are asked to complete the Program Selection form to choose one of the programs offered either at our school or throughout the city.
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).
To ensure that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, the ESL coordinator runs the RLAT and other ATS reports to identify students who are in need or are currently receiving ESL services. The letters are produced and distributed to each student as well as mailed to their families. If a child has recently been identified as an English Language Learner, then the Parent Selection forms are requested to be completed during our newcomer orientations. If a parent does not attend the orientation, the letters are sent home with the student. If letters or surveys are not returned, parents are contacted by the ESL teacher or parent coordinator. Once the entitlement letters and Program Selection forms are collected, they are placed in the students' cumulative record. Copies of these letters and forms are also kept on file with the ESL coordinator.
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 criteria used and the procedures followed to place identified ELL students in bilingual or ESL instruction programs is contingent on parent choice. First, parents are provided with an orientation or the Parent Survey or Program Selection form in their native language. Once a program selection is made, their corresponding choice is acknowledged and entered into ATS. Currently, our school only provides an ESL instructional program and the parents are notified accordingly. However, they are also informed that if enough parents request bilingual services in our school then our administration can make the necessary changes to offer their selection. Additionally, parents are made aware that if their program of choice is not offered at our school, they are permitted to inquire about other locations where it may be provided. Once the students are placed in the appropriate program, the number of hours of language support is determined by their NYSESLAT proficiency level. After this determination is made, placement letters are mailed home to the families and sent home with the students. Copies are kept on file in the students' cumulative record and with the ESL coordinator.
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).
Students are identified in ATS and given extended time in separate location. RHS adheres to all testing guidelines provided when administering tests.
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.
After reviewing the Parent Survey and Program Selection forms over the past few years, all of our parents have requested their student to be placed in an ESL program. In the past three years, we have had two students enter into our school as newcomers. Both of their families selected ESL as their program choice. Yes, the program model offered at our school is aligned with parent requests.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Surveys are collected by ELL Coordinator.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
ELL Coordinator will contact parents via email /phone call /letters.
9. Describe how your school ensures that placement parent notification letters are distributed.
By monthly notifications at PT meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL Coordinator will file to ensure retention.

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.
By following the Administration Manual sent yearly to each school.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Through a mailing list.
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).
N/A

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.

A. The English language instruction is delivered in a free-standing English as a second language model. This means that ESL is programmed into the students' schedules as mandated by Part CR 154 regulations and are in English-only general education instruction for all content areas. In addition, they take classes within heterogeneous groupings, and may or may not be placed with other ELLs.

b. TBE program. *If applicable.*

B. The students are placed into an ESL class by need. The classes that students are placed in are ungraded (mixed grades) and homogeneous (students of the same proficiency level are placed in one class).

In these classes the students' ESL instruction is delivered and is aligned with the NYS English as a Second Language Standards and the Common Core Standards. Students receive instruction daily that addresses all four modalities of listening, speaking, reading and writing. In beginner and intermediate classes, instruction more closely resembles an ELA class with ample scaffolds provided. Textbooks, such as Heinle's *Voices in Literature* and Great Source's *Access English* are used. In addition, students have access to computer-based language tools, such as Rosetta Stone and Achieve 3000. Native language support is provided when necessary. The students have access to bilingual glossaries and dictionaries. Furthermore, native language textbooks and novels are made available to help them maintain grade level proficiency in their first language.

In advanced ESL classes, students are provided with instruction that is designed to support them in English language arts as well as their other content areas. Lessons are geared towards strategies that assist them with reading and writing as well as academic vocabulary development.

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)?

ESL: I= 360 MINUTES/WEEK, A= 225 MINS/WEEK

ELA: A= 225 MINUTES/WEEK, NLA= 25%

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.

In our program model, all English language learners receive content-area instruction in a general education setting. Students are placed in heterogeneous groups, and instruction is delivered utilizing a sheltered English method, that focuses primarily on content but provides scaffolds and differentiation when necessary. Native language support is provided through the use of bilingual glossaries and dictionaries. Also, students are permitted to provide translation assistance to each other when needed. To support these classes, the ESL teacher offers suggestions for possible scaffolds or differentiation and alternative means of assessment.

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

ELLs are evaluated in their native language at intake. Spanish-speaking newcomers receive the Spanish version of the LAB to assess their Spanish proficiency. Our LOTE teacher assesses the native language proficiency of our incoming 9th graders and our new admits whose first language is Spanish with a DY0 diagnostic exam. We seek to develop a proficiency exam for our minority language groups, such as Bengali or Albanian, in conjunction with community based organizations and the City's Translation Unit.

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

The ESL teacher includes specific objectives for speaking, listening, reading, and writing in every ESL pull-out class session to ensure that ELLs are constantly learning, practicing, and reviewing skills within all four modalities. While every modality is not formally assessed in every lesson, each modality is tapped in every lesson and assessed at least twice a week. These modalities are more formally assessed via quarterly exams as well as running records for each student in each area. The ESL teacher uses data from exams as well as student portfolios to inform instruction and target areas of weakness.

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

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

Instruction is set up to meet the needs of all proficiency classifications: SIFE, newcomers, longterm

ELLs and former ELLs. Instructional materials in all content areas are in both languages (Spanish and English), dictionaries and glossaries are available and, when needed, audio materials are provided. Technology is integrated into daily lessons through the

use of SMART boards and software on laptop computers, such as Achieve 3000 and Rosetta Stone. Also, after school activities and

tutoring sessions are offered to all ELLs.

A. Students who are identified as SIFE are programmed for "at risk" SETSS classes in order to provide individualized attention and

trained teachers who can work with these students using The Wilson Reading Program. SIFE are also encouraged to participate in

after school tutoring designed to support them in their content area classes.

B. Newcomers are engaged in challenging theme-based curriculum which builds vocabulary and academic concepts. Also, the culture, native language, and life experience of the students are outlined in instructional units. These activities are set up to build

students' academic English proficiency through scaffolded instruction. Classroom discourse is arranged in a manner to promote and

develop language acquisitions and academic concepts.

C. ELLs who have received services from 4 to 6 years receive similar instruction as newcomers; however, the work is more rigorous

and fewer scaffolds are used. Higher expectations are placed in these students to ensure their transition to general education classes without ESL services. Students are engaged in reading and writing activities closer to their grade-level counterparts, with

close attention to the acquisition of Tier II academic language. After school tutoring is available to these students to receive additional help with their content area classes.

Chart

D. Long term ELL instruction differs slightly from that of 4 to 6 year ELLs. While still rigorous, the program focuses on the students' acquisition of academic language, phonetic awareness, reading and writing strategies, and organization skills. After school tutoring is available to these students to receive additional help with their content area classes.

E. Students are immersed in general education curriculum that supports their growth in academic language and content. These students are exposed to language and vocabulary that continues to accelerate their growth. Students are afforded opportunities to receive individualized support before/after school and during lunch.

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.
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?
 ELLs who are also classified as students with disabilities are programmed according to their proficiency levels and their IEPs. Our bilingual social worker regularly reviews student academic performance and to provide the necessary intervention services. In addition, she holds conferences, by phone or in person, to communicate these needs to our students' families. A bilingual paraprofessional is available to special education students as an alternative placement. All of our ELL students are treated as individuals, regardless of NYSESLAT scores or special learning needs. We program students and offer services depending on individual student needs. Several after school programs not only offer Regents preparation and credit accumulation, but also offer students the opportunity to refine their skills and build capacity.
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?
 All students will be included as to not single any student out .

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
TOTAL	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(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. 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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <u>or</u> 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.

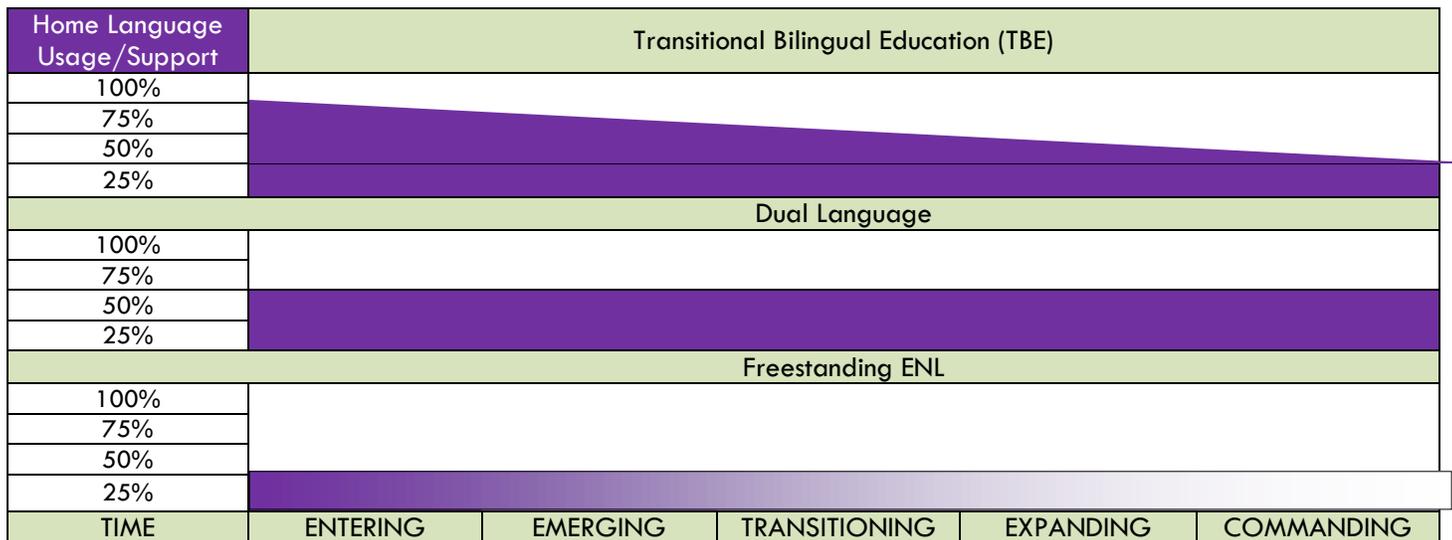


*: Chart “r approved services” does not apply to New York City at this time.

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.
The performance of ELLs is closely monitored in ELA, math, history, and science via case conferences, team and grade meetings and analysis of data
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Last year 0/4 ELLs graduated. The average credit accumulation was 5.9. Currently we are improving our practices to meet the needs of our ELLs. Our current program aims to support the diverse needs of ELLs by enriching their language acquisition through content. These students are provided support in their ESL class. The skills, strategies, content, and information they receive is then reinforced in each class.
12. What new programs or improvements will be considered for the upcoming school year?
Our school will seek to provide further native language support for the students. In particular, Spanish speakers could receive native literacy instruction from the Spanish foreign language teacher
13. What programs/services for ELLs will be discontinued and why?
At present, no programs/services are being discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. Students can participate in all extra-curricular activities and tutoring. Tutoring is provided for all major subject areas. ELLs are encouraged to attend these after school sessions. In addition, some ELLs are participating in the Lincoln Center Institute partnership that creates avenues for exposure and appreciation in the arts. Once a week, after school tutoring is provided specifically for our ELLs. During tutoring, students are provided with skills, strategies, or additional time to complete assignments for ESL and other content area classes. Student are also encouraged to spend time on the computers to complete activities on Rosetta Stone. The funding source for this program is Title I.
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.
A variety of instructional materials are used to support the ELL population. Technology is utilized with all ELL classes through the use of SMART boards. In addition, the students use language and literacy software, such as Achieve 3000 and Rosetta Stone. To support the students' native languages in ESL and in content areas, bilingual dictionaries and glossaries are also made available. Students have access to computers to use Google Translate or other web-based translator programs. When available, books on CD and textbooks in the native language are provided.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Currently, the only model our school provides for English acquisition is ESL. During scheduled periods for all proficiency levels, native language support is provided through the availability of bilingual dictionaries and glossaries. Depending on availability, native language texts are a part of our classroom library. Furthermore, students are permitted to communicate in their native language with their peers when translation is needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At our school, required support and resources correspond to ELLs' ages and grade levels. First, students are placed in ungraded classes for ESL. As in most high schools, students receive their daily content-area instruction based on credit accumulation. Novels, textbooks, and computer-based resources are all targeted to our ELLs interest level. Instruction during ESL classes is often differentiated based on the needs of the students.
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).
Currently there are not any activities in our school to assist newly enrolled ELL students before the beginning of the school year. However, students are invited to attend Bridge Program, Fordham University, College Now, Lincoln Center, and other programs that are offered to all RHS students.
19. What language electives are offered to ELLs?
Spanish is offered as a language elective for ELLs. In addition, some students have taken the Spanish Regents exam.

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.)
The pedagogical and administrative staff, through PD, will learn specific strategies to use in the classroom that targets specific areas of need for ELL students. In addition, most RHS teachers take part in content team planning for one full period per day. During this time, content area teachers engage in case-conferencing, through which they share strategies that work with various students. Per the UFT contract, the faculty will meet twice monthly. Periodically this conference time will be used for presentations from faculty members about how to better serve our students, including those students who receive language support. Similarly, the staff have also initiated a series of lunch and learns with the rest of the faculty to sustain the dialogue about how to best meet the needs of all our students.
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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.

2.

-Strategies used, not not limited to, include:

- Differentiated instruction based on students' ability, proficiency levels and learning styles
- Quality Teaching for English Learners
- Use of Point of Entry Model/ Balanced Literacy
- Varied learning modalities
- Ongoing assessments

Varied assessment tools

- Assessment for Learning Strategies
- Scaffolding instruction across all content areas

3. To assist ELLs as they transition from middle school to high school, we provide staff with professional development to help them analyze the NYSESLAT scores and the State ELA and mathematics assessments to determine how to best address the needs of these incoming students. In addition, in content area teams, the staff will conduct a gap analysis of the reading and writing demands between middle school and high school, and what instruction will best bridge the gap for our incoming ELLs.

4. For the minimum 7.5 hours of ELL training for all staff is introduced to understand and analyze the NYSESLAT scores. Since our ELLs receive content-area instruction in general education classes, the staff is presented with best practices for ELLs in their content areas.

Topics to be delivered are:

- Literacy Across the Curriculum
- Technology Resources that support literacy
- computer-based reading programs- SRI
- using SQR3
- teachers and writers collaborative: strategies for writing
- methods for fair assessment
- strategies and scaffolds for content-area classes
- understanding the NYSESLAT performance levels
- the use of the SMART board and technology for language learning

Records are maintained through the collection of attendance, which are kept on file with the ESL coordinator. Copies of the PowerPoint slide presentations are kept online in Google Docs. Hard copies of these presentations are also kept on file with the ESL coordinator.

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?

1. We encourage participation of all parents for all school activities, which include but are not limited to:

- parent teacher conferences
- annual winter concert
- annual spring concert
- annual musical theater performance
- multicultural food festival
- how to deal with your teenage workshop
- understanding HS requirements workshop
- getting ready for the college process workshop
- applying for scholarships workshop

During all parent functions translation services are available and all correspondences are sent home in Spanish as well.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent coordinator surveys parents needs at the start of the school year by giving a Workshop Survey. During the course of the year we try to support the parents' expressed needs and interests from the survey results. Additionally, parents receive a survey for their preferred language of communication. This assists the parent coordinator in determining which languages that correspondences from the school need to be translated. Additionally, all events and parent workshops are listed on our school's website and includes a translator tab to translate the website into other languages.

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

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

Through PT monthly meetings.

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

Through surveys.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: <u>Renaissance HS</u>		School DBN: <u>08x293</u>	
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)
Maria Herrera	Principal		6/26/15
Paul Gumina	Assistant Principal		6/26/15
Libia Placencia	Parent Coordinator		6/26/15
Kenya Rivera Velez	ENL/Bilingual Teacher		6/26/15
Carmela Hernandez	Parent		6/26/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Daisy Arroyo	School Counselor		6/26/15
Carron Staple	Superintendent		6/26/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		1/1/01
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08x293 **School Name: Renaissance HS for MTT**
Superintendent: Staple

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.

Any student who enters RHS for the first time from another country is interviewed by the ESL teacher. During the interview the family identifies their native language and is then provided with a home language survey, program information and description of native language. If the student is identified as a possible ELL from the interview and the HLIS, he or she is administered the LAB-R within 10 days of admission. The LAB-R will be administered by the ESL teacher. The Spanish LAB is administered by the school's certified Spanish LOTE teacher, Ms. Rivera. If the student's LAB-R scores indicate that ESL services are required, an appointment is made for the family to view the Parent Orientation Video. After viewing the video, questions are answered and the family is given a Parent Survey and Program Selection form to permit them to select a program of their choice. RHS strives to have an on-going dialogue with all parents. Parents are provided with entitlement letters and letters of continuation of services as soon as NYSESLAT scores are available. These letters are sent home with the students as well as mailed to their homes. All of our ELL students are programmed for ELL classes in accordance with state guidelines and the NYSESLAT results.

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 preferred languages are Spanish , English, Arabic and Albanian.

Part B: Creating a Communications Calendar

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

The documents include PTA Newsletters mailed out once a month, School Calendar, After - School Activities , School Leadership Team, Student report cards, Testing information including Regents as well as individual class final exams, Extra - Curriculum Activities and Parent - Teacher Conferences twice a year.

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.

Face to face meetings include Parent Teacher Conferences, Disciplinary Conferences, PTA meetings and Family Night.

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.

Most documents will be translated by in - house staff member. In case of needed Albanian translation, we will seek assistance from the Translation Unit.

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.

Most documents will be translated by in - house staff member. In case of needed Albanian translation, we will seek assistance from the Translation Unit.

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.)

Most of the communication will be done via email.

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

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)

Most information will be gathered by the initial intake but if more information is needed we will distribute Parent Survey and PTA monthly newsletters and meetings.