



[RICHARD R. GREEN HIGH SCHOOL OF TEACHING]

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 02M580
ADDRESS: 421 EAST 88 STREET NEW YORK, NY 10128
TELEPHONE: 212-722-5240
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M580 **SCHOOL NAME:** Richard R. Green High School of Teaching

SCHOOL ADDRESS: 421 East 88 Street New York NY 10128

SCHOOL TELEPHONE: 212-722-5240 **FA**
x: 212-427-8069

SCHOOL CONTACT PERSON: David Raubvogel **EMAIL ADDRESS:** Draubvo2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: David Raubvogel

PRINCIPAL: David Raubvogel

UFT CHAPTER LEADER: Jolan Nagi

PARENTS' ASSOCIATION PRESIDENT: Robin Taylor

STUDENT REPRESENTATIVE:
(Required for high schools) Diorlenny Rodriguez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Roz German

SUPERINTENDENT: Elaine Gorman

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
David Raubvogel	*Principal or Designee	
Jolan Nagi	*UFT Chapter Chairperson or Designee	
Robin Taylor	*PA/PTA President or Designated Co-President	
Kim Vogel	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Diorlenny Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Gwen Altman	Member/Teacher	
Michael Ceretti	Member/Teacher	
Jeffrey Vogel	Member/Parent	
Ana Figueroa	Member/Parent	
Ritu Singh	Member/Student	
Betsy Paulino	Member/Student	
Erika Pardo	Member/Student	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Richard R. Green High School of Teaching (RRG) is located on the Upper East Side of Manhattan, an extremely affluent neighborhood but does not draw students from the neighborhood. The RRG community is comprised of a faculty that has genuine care for the student population, excellent teacher attendance and a mix of veteran, middle and newly certified teachers.

The vision and mission of RRG are focused on success in college and beyond. All of RRG's programs and supports are consistent with this mission and vision and exist under a college umbrella consisting of three support programs: College for Every Student (CFES), AVID and College Summit. CFES serves as a college awareness and motivational program which provides goal setting, community service, mentoring and college readiness activities. In an effort to support underserved, "middle" achieving students, AVID (Achievement via Individual Determination), a nationally recognized program designed to foster the skills necessary for students to be successful in the most rigorous courses and become college ready has been incorporated and now serves grades 9-12. To help seniors navigate the college admissions process, we offer College Summit which guides seniors through the application process and the college essay and exposes them to financial aid and scholarship opportunities.

For advanced students we offer an array of Advanced Placement Courses including in English Language, English Literature, U.S. History, U.S. Government, World History, Biology, Calculus A/B and Spanish Language. Last year our students outperformed the other similar schools in scoring a 3 or higher on the exams and outperformed the national average for level 3 in U.S. History and English Language. Over the past five years we have had eight students receive POSSE scholarships. Last year our Valedictorian won the Gates Millennium Grant. In addition we offer Physics and Forensics as well as four English themed electives (Romance and Horror, The American Dream, Poetry and Women in Literature) that build college level writing skills.

We also understand that many students need support and we have in place a three tier support structure; prevention, remediation and credit recovery. We believe most of our support effort should go into prevention. Our prevention initiatives include a Peer Tutoring Center and Resource Centers for all core subjects. The Peer Tutoring Center was spearheaded by students and is run primarily by the students. National Honor Society students as well as other student volunteers work with students in need of tutoring in all content areas.

After that our efforts go into remediation and credit recovery. Our STEP (Success through Education Program) program supports students that were unsuccessful in the 9th grade and/or those students entering their second year of high school over-aged and under credited with literacy skill deficiencies. The program has shown some success as 50% of student participants make up all credits missed in the 9th grade. Lastly, eight weeks prior to the administration of Regents exams, we offer a Saturday Regents Review Program.

Richard R. Green was the first high school in New York City to serve students interested in pursuing a career in teaching. Many of our students participate in a four-year teaching program through the Amy Sullivan Lee Teaching Academy. The program consists of electives aligned with undergraduate college education courses. Eleventh and twelfth grade students have the opportunity to apply to internships at local NYC public elementary schools. However, the enrollment process allows for students to apply to Richard Green who are not interested in teaching and so we have developed the Richard R. Green Liberal Arts Academy. The academy offers a variety of opportunities and experiences including elective classes and internships in non-educational settings.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Richard R. Green High School of Teaching								
District:	2	DBN:	02M580	School BEDS Code:	310200011580				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.3	88.7	TBD		
Kindergarten	0	0	0	Student Stability - % of Enrollment:					
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	0	0	0		94.7	96.0	TBD		
Grade 3	0	0	0	Poverty Rate - % of Enrollment:					
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	0	0	0		74.7	70.0	75.2		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		7	20	TBD		
Grade 9	224	222	219	Recent Immigrants - Total Number:					
Grade 10	202	180	193	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	80	108	83		3	8	1		
Grade 12	112	110	117	Special Education Enrollment:					
Ungraded	1	0	2	(As of October 31)	2007-08	2008-09	2009-10		
Total	619	618	614						
				Suspensions (OSYD Reporting) - Total Number:					
				(As of June 30)	2007-08	2008-09	2009-10		
					44	121	TBD		
				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
					N/A	0	0		
				English Language Learners (ELL) Enrollment:					
				(As of October 31)	2007-08	2008-09	2009-10		
					0	0	0		
				Number of Staff - Includes all full-time staff:					
				(As of October 31)	2007-08	2008-09	2009-10		
					46	42	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	12	12	15	Number of Administrators and Other Professionals	17	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	40	30	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	84.8	85.7	TBD
				% more than 5 years teaching anywhere	78.3	78.2	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	85.0	86.0	TBD
American Indian or Alaska Native	0.5	1.1	0.8		85.2	100.0	TBD
Black or African American	36.0	35.9	35.3				
Hispanic or Latino	56.5	55.5	57.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	4.0	3.4				
White	3.2	2.6	2.0				
Male	32.3	31.7	29.5				
Female	67.7	68.3	70.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:				ELA:			√
Math:				Math:			√
Science:				Graduation Rate:			√
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√	√	64
<u>Ethnicity</u>							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	√		
Overall Score:	59.8			<u>Quality Statement Scores:</u>			
<u>Category Scores:</u>				Quality Statement 1: Gather Data			
School Environment:	10.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	12.5			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	33.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

I. STUDENT PERFORMANCE TRENDS

Richard R. Green received a grade of C on the 2009-2010 Progress Report and a Proficient on its quality Review.

Overall trends indicate incremental improvement in most categories but the school still lags behind similar schools in our peer group. The following categories summarize the trends over the last two to three years and highlight the areas where we need to improve.

1. **Credit accumulation** has been uneven from 2006-07 to 2008-09. Approximately a third of students are still not acquiring 10 credits in their first and second years and one half in their third year of high school. From 2006-07 to 2008-09 credit accumulation for:

- 1st year students increased by 2% to 64.9%
- 2nd year students decreased by 6.9% to 50.0%
- 3rd year students increased by 9.7% to 55.4%

Results for 2008-09 Progress Report show that school ranks under the 50th percentile against our Peer Horizon schools in all categories of credit accumulation.

2. **Regents results** for those scoring a 65 or higher have improved in Global History (22 % in 06-07 to 54.1% in 08-09) and these results can be seen in large jumps in our Weighted Regents pass rate. The data shows that despite increases in our weighted rates, actual number of students passing shows a more mixed picture:

- Students passing the ELA Regents with a 65+ increased by 5.5% from 59.1% to 64.6%
- Students passing the Math Regents with a 65+ decreased by 1.6% from 72.7% to 71.1%
- Students passing the US History Regents with a 65+ increased from 49.5% to 73.9%
- Students passing the Living Environment with a 65+ decreased by .7% from 70.6% to 69.9%
- Students passing the Earth Science with a 65+ decreased by 2.9% from 58.1% to 55.2%
- Students passing the Chemistry with a 65+ increased by 3.5% from 45.5% to 49.0%

These results translated into Weighted Regents Pass Rates that put us in the 152nd percentile in math and the 89th percentile in science relative to our peer group. Although our weighted rates in Global History, US History and English relative to our peer group are below 75%, we have been showing steady improvement in the Global.

3. Special Populations: We have struggled with special populations and ethnic groups that comprise our lower third. Graduation rates from 2009 ranged from 76.9% for ELL students, to a 114.3% weighted graduation rate for Special Education population to 52% for the lowest third. None of these garnered extra credit on the Progress Report.

Credit accumulation for the lowest third continues to lag precipitously behind our peer group. Especially concerning is the third year cohort which will be next year's graduation cohort. Extra outreach efforts are being made to the students in this cohort which are unsuccessful.

4. Graduation: The number of Advanced Regents Diplomas increased to 16 and for the first time we had 3 Advanced Regents with Honors. Our four-year graduation rate rose by .5%, while our six-year graduation rate declined by 8.2%. For both four year measures (+1.15, +16.9%) we improved relative to our Peer Horizon but in the case of both six year measures (-20.55, -9.55) we declined.

5. School Environment

Our overall scores on the Learning Environment Surveys were all up. In both the academic expectations and engagement categories we finally broke into the top 1/3 relative to our Peer Horizon. In the Safety and Respect category we were in the 95th percentile. Attendance has been steadily increasing and peaked at 88.7%. This year we are running approximately 5% ahead of last year at this time. Lateness to school has also declined. Scores on the student surveys increased across the board.

II. ACCOMPLISHMENTS

1. College Program: Richard R. Green has built a comprehensive college awareness and readiness program which includes the integration of the CFES, AVID and College Summit programs. These programs have provided a broad base of college awareness and motivational activities as well as instructional and college readiness support. The overall effect of this program has been a large spike in the number of students applying for college, the number of students applying for four-year colleges and the number of acceptances into non-CUNY colleges.

2. College partnerships: In addition we have established college partnerships with a wide range of local and out-of-town colleges including: Hunter College, City College, Iona, Williams College, and Marymount College. These partnerships include the use of Richard Green for field experiences in their Education Departments, summer internships for Richard Green students and college level courses for Richard Green students that can be taken after school and on the weekends. An example of the latter is the College Now Program in partnership with Hunter College.

3. Advanced Placement program: Over the last three years Richard Green has expanded its AP Program and has seen a significant increase in results. Two years ago, we began a partnership with the REACH Program, which rewards students for scoring a three or higher on the AP exams. Since then we have experienced a 371% increase in the number of students scoring a three or higher on the exams. Other Manhattan schools in the program scored only a 57% increase over the same period.

The program now includes classes in Biology, Calculus, English Language, English Literature, Spanish Language, US History, US Government and World History.

4. **Amy Sullivan Lee Teaching Academy:** Richard R. Green is proud to have the premier pre-service teaching program in the NYCDOE. The program is comprised of theme-based courses, which are aligned with undergraduate pre-service teaching programs. This approach is considered state-of-the-art by our partners both in its specificity and design. The crown jewel of our program is our Internship Program, which offers field experiences to a select group of juniors and seniors. The program was highlighted on NBC News.

5. **Richard R. Green Liberal Arts Academy:** The goal of this academy is to provide as many experiences and opportunities as possible for students who are not interested in the teaching professions. We have also developed a strand of non-teaching electives that includes: Business, Fashion, Classic Film, History through Film, History of New York and Cultural Diversity.

6. **Private Partnerships:** Richard Green has also established partnerships with the Opportunities Network (OPNET) and Weil, Gotshal and Manges, a global law firm. The partnership with Weil was established through PENCIL and provides Richard Green with a non-secondary school partner that can expose our students to a broad array of other career options and internships as well as support our college program through mentoring and creation of a non-profit educational foundation.

7. **Arts Program:** This year we have expanded our arts offerings from the required Visual Art and music classes to now include Drama, two Visual Arts electives and Band as an elective in music.

8. **Student Support:** Richard Green has placed an emphasis on support for struggling students. We have a peer tutoring center run by students that has successfully helped students improve their academic outcomes. We also provide after school resource centers all core subjects. In addition, we have also placed an emphasis on student writing through our professional development series, "The Reality of Writing," which was co-written and facilitated by our Aussie literacy coach and our former APO. This series was presented at the NACSPE Conference in November 2007.

9. **Facilities:** Richard Green has also seen improvements in its facilities over the last three years. Through RESO A and other City Council funding, we have been able to put in place a new library and add a dance studio. We have recently built a state-of-the-art media center and computer lab and are in the process of putting in place a music room.

10. **Technology:** Over the last four years Richard Green has devoted considerable resources to upgrading its technology. Every classroom now has a desktop computer and a SMART Board. We have upgraded our CAASS system and installed a POS system in our cafeteria both designed to streamline support operations such as attendance, lateness and the tracking of school food data. We have also installed flat screen monitors in the cafeteria, which has enabled us to share community news and events and reinforce important school messages to all students. Most recently, we completed work on a new Computer Center.

11. **PSAL sports:** Richard R. Green offers PSAL Boys and Girls Basketball, Softball and Baseball. We are very proud of both our girls and boys basketball teams. Despite the lack of a regular gym both teams have gone to the playoffs the last three years and in 2007-08 our girls' team went to the city finals in the PSAL B Division.

III. AIDS

1. **Creative initiatives:** One significant aid that has been instrumental in our success and is crucial for continued success is our ability to offer creative initiatives to foster student success. These have included the continuing development of our CTT program, Resource Centers, CFES, the AVID Program, the College Summit Program, use of technology, the emphasis on writing including the “Reality of Writing” series and the Kaplan Regents Review Program.

2. **Professional development:** Richard Green has dedicated two Friday afternoons per month in support of professional development. Through an SBO, we have altered the daily schedule for those two days thereby providing time for teachers to collaborate through Professional Learning Community, departments, cohort and other types of meetings and to receive direct training from both internal and external sources.

4. **Dedicated and stable faculty:** The RRG community is also one that has an extremely talented and dedicated faculty including Assistant Principals that have genuine care for the student population, excellent teacher attendance and a balanced staff that includes veteran, middle and new teachers.

5. **Grant funding:** We were fortunate to have received RESO A grants that supported our technology goals, allowed us to redesign our library, build a dance studio and a music room and a state of the art computer center. These projects have allowed the school to provide more differentiated instruction, diversify our course offerings and provide academic support.

IV. BARRIERS

1. **Using data and setting short-term goals:** One of the largest barriers to continued student success is the formalized and routine use of data by teachers in order to differentiate instruction. Although teachers use data informally, they need to formally capture data to set short term measurable goals. This was identified as an area for improvement on our Quality Review and will be a CEP goal this year.

2. **Creating common planning time:** Time and space are huge barriers for us in terms of giving teachers opportunities to case conference students and share best practices. This year we will be using Circular 6 as a way of providing common planning time built into the day. In this way, we can further support the students and the faculty and to provide even more time for teachers to meet and collaborate.

3. **Facility:** The facility we are housed in is inadequate. It is an old elementary school building with an inadequate number of classrooms. The classrooms themselves are too small. The school is at 107% capacity, using a formula that assumes the classrooms are adequate for high school class size. The lack of space is a hindrance in reducing class-size and in the development and implementation of new classes. The facility is also lacking in that there is no gymnasium or auditorium. It is difficult to hold assemblies and impossible to plan activities for the entire student population at one time.

4. **Admissions process:** Another significant barrier has been the admissions process by which we now enroll students. The new process has led to an increase in the number of students entering the school that do not have an interest in the school's teaching program. This disinterest has led to overall academic problems for many of these students; they feel disconnected from the school and are in elective classes that have no meaning for them. This has significantly contributed to a lack of success in their core academic classes. We have developed a significant number of non-teaching electives and housed them in a Liberal Arts Academy as a way to engage those students who are no interested in teaching.

5. **Parent involvement:** We have an extremely difficult time fostering parent involvement. Since our student population lives throughout the boroughs, parents rarely are involved except when a circumstance arises that directly involves their child. We have developed a website and utilize an online grading system in an effort to better communicate with parents. We are also working with the School Leadership Team and PTA to develop initiatives to increase parent involvement and have had some small success in that there has been a slight increase in the number of parents attending PTA meetings.

6. **CBO involvement:** This school is located on the Upper East Side of Manhattan, an extremely affluent neighborhood but does not draw students from the immediate neighborhood. There are no Community Based Organizations (CBOs) in the neighborhood that meet the needs of our students. Therefore, we must work with CBOs that exist in the neighborhoods where our students live. It is difficult for us to form these relationships as most CBOs have partnerships with the school in their geographic locations. This has been a struggle that has hindered the level of services we provide our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: Increase the graduation rate of Special Education, ELL and lowest third students.

Using Progress Report data develop interventions and strategies to support higher graduation rates and more rigorous diplomas for CTT, SETTS, ELL and lowest third students.

Goal 2: Increase credit accumulation for first and second year cohorts.

Based on Progress Report data, build success early on by increasing the success rate (as measured by credit accumulation) of first and second year cohorts. A broad array of supports and interventions will be developed to provide academic support in all core subjects.

Goal 3: Increase the passing percentages on Regents Examinations, specifically Global History, English and Integrated Algebra.

Using Progress Report data, create Regents review opportunities and supports in Global History, English and Integrated Algebra for those who have scored under a 65.

Goal 4: Improve parent involvement through increased communication.

Develop and implement strategies and programs that increase parent involvement and communication. Programs include the school's website, increasing the use of the School Messenger, SNAP Grades and other technologies.

Goal 5: Expand and deepen the inquiry work of Professional Learning Communities (PLCs).

Based on the findings of the Quality Review, PLCs will more fully utilize a data-driven inquiry approach to plan together, analyze student work and share successful strategies with a focus on accelerating student progress.

	<p>15. Provide ongoing professional development in using differentiation strategies to help all students accelerate learning.</p> <p>16. Provide support for the college application process through the use of the College Summit Program.</p> <p>Target Population: Students in special populations</p> <p>Responsible Staff: Principal, Assistant Principal Instructional Support, Guidance Counselors, Related Service Providers, Content Teachers</p> <p>Implementation timelines: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Provide professional development for the Kaplan program, differentiation strategies and SMART Boards. (Per Session Job ID GES8P). 2. Train teachers in the use of Acuity data to differentiate instruction (Per Session Job ID GES8P). 3. Reduce class size for skills cohort (see above). 4. Resources for per session for Resource Centers and Saturday Programs (Per Session Job ID GF1WK). 5. Program AIS services into teachers' programs. 6. Annual program cost of College Summit (OTPS Activity Code #10004). 7. Annual cost of SNAP Grades subscription (OTPS Activity Code #0016).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Student progress will be reviewed regularly in class after each assessment. 2. Student progress from a review of the data from each administration of ACUITY periodic assessments will be used as an interim assessment. 3. Student progress will be shared in an ongoing basis with students and families through SNAP grades. 4. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data. 5. Progress Reports and NY State Report Cards for final annual graduation rates and breakdowns of report card types. <p>Projected improvement:</p> <ol style="list-style-type: none"> 1. Graduation rates of CTT, SETTS and ELL students will increase by 5%. 2. The number of students receiving a Regents diploma will increase by 10%.

Subject/Area (where relevant): First and Second Year Cohorts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase credit accumulation for first and second year students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Develop Professional Learning Communities to more fully utilize a data-driven inquiry approach to plan together, analyze student work and share successful strategies with a focus on accelerating student progress. 2. Continue and expand the AVID Program. 3. Develop a “skills cohort” of low-skilled first and second year students and provide extra support. 4. Program an extra period of math everyday for 9th grade Algebra. 5. Program extra 2-3 periods/week of support for Global History and English. 6. Increase ongoing communication and self-monitoring through the use of SNAP Grades (an online grading system). 7. Develop resource centers in all core subjects for after school tutoring and support. 8. Offer peer tutoring after school for additional support. 9. Develop a Saturday program for Regents Review. 10. Offer AIS Services as pullouts and push-ins from targeted classes. 11. Develop a credit recovery program for second year students who failed all or most of their 9th grade classes. 12. Program study hall into students programs as extra time on task. 13. Further develop our CTT program by developing specialized content knowledge and practice for each CTT teacher. 14. Provide ongoing professional development targeting strategies for working with at-risk populations. 15. Provide ongoing professional development in the use of SMART Technologies. 16. Provide Professional Development in AVID literacy and inquiry strategies. 17. Develop a series of additional assessments to gauge student progress for short-term intervals: 9th grade orientation assessment, teacher developed baseline assessments, and ACUITY. <p>Target Population: First and second year cohorts.</p>

	<p>Responsible Staff: Principal, Assistant Principal Instructional Support, teachers of first and second year cohort students.</p> <p>Implementation timelines: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Train teachers in the use of Acuity data to differentiate instruction (Per Session Job ID GES8P). 2. AVID annual program costs (OTPS Activity Code # 10005). 3. Professional Development costs for AVID and SMART Technology strategies (Per Session Job ID GE8SP/ OTPS Activity Code #9085). 4. Provide professional development for the Kaplan program, differentiation strategies and SMART Boards (Per Session Job ID GES8P). 5. Train teachers in the use of Acuity data to differentiate instruction (Per Session Job ID GES8P). 6. Annual cost of SNAP Grades subscription (OTPS Activity Code #0016). 7. Reduce class size for skills cohort (see above). 8. Resources for per session for Resource Centers and Saturday Programs (Per Session Job ID GF1WK) 9. Program AIS services into teachers' programs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Student progress will be reviewed regularly in class after each assessment. 2. Interim progress is determined by a review of the data from each administration of the tests listed above including the ACUITY periodic assessments. 3. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card and scholarship data. 4. Progress Report data. 5. Credit Accumulation Chart: End of fall term check to see that target rates have been achieved for 5 credits. <p>Projected improvement: Credit accumulation target rate of 75% for all first and second students and 50 % for lowest third students (in first and second years).</p>

Subject/Area (where relevant): Global History/English/Integrated Algebra

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the passing percentages on Regents examinations-specifically Global History, English and Integrated Algebra.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Develop Professional Learning Communities to more fully utilize a data-driven inquiry approach to plan together, analyze student work and share successful strategies with a focus on accelerating student progress. 2. Program Global History as a thematic tenth grade one-year course in a restructured eight period model. 3. Program an extra period of math everyday for 9th grade Algebra. 4. Program two to three extra periods/week of English support. 5. Administer the English Regents at the end of tenth grade. 6. Develop resource centers for after school tutoring and support. 7. Develop a Global History Regents Review class that utilizes the Kaplan Regents Review Program. 8. Offer peer tutoring after school for additional support. 9. Develop a Saturday program for Regents Review. 10. Increase ongoing communication through the use of SNAP Grades (an online grading system). <p>Target Population: All students</p> <p>Responsible Staff: Principal, Assistant Principal Instructional Support, English teachers and Global History teachers, peer tutors</p> <p>Implementation timelines: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Train teachers in the use of Acuity data to differentiate instruction (Per Session Job ID GES8P). 2. Professional Development costs for AVID and SMART Technology strategies (Per Session Job ID GES8P). 3. Provide professional development for the Kaplan program, differentiation strategies and SMART Boards (Per Session Job ID GES8P).

	<ol style="list-style-type: none"> 4. Train teachers in the use of Acuity data to differentiate instruction (Per Session Job ID GES8P). 5. Annual cost of SNAP Grades subscription (OTPS Activity code # 0016). 6. Reduce class size for skills cohort (see above). 7. Resources for per session for Resource Centers and Saturday Programs (Per Session Job ID GF1WK). 8. Program AIS services into teachers' programs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Passing percentages of students scoring a 65 on each of the Regents will increase by 10%. 2. Student progress will be reviewed regularly in class after each assessment. 3. Interim progress is determined by a review of the data from each administration of the tests listed above including the ACUITY predictive assessments. 4. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data. <p>Projected improvement:</p> <ol style="list-style-type: none"> 1. Passing percentages of students scoring a 65 on each of the Regents will increase by 10%. 2. Weighted Regents pass rates will increase so that they exceed the 50th percentile relative to our Peer Horizon for all of the above Regents.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase parent involvement through increased communication as evidenced through improvement in the Environmental Survey positive responses.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Further develop a school website that will incorporate teacher assignment postings to provide information access for parents and students at home. 2. Increase ongoing communication through the use of SNAP Grades (an online grading system). 3. Develop an email network through the website so that every parent and child can have an email address that provides direct communication with their teachers. 4. Communicating the expectations and vision of the school and what parents can do to help their children succeed through a letter at the start of the school year. 5. Improve articulation to parents of prospective 9th graders through multiple Open Houses with the purpose of getting them on-board early. 6. Increasing outreach efforts for Parent-Teacher Conferences by calling every parent individually as well as sending a letter and making bulk phone calls. In addition, offering dinner to parents in order to mitigate the time issues in making the transition from work to the conferences. 7. Reassigning a school aide to the attendance office full time for outreach to parents. 8. Directing Deans to call the parents of every student that enters the building late in the morning. <p>Target Population: Parents</p> <p>Responsible Staff: All school staff</p> <p>Implementation timelines: September 2009-June 2010</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Allocating resources for the food and refreshments at functions with parents. 2. Dedicating time by support staff to make phone calls. 3. Annual cost for the website. 4. Annual cost of SNAP Grades subscription (OTPS Activity Code # 0016). 5. Providing resources for a position of webmaster. 6. Allocating Title I resources (Parent Involvement) for postage, etc (OTPS Activity Code # 0571).
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Attendance at the Open House. Increase in the number of ninth grade parents in the PA. 2. Increased communication between teachers and parents through SNAP Grades and the Website. 3. Attendance at Parent-Teacher conferences 4. Improvement in the responses on the Environmental surveys. <p>Projected improvement:</p> <ol style="list-style-type: none"> 1. Increase in the number of ninth grade parents in the PA. 2. Improvement in the responses on the Environmental survey. 3. 10% increase in parents attending Parent/Teacher Conferences

Subject/Area (where relevant): PLCS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Expand and deepen the inquiry work of Professional Learning Communities (PLCs) so that Regents pass rates, weighted Regents pass rates and graduation rates improve (see below).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Build common planning time for all PLCS into Circular 6. 2. Restructure PLCS around core content to better support all subjects. 3. Develop a more streamlined protocol for capturing the work of PLCS 4. Train staff to post their PLC work on the community pages of the website and on ARIS. 5. Provide ongoing professional development targeting strategies for working with at-risk populations. 6. Provide Professional Development in AVID literacy, inquiry and differentiation strategies. 7. Provide opportunities for intervisitations both within Richard Green and to other schools. 8. Provide Professional Development in strategies for analyzing student work. <p>Target Population: All students</p> <p>Responsible Staff: All faculty</p> <p>Implementation timelines: September 2010-June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> 1. Resources for professional development (Per Session Job ID GES8P). 2. Coverages for teachers when intervisiting classes at Richard Green or other schools (Per Diem Job ID GES8R).

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

1. Student progress will be reviewed regularly in class after each assessment.
2. Interim progress is determined by a review of the data from each administration of the tests listed above including the ACUITY periodic assessments.
3. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card and scholarship data.
4. Progress Report data.
5. Student progress will be shared on an ongoing basis with students and families through SNAP grades.
6. Progress Reports and NY State Report Cards for final annual graduation rates and breakdowns of report card types.
7. Improvement in the Quality Review score.

Projected improvement:

1. Passing percentages of students scoring a 65 on the Global and ELA Regents will increase by 10%.
2. Weighted Regents pass rates will increase so that they exceed the 50th percentile relative to our Peer Horizon.
3. Graduation rates of CTT, SETTS and ELL students will increase by 5%.
4. The number of students receiving a Regents diploma will increase by 10%.
5. Credit accumulation target rate of 75% for all first and second students and 50 % for lowest third students (in first and second years).

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	15	40	35	25	5	0	4	
10	20	25	20	20	8	0	4	
11	20	25	30	25	4	0	5	
12	10	10	15	10	0	0	2	

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA AIS is provided using Wilson and Literacy Based Instructional Strategies. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week.
Mathematics:	Math AIS is provided using Numeracy Based Instructional Strategies. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week. Additional teacher push-in assistance is provided for select students.
Science:	Science AIS is provided in Living Environment, Earth Science, Physics and Chemistry. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week.
Social Studies:	Social Studies AIS is provided in both US History and Global Studies. We offer small group and one-to-one tutoring using KAPLAN strategies during the school day, after school and during Saturday programs. Students are scheduled for AIS from 1-5 days per week. Additional teacher push-in assistance is provided for select students.
At-risk Services Provided by the Guidance Counselor:	AIS Guidance Counselor services are provided to students individually and in small groups. Services are provided during the school day.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	AIS Social Worker services are provided to students individually. Services are provided during the school day.
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- XX There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 23 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Richard R. Green High School of Teaching is a Title I school on the Upper East Side of Manhattan which draws its students from all five boroughs, including some of the most economically challenged sections of New York City. With a school population of 641 students, 58% are Hispanic, 35 % are African-American, 3% are Caucasian and 4% are Asian and Other. The school has 23 ELLs, 3.5% of the total school population, and 21 of them are Spanish-speaking, 1 is Albanian, and 1 is Arabic. The breakdown of ELLs by grade level is: 14 in ninth grade; 8 in tenth grade; 1 in eleventh grade; 0 in twelfth grade. The breakdown of ELLs by proficiency level is: Beginner: 2; Intermediate: 14; Advanced: 14.

Richard R. Green has a free-standing ESL program comprised of two ESL classes: We currently serve 23 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week (serving 10 students: 8 in 9th grade, 2 in 10th) and one Advanced level class meeting for one period a day for 225 minutes per week serving (serving 11 students: 4 in 9th grade, 6 in 10th grade, 1 in 11th grade). For our two 9th grade beginner student an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided by extended day. Student placement in the ESL program will be based on NYSESLAT/LAB-R results. Prior to the start of the school year and at monthly intervals, appropriate ATS reports are reviewed to identify newly registered ELL students and/or students in need of LAB-R testing. ESL instruction is fully aligned with the NYSED Learning Standards. Basic texts include the *Shining Star* series (Chamot, Hartman and Huizenga), which is thematically-structured and content-based with matching literary selections and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will be based on the research-based methodologies, strategies and activities of *The Cognitive Academic language Approach* (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. Scaffolded activities will be incorporated to foster achievement on the NYSESLAT and NYSED Regents exams. ELL teacher works with supervisory staff and administration in review of teacher assessments, Regents assessments and AUCITY data to identify individual student performance deficiencies and to develop short and long term goals/objectives.

Based on our assessment of the data on the NYSESLAT, students at our school require supplemental assistance in English. The program has two components: an ESL/ELA Academy and two ESL Content Area classes that services 30 students. We envision our Title III program to support these two programs so that we can better address the needs of our students and improve performance on the NYSESLAT exam.

Extended Day classes will be offered at Richard R. Green and run from September to June. Saturday Academy classes will run for 5 weeks in both the Fall and Spring semester. Both the Extended Day classes and Saturday Academy will be open to all language levels of ELL students. We will use the same materials.

A licensed ELL teacher and additional English teachers who have been receiving ongoing professional development in ELL methodology and have those students in their caseload during the normal school day will deliver the instruction. The program has two components: an ESL/ELA Academy and an ESL Content Area class. In both parts of the program, we expect students that participate in our Title III programs will demonstrate a 5% point gain on their NYSESLAT scores.

The intent of the Academy is to build literacy and improve achievement on the NYSESLAT and ELA Regents. The specific foci will be the improvement in students' ability to listen and take notes, read and analyze informational and visual text, read and respond to literature and write a critical analysis of literature using a critical lens. Instruction will incorporate the four language skills (listening, speaking, reading and writing) and is standards based incorporating the ESL/ELA NY State standards. Activities will include scaffolding and modified Regents tasks.

The intent of the ESL Content Area class will be to improve student literacy across content areas. Instructional planning and practices will incorporate ESL methodology to build literacy and foster achievement via scaffolded activities and modified Regents tasks.

To supplement the additional instruction and as resources for professional development, texts, such as Words, Words, Words, Aim higher! English Language Arts Grade 8 and Teaching Reading in the Social Studies, science and Math will be utilized. These texts provide strategies for vocabulary development, and reading across content areas. They demonstrate how to incorporate and build on prior knowledge. To provide students with strategies for planning and note taking, Graphic Organizer Collections will be utilized.

To provide strategies that are specifically tied to Regents exams, Preparing for the Regents Comprehensive Examination in English and Doing History: DBQ Global Studies will be utilized. These texts provide writing and scaffolding strategies geared to writing expository essays that exceed the standards.

Teacher salaries for supplemental instructional and intervention services offered in after school and Saturday settings. ESL/ELA Academy will support 1 teacher X 1.5 hours X 20 sessions = 30 per session hours @ \$49.73 per hour = \$1491.90. The ESL Content Area Class will support 3 teachers X 3 hours X 20 sessions = 120 per session hours @ \$49.73 per hour = \$8951.40

There will also be opportunities for strategies to be shared regarding the use of subject area text books. All books purchased will be supplemental in nature. A total of \$4,556.70 will be allocated for the purchase of supplies and materials.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ELL Specialist will provide professional development to the Title III teachers and other designated staff. The ELL Specialist will model best practices of language acquisition and content area instruction. Topics will include ESL and content area methodologies, strategies and activities (best practices) based on The Cognitive Academic Language Learning Approach (CALLA), developed by Anna Chamot and the Sheltered Instruction Model by Deborah Short. It will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. As most of our ELLs are at the Intermediate and Advanced Levels we will continue to focus on making academic language and content accessible, improving literacy across content areas and fostering achievement on NYS Regents Exams. The ELL teacher will meet one hour per week, culminating with a share-out of best practices for faculty/department meetings. Our professional development program is incorporated into the school day and allows for teacher PD without any further Title III funding.

Section III. Title III Budget

School: _____ BEDS Code: _____

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$15,000	<p>\$8951.40 in teacher salaries for supplemental instructional and intervention services offered in after school and Saturday settings.</p> <p><i>ESL/ELA Academy</i></p> <p><i>1 teacher X 3 hours X 20 sessions = 60 per session hours @ \$49.73 per hour = \$2,983.80</i></p> <p><i>ESL Content Area Class</i></p> <p><i>2 teacher X 3 hours X 20 sessions = 120 per session hours @ \$49.73 per hour = \$5,967.60</i></p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4,556.70	Books for PD and to supplement our after-school program.
Travel		
Other		

TOTAL		
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Language Allocation Policy
Richard R. Green High School of Teaching
David Raubvogel, Principal
2010-2011

Richard R. Green High School of Teaching is a Title I school on the Upper East Side of Manhattan, which draws its students from all five boroughs, including some of the most economically challenged sections of New York City. With a school population of 641 students, 58% are Hispanic, 35 % are African-American, 3% are Caucasian and 4% are Asian and Other. The school has 23 ELLs, 3.5% of the total school population, and 20 of them are Spanish-speaking, 1 is Albanian, 1 is Arabic, and 1 is Visayak. The breakdown of ELLs by grade level is: 14 in ninth grade (12 Spanish, 1 Arabic, 1 Visayak); 8 in tenth grade (7 Spanish, 1 Albanian); 1 in eleventh grade (1 Spanish); 0 in twelfth grade. The breakdown of ELLs by proficiency level is: Beginner: 2; Intermediate: 14; Advanced: 14. 21 of our students are long-term ELLs. The predominant language of our students is Spanish. Currently, we provide language electives in Spanish and French. Our LAP Team consists of the following members: David Raubvogel (Principal), Michael Ceretti (Assistant Principal), Lisa Morales (Parent Coordinator), Seth Arzt (Guidance Counselor), Elizabeth Yarbrough (certified ELL Teacher), Linda Fisch (Social Studies Teacher), Gina Malagna (English Teacher). All licenses are on file.

Richard R. Green has a freestanding ESL program that offers ESL services to students based on their NYSESLAT/LAB-R results. Richard R. Green has only a freestanding ESL program comprised of two ESL classes: We currently serve 23 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week (serving 10 students: 8 in 9th grade, 2 in 10th) and one Advanced level class meeting for one period a day for 225 minutes per week serving (serving 11 students: 4 in 9th grade, 6 in 10th grade, 1 in 11th grade). For our two beginner students an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided by extended day ESL services provided by Ms. Yarbrough. Assistant Principal, Michael Ceretti, supervises programming in order to ensure Ms. Yarbrough, our one certified ELL Teacher, is available to provide the mandated number of instructional minutes according to proficiency levels in for our ESL program.

Currently we do not have any SIFE ELLs. Eight of our students are ELLs between 4-6 years (3 Advanced, 4 Intermediate, 1 Beginner). Eleven of our students are long-term ELLs (7 Advanced, 4 Intermediate). Two of our students are newcomer ELL (2 Advanced). We have one student with an I.E.P. receiving ESL services (1 Advanced).

ESL instruction is fully aligned with the NYSED Learning Standards. In addition, all advanced level ELLs are programmed for five periods a week (225 minutes) of ELA, taught by a licensed, certified ELA teacher with training in ESL methodology. ELA instruction is fully aligned with NYSED/NYC performance standards. ESL instruction, provided by the licensed certified ESL teacher, is fully aligned with the NYSED Learning Standards for English as a Second Language. Basic texts include the *Shining Star* series (Chamot, Hartman and Huizenga), which is thematically structured and content-based with matching literary selections, and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will incorporate the research-based methodologies, strategies and activities of *The Cognitive Academic Language Learning Approach* (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction also incorporates content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia and Richard Amato. Scaffolded activities are incorporated to foster achievement on the NYSESLAT and NYSED Regents exams.

All students newly enrolled in NYC public schools are immediately administered the Home Language Identification Survey and interviewed in their native language by our ESL certified teacher, Elizabeth Yarbrough, and an appropriate translator. If necessary, The Language Assessment Battery-Revised is completed within 10 school days by Ms Yarbrough. Parents of newcomers are shown a video to inform them of the parental options available. The ELL Parent Brochure is provided and Parent Survey and Program Selection Form completed.

Newcomer students are provided initial supports including a native language peer buddy, grade appropriate language literacy materials, beginning level ESL materials, and lunch time tutoring from the ESL teacher. Additionally, these students are strongly encouraged to attend the after school and Saturday school programs.

Assistant Principal, Michael Ceretti, reviews all list notice information to identify ELL students articulating to the school in September. A Student/Parent Orientation meeting is scheduled for all articulating students prior to then end of the school year. While all everyone participates fully in this process, the ESL teacher provides a specific workshop orientating ELL students to DOE program options, Richard R. Green's free standing ESL program, community resources, and related student/parent supports. Mr. Ceretti then monitors the necessary ATS reports throughout the school year to identify other possible ELL students newly enrolled to the school. Similar orientation workshops are provided when necessary.

Prior to the start of the school year, Mr. Ceretti and Ms. Yarbrough use appropriate ATS reports are used to identify NYSESLAT results to identify student programming needs. Formal parent orientation for parents ELLs is conducted in the early fall and early spring by Ms. Yarbrough and Mr. Ceretti with the dual purpose of educating parents of the three program choices available (Transitional Bilingual Education, Dual Language, Free Standing ESL) by the DOE and the specific program and supports provided by the school. Individual orientations are provided for newly enrolled students throughout the school year.

Parent notification and option letters are sent within the first two weeks of school (in English and parent/student native language) in both in the mail and through student back-pack notification from their ELL teachers, Ms. Yarbrough, affording parents the opportunity to choose the program in which they wish to enroll their child. Mr. Ceretti, Ms. Yarbrough and necessary support staff provide outreach to ensure all parents respond to the notification letters. Mr. Ceretti works directly with the school's guidance counselors to ensure students requiring ESL services are programmed for the appropriate hours of ELL instruction. For those parents seeking Transitional Bilingual Education or Dual Language programs, Mr. Ceretti assists parents (with appropriate translators, when necessary) in making appointments with the appropriate DOE program placement personnel. Parents are also made aware that students that are considered English language proficient can continue to receive ESL support for up to a year.

For the 2009-2010 school year, all ELL entitled students and their families chose to remain in the ESL only program at Richard R. Green. For the 2008-2009 school year, two students chose to leave the school so that they may attend a Dual Language program not provided at our school. For the 2007-2008 school year, one student chose to leave the school for a Dual Language Program. A vast majority of the students and their families choose to remain at Richard R. Green in our ESL only program. The parents express their belief that their children have foundational English Language abilities and are best served in a program that immerses students in English language, yet provides support via the ESL classes. This view

is supported by the fact that 90% of our entitled ELL students are identified as either Intermediate or Advanced according to the most recent NYSESLAT results.

Parents of ELLs are encouraged to attend Open School conferences in the fall and spring to discuss their child's progress as well as the program's goals and objectives, standards and assessments, and other pertinent information. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator and monthly newsletters. Translators are made available to parents when necessary. All written communication is sent to the parents in English and the native language, if possible. Parental Involvement Activities affords parents of ELLs the opportunity to meet on a regular basis with the ESL teacher

As a free standing ESL program, content area subjects are taught in mono-language English. However, all teacher programs allow for two periods of professional development opportunities twice each month. These twice monthly meetings allows the ELL teacher to participate in grade level and departmental meetings, to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. In addition, full day professional development opportunities will also give teachers and administrators exposure to strategies to support the needs of ELL students. The ESL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All new general education teachers will be provided with seven and a half hours of professional development on ESL methodology. Professional development will be provided during twice monthly meetings and full-day staff development throughout the year (Election Day, Chancellors Day and Anniversary Day). All ELL and content area teachers and administrators will be scheduled to participate in CLSO and DOE professional development offerings (e.g., Q-Tel Strategies, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis). All professional development is aligned with the school's Language Allocation Policy.

All content area teachers are aware of ELL student status and educational needs based on NYSESLAT results and consultations with the ESL teacher. Differentiated instructional methodologies will be employed to address both those students needing further support and those ready for advancement. Individualized Learning Plans are developed for each student to establish current level of performance, set goals and establish progress throughout the year.

Content teachers are aware of ELL students' home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teachers incorporate skill based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded activities.

Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons that draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELL students are taught specific organizational, study and test-taking skills. Content area teachers are provided with bi-lingual dictionaries and glossaries.

Additional materials, in Spanish and English, have been purchased to support literacy in the content areas. Adapted texts have been purchased in Global Studies, U.S. History, Integrated Algebra, Geometry, Living Environment and Earth Science. All classrooms are equipped with Smartboard technology allowing for interactive lessons, visual support of content specific language and audio accompaniment.

With regard to state assessment data in the content areas, our results are as follows: For those upper level students that have sat for Regents examinations, 1/1 passed the ELA Regents, 1/3 have passed Integrated Algebra, 2/7 have passed a Science Regents, 0/1 have passed US History, and 0/2 have passed Global Studies. ELLs are prepared for Regents examinations through close collaboration between the ELL and content area teachers. Content based ELL instruction is embedded in the ESL classes throughout the school year. Scaffolded Regents activities and adapted texts are part of standardized instruction. Currently, none of our ELL students have sat for a Native Language State Examination or Native Language Reading Tests.

Implications for instruction include but are not limited to the following:

- increased emphasis of Literacy based instruction and further incorporation of ESL based methodologies across the content areas.
- increased collaboration between the ESL teacher and the content area teachers in terms of specific needs of ELLs
- breakout sessions of professional development to work specifically with content area teachers incorporating the strategies of the authors cited in paragraph two
- increased use of scaffolded instruction and adapted Regents tasks

Additionally, ELLs will be encouraged to attend the after school tutoring programs, Saturday school and content specific after school Regents tutorials.

The patterns in the four modalities across proficiency levels and grades indicate that the majority of ninth graders are performing at the intermediate level in listening and speaking and are almost evenly split between the intermediate and advanced levels in reading and writing. The majority of the tenth, eleventh and twelfth graders are performing at the intermediate level in listening and speaking and are almost evenly split between the intermediate and advanced levels in reading and writing. Formal interim assessments provided by our ESL teacher are implemented twice per marking period. Student progress is addressed daily via ongoing informal assessment of student ability in all modalities. Multiple assessments include: essay writing, projects, presentations.

Periodic assessments in English indicate that ELL students require further support in the development of reading comprehension. In mathematics, deficiencies vary, however, teachers will focus on test-taking skills in order to assist students in their ability to eliminate more obvious wrong answers.

Academic Intervention Services include but include but are not limited to the following: after school tutoring, lunch time small group instruction, the after school tutoring program, the Saturday program, and assessment for entry into the Literacy Cohort. The ESL teacher provides individualized instruction to meet student needs. The Newcomer ELLs get extended one-to-one instruction with ESL teacher. Former ELLs are encouraged, and at times, programmed to attend ELL classes, as well as after-school programs and ELL tutorials to support advancement in their classes. Special needs

ELLs also attend after-school programs and tutorials. ELL and Special Education teachers collaborate weekly regarding student progress. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long-term ELLs, interventions include but not be limited to the following: a focus on listening strategies, incorporating a variety of listening activities; a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing and self-monitoring to model habits of good writers. All current and former ELL students (up to two years) receive test accommodations including, extended time and the use of glossaries/dictionaries.

Additionally, continuous outreach is provided to the parents of ELLs with poor attendance and are invited to meet with appropriate staff on a regular basis. Students' attendance will be closely monitored and followed up with letters and phone calls home. At this same meeting, parents will again be advised of the opportunity for their children to attend the after school programs and/or Saturday school.

For ELLs needing more than four years to graduate, the following interventions are provided, but not limited to:

- Scaffolded Regents activities
- P.M./Saturday School program
- Individual Tutorials
- AIS interventions
- At-Risk SETSS support

The transition plan for students reaching proficiency includes close monitoring of academic status; an open door policy to attend the ESL teacher's class for tutoring, resource materials, a review of first draft essays across the disciplines, etc.; access to the ESL teachers for tutorials as needed; content specific Regents tutorials; lunch time tutorials; and Saturday school. Former ELL students are permitted to have testing accommodations for up to two years.

All ELL students are encouraged to participate in the numerous academic, athletic and social groups provided by the school, including: Content specific resource centers with ELL support provided by the ESL teacher, Peer Tutoring, Boys and Girls Softball, Boys and Girls Basketball, Drama, College for Every Student, Gay/Straight Alliance, Leadership, Future Teacher's Club.

The ELL teacher has received professional development in Achieve 3000 in preparation for ELL student participation in September 2009. Achieve 3000 is a computer soft-ware program that provides individualized instruction to improve student reading comprehension and writing proficiency across content areas. The school library has books, magazines, videos and DVDs in Spanish. Translation monies have been used to translate the newsletter, the orientation packet, the promotion in doubt letter, and the lateness policy.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Reviewed home language surveys.
 - Reviewed ATS report (RPOB) – Place of birth/home language indicator report
 - Anecdotal information acquired as a result of parent conferences and open school.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The needs assessment identified 8 languages other than English spoken in our school. The languages are: Albanian, Arabic, Cantonese, French -Haitian Creole, French, Haitian Creole, Russian, and Spanish. The dominant language other than English is Spanish. Ongoing communication with parents is provided through our monthly newsletter.

Part B: Strategies and Activities

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

Written translations will provided of school documents will be provided to all non-English speaking parents in order to ensure the same communication provided to English speaking parents. Parent letters regarding conferences, workshops, Title III, after school programs, curriculum standards, test reports, and parent information packets. Be translated into identified languages. Translation services will be provided by in-house school staff and central DOE providers.

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

Teachers and other support staff will be employed to provide translation services for non-English speaking parents and all opportunities where a dialogue between parents and school are necessary. This will include parent teacher conferences, parent workshops, parent meetings, and any conference after school scheduled by a teacher.

Teachers and other support staff are willing and available to provide oral translation services after school and evenings in Spanish and Albanian.

3. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
4. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
5. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
6. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - A. The school will include a language assistance services rights notification with all mailings made by the Parent coordinator.
 - B. The school will post a notice in the main lobby of the office where translation and interpretation services can be obtained.
 - C. The school safety plan will include instructions for dealing with parents with language barriers at the front desk in the main lobby. All efforts will be made to provide a staff member who can interpret so as to provide access to all school offices including administration.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	504760.00	60876.00	565636.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	5047.00	608.00	5655.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25238.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50473.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement Policy (PIP)

I. General Expectations

Richard R. Green High School of Teaching agrees to implement the following statutory requirements:

1. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
3. The school will incorporate this parental involvement policy into its school improvement plan.
4. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
5. The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
6. The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Richard R. Green High School of Teaching will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Inviting parents to participate in sitting on a committee to develop the school parental involvement plan.
 - Ensure that all parents are given the information regarding the development and adoption of the Title I Parent Involvement Policy through the mail, take home flyers, phone master calls and regularly scheduled meetings.
2. Richard R. Green High School of Teaching will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Encourage parental support in the Parent-Teacher Association.
 - Encourage parental involvement on the School Leadership Team.
 - Provide parents on the SLT with the opportunity to participate in a PASS review of the school to evaluate the level and rigor of instruction.
 - Provide parents with all data and scholarship information and at regularly scheduled meetings allows parents to offer feedback on initiatives for school improvement.
 - Parents on the SLT will work collaboratively with the faculty and administration in creating the school's Comprehensive Educational Plan and monitoring of its implementation.
3. Richard R. Green High School of Teaching will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Work with the PTA and SLT to establish a menu of activities that embrace parent involvement in the academic achievement of all students.
 - Publish a calendar of events as early as possible in the school year so parents can have a lot of notice as to when activities will take place.
 - Provide, when necessary metro-cards for parents to travel to and from the school to participate in school events.
4. Richard R. Green High School of Teaching will give parents the opportunity to provide feedback through a mailed survey that will serve as an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
5. Richard R. Green High School of Teaching will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the Richard R. Green High School on June 6, 2009 and will be in effect for the period of one year, beginning September 8, 2009 and ending August 31, 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact

School Responsibilities

Richard R. Green High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: by providing a full program of rigorous instruction that supports the NYS Learning Standards; provide an inclusive instructional environment for all students regardless of special needs; provide AIS services to students when necessary to ensure that all needs are being met; provide a full host of extra-curricular activities to support student achievement.
2. Hold parent-teacher conferences at least twice throughout the school year, during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Six report cards will be mailed home, approximately every 5 to 6 weeks to inform parents of student progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: faculty will be available to meet with staff at the pre-scheduled parent teacher conferences and by appointment throughout the school year when deemed necessary either by the parent or by the teacher. Guidance Counselors will be available to meet with parents throughout the school year, both during and after school hours.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows: in consultation with the School Leadership Team.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

1. Come to school everyday, attend all classes/internships, and be prepared and ready to participate.
2. Do homework every day and ask for help when needed.
3. Read at least 30 minutes every day outside of school time.
4. Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
5. Follow all rules and regulations set forth by the school, by the Chancellor and by the City of New York.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - **Review of all data and scholarship, by cohort/grade that is comprehensive and disaggregated by all sub-categories as defined in No Child Left Behind.**
 - **Principal and Assistant Principal observations of classroom instruction and student work.**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - **Redesign of daily program matrix will increase the instructional time in all major subject areas.**
 - **Targeted students will receive Academic Intervention to close gaps in learning.**
 - **Teachers will be exposed to professional development that sets forth strategies for differentiation, student engagement, effective planning and assessment.**
 - **An attendance initiative to increase student attendance and academic participation.**
 - b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- **Increase the length of student's instructional day to six hours and fifty minutes.**
- **Extend the length of instructional periods to 48 minutes.**
- **Offers a three tier after-school program: (1) Academic Intervention Service for struggling students (2) Enrichment classes for advanced learning (3) After-school activities in the arts and sports to support a well rounded student program.**

Help provide an enriched and accelerated curriculum.

- Offers Advanced Placement classes offered in the humanities and Biology.
- Offers accelerated math classes for advanced students.
- Offers elective courses in science that supplement the Regents sciences.

Meet the educational needs of historically underserved populations.

- Provides outreach to parents and provide services to parents that encourage academic participation.
- Create partnerships with community organizations that provide services to underserved populations.
- Institute the AVID Program to raise expectations of all learners.
- Collaborate with the Foundation for Excellent Schools to provide mentoring to students.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Provide group and individual counseling to targeted students.
- Facilitate mentoring through our partnership with Hunter College and the Foundation for Excellent Schools
- Expose students to college and career awareness through partnerships with the Foundation for Excellent Schools and our college partners that provides our students contact with a number of colleges throughout the country.
- Various partnerships with VESID affiliated organization to provide vocational and technical training.

3. Instruction by highly qualified staff.

Richard R. Green High School of Teaching will only employ teachers that have proper certification for the subjects in which they teacher. Each teacher will be observed by an appropriate supervisor to ensure that the instruction given students is high quality instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All faculty at Richard R. Green High School of Teaching participate in four hours of Professional Development each month that focuses on the betterment of student instruction. This includes but is not limited to workshops that address student literacy, teaching strategies to enhance student literacy across the content areas, ensuring academic rigor and assessment of student work and achievement. In addition, common planning time is built into the daily schedule to allow teachers time to case conference students and plan instruction across content area..

5. Strategies to attract high quality highly qualified teachers to high-need schools.

- **Provide teachers with a collaborative work environment where they are respected as professionals.**
- **Provide teachers with quality professional development to support instruction.**
- **Provide teachers with supervisors that are instructional leaders.**
- **Ensure that budget resources are used to provide teachers with the supplies and equipment necessary for them to properly instruct students.**

6. Strategies to increase parental involvement through means such as family literacy services.
 - **Provide parents with workshops that address literacy needs.**
 - **Provide parents with workshops that address technology needs.**
 - **Help parents gain access to services they require in connection with child and health services.**
 - **Develop a website and online grading system to improve communication.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Professional Development time devoted to exposing teachers to academic assessments available to target student needs.**
 - **Formation of committees that will process assessment results to determine how best to utilize results in developing an instructional program to improve student performance.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Initial testing and ongoing assessment by teachers will identify students experiencing difficulty in mastering proficient or advanced levels of academic achievement standards. Students that are identified will be programmed for targeted assistance within the school day, before or after school or on Saturday.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Richard R. Green High School will make every effort to ensure that there is coordination and integration of Federal State and local services and programs that will benefit our student populations and support the academic achievement of all students, especially those in the most underserved sub-groups.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **As of October 28, 2009, we have identified 7 students living in temporary housing.**
2. Please describe the services you are planning to provide to the STH population. **We provide the following Services: Academic Instruction (An Academic Program is provided), Intervention and Guidance Support (Counseling from Guidance Counselors/Social Worker/School Psychologist as needed), OTPS Resources giving a Metro Card so they can get to and from school.**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Richard R. Green High School of Teaching					
District:	2	DBN:	02M580	School		310200011580

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.3	88.7	88.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	222	219	219				
Grade 10	180	193	180				
Grade 11	106	83	101				
Grade 12	110	117	106				
Ungraded	0	2	1				
Total	618	614	607				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.7	96.0	95.9

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	74.7	75.2	76.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	7	20	9

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	3	8	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	44	121	121
# in Collaborative Team Teaching (CTT) Classes	65	72	80	Superintendent Suspensions	34	10	25
Number all others	38	38	39				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	42	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	16	14
# receiving ESL services only	25	21	TBD	Number of Educational Paraprofessionals	0	0	0
# ELLs with IEPs	12	15	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	40	30	106	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.8	85.7	82.2
				% more than 5 years teaching anywhere	78.3	76.2	80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	86.0	91.1
American Indian or Alaska Native	1.1	0.8	0.8	% core classes taught by "highly qualified" teachers	85.2	100.0	100.0
Black or African American	35.9	35.3	37.7				
Hispanic or Latino	55.5	57.0	55.0				
Asian or Native Hawaiian/Other Pacific	4.0	3.4	3.6				
White	2.6	2.0	2.8				
Male	31.7	29.5	30.1				
Female	68.3	70.5	69.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	64
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10			
Overall Letter Grade:	C	Overall Evaluation:	P		
Overall Score:	50.7	Quality Statement Scores:			
Category Scores:		Quality Statement 1: Gather Data	P		
School Environment:	10.4	Quality Statement 2: Plan and Set Goals	UPF		
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	12.6	Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P		
Student Progress:	26.2				
<i>(Comprises 60% of the</i>					
Additional Credit:	1.5				

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- XX There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 23 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Richard R. Green High School of Teaching is a Title I school on the Upper East Side of Manhattan which draws its students from all five boroughs, including some of the most economically challenged sections of New York City. With a school population of 641 students, 58% are Hispanic, 35 % are African-American, 3% are Caucasian and 4% are Asian and Other. The school has 23 ELLs, 3.5% of the total school population, and 21 of them are Spanish-speaking, 1 is Albanian, and 1 is Arabic. The breakdown of ELLs by grade level is: 14 in ninth grade; 8 in tenth grade; 1 in eleventh grade; 0 in twelfth grade. The breakdown of ELLs by proficiency level is: Beginner: 2; Intermediate: 14; Advanced: 14.

Richard R. Green has a free-standing ESL program comprised of two ESL classes: We currently serve 23 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week (serving 10 students: 8 in 9th grade, 2 in 10th) and one Advanced level class meeting for one period a day for 225 minutes per week serving (serving 11 students: 4 in 9th grade, 6 in 10th grade, 1 in 11th grade). For our two 9th grade beginner student an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided by extended day. Student placement in the ESL program will be based on NYSESLAT/LAB-R results. Prior to the start of the school year and at monthly intervals, appropriate ATS reports are reviewed to identify newly registered ELL students and/or students in need of LAB-R testing. ESL instruction is fully aligned with the NYSED Learning Standards. Basic texts include the *Shining Star* series (Chamot, Hartman and Huiizenga), which is thematically-structured and content-based with matching literary selections and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will be based on the research-based methodologies, strategies and activities of *The Cognitive Academic language Approach* (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. Scaffolded activities will be incorporated to foster achievement on the NYSESLAT and NYSED Regents exams. ELL teacher works with supervisory staff and administration in review of teacher assessments, Regents assessments and AUCITY data to identify individual student performance deficiencies and to develop short and long term goals/objectives.

Based on our assessment of the data on the NYSESLAT, students at our school require supplemental assistance in English. The program has two components: an ESL/ELA Academy and two ESL Content Area classes that services 30 students. We envision our Title III program to support these two programs so that we can better address the needs of our students and improve performance on the NYSESLAT exam.

Extended Day classes will be offered at Richard R. Green and run from September to June. Saturday Academy classes will run for 5 weeks in both the Fall and Spring semester. Both the Extended Day classes and Saturday Academy will be open to all language levels of ELL students. We will use the same materials.

A licensed ELL teacher and additional English teachers who have been receiving ongoing professional development in ELL methodology and have those students in their caseload during the normal school day will deliver the instruction. The program has two components: an ESL/ELA Academy and an ESL Content Area class. In both parts of the program, we expect students that participate in our Title III programs will demonstrate a 5% point gain on their NYSESLAT scores.

The intent of the Academy is to build literacy and improve achievement on the NYSESLAT and ELA Regents. The specific foci will be the improvement in students' ability to listen and take notes, read and analyze informational and visual text, read and respond to literature and write a critical analysis of literature using a critical lens. Instruction will incorporate the four language skills (listening, speaking, reading and writing) and is standards based incorporating the ESL/ELA NY State standards. Activities will include scaffolding and modified Regents tasks.

The intent of the ESL Content Area class will be to improve student literacy across content areas. Instructional planning and practices will incorporate ESL methodology to build literacy and foster achievement via scaffolded activities and modified Regents tasks.

To supplement the additional instruction and as resources for professional development, texts, such as Words, Words, Words, Aim higher! English Language Arts Grade 8 and Teaching Reading in the Social Studies, science and Math will be utilized. These texts provide strategies for vocabulary development, and reading across content areas. They demonstrate how to incorporate and build on prior knowledge. To provide students with strategies for planning and note taking, Graphic Organizer Collections will be utilized.

To provide strategies that are specifically tied to Regents exams, Preparing for the Regents Comprehensive Examination in English and Doing History: DBQ Global Studies will be utilized. These texts provide writing and scaffolding strategies geared to writing expository essays that exceed the standards.

Teacher salaries for supplemental instructional and intervention services offered in after school and Saturday settings. ESL/ELA Academy will support 1 teacher X 1.5 hours X 20 sessions = 30 per session hours @ \$49.73 per hour = \$1491.90. The ESL Content Area Class will support 3 teachers X 3 hours X 20 sessions = 120 per session hours @ \$49.73 per hour = \$8951.40

There will also be opportunities for strategies to be shared regarding the use of subject area text books. All books purchased will be supplemental in nature. A total of \$4,556.70 will be allocated for the purchase of supplies and materials.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ELL Specialist will provide professional development to the Title III teachers and other designated staff. The ELL Specialist will model best practices of language acquisition and content area instruction. Topics will include ESL and content area methodologies, strategies and activities (best practices) based on The Cognitive Academic Language Learning Approach (CALLA), developed by Anna Chamot and the Sheltered Instruction Model by Deborah Short. It will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. As most of our ELLs are at the Intermediate and Advanced Levels we will continue to focus on making academic language and content accessible, improving literacy across content areas and fostering achievement on NYS Regents Exams. The ELL teacher will meet one hour per week, culminating with a share-out of best practices for faculty/department meetings. Our professional development program is incorporated into the school day and allows for teacher PD without any further Title III funding.

Section III. Title III Budget

School: _____ BEDS Code: _____

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$15,000	<p>\$8951.40 in teacher salaries for supplemental instructional and intervention services offered in after school and Saturday settings.</p> <p><i>ESL/ELA Academy</i></p> <p><i>1 teacher X 3 hours X 20 sessions = 60 per session hours @ \$49.73 per hour = \$2,983.80</i></p> <p><i>ESL Content Area Class</i></p> <p><i>2 teacher X 3 hours X 20 sessions = 120 per session hours @ \$49.73 per hour = \$5,967.60</i></p>
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4,556.70	Books for PD and to supplement our after-school program.
Travel		
Other		
TOTAL		

Language Allocation Policy
Richard R. Green High School of Teaching
David Raubvogel, Principal
2010-2011

Richard R. Green High School of Teaching is a Title I school on the Upper East Side of Manhattan, which draws its students from all five boroughs, including some of the most economically challenged sections of New York City. With a school population of 641 students, 58% are Hispanic, 35 % are African-American, 3% are Caucasian and 4% are Asian and Other. The school has 23 ELLs, 3.5% of the total school population, and 20 of them are Spanish-speaking, 1 is Albanian, 1 is Arabic, and 1 is Visayak. The breakdown of ELLs by grade level is: 14 in ninth grade (12 Spanish, 1 Arabic, 1 Visayak); 8 in tenth grade (7 Spanish, 1 Albanian); 1 in eleventh grade (1 Spanish); 0 in twelfth grade. The breakdown of ELLs by proficiency level is: Beginner: 2; Intermediate: 14; Advanced: 14. 21 of our students are long-term ELLs. The predominant language of our students is Spanish. Currently, we provide language electives in Spanish and French. Our LAP Team consists of the following members: David Raubvogel (Principal), Michael Ceretti (Assistant Principal), Lisa Morales (Parent Coordinator), Seth Arzt (Guidance Counselor), Elizabeth Yarbrough (certified ELL Teacher), Linda Fisch (Social Studies Teacher), Gina Malagna (English Teacher). All licenses are on file.

Richard R. Green has a freestanding ESL program that offers ESL services to students based on their NYSESLAT/LAB-R results. Richard R. Green has only a freestanding ESL program comprised of two ESL classes: We currently serve 23 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week (serving 10 students: 8 in 9th grade, 2 in 10th) and one Advanced level class meeting for one period a day for 225 minutes per week serving (serving 11 students: 4 in 9th grade, 6 in 10th grade, 1 in 11th grade). For our two beginner students an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided by extended day ESL services provided by Ms. Yarbrough. Assistant Principal, Michael Ceretti, supervises programming in order to ensure Ms. Yarbrough, our one certified ELL Teacher, is available to provide the mandated number of instructional minutes according to proficiency levels in for our ESL program.

Currently we do not have any SIFE ELLs. Eight of our students are ELLs between 4-6 years (3 Advanced, 4 Intermediate, 1 Beginner). Eleven of our students are long-term ELLs (7 Advanced, 4 Intermediate). Two of our students are newcomer ELL (2 Advanced). We have one student with an I.E.P. receiving ESL services (1 Advanced).

ESL instruction is fully aligned with the NYSED Learning Standards. In addition, all advanced level ELLs are programmed for five periods a week (225 minutes) of ELA, taught by a licensed, certified ELA teacher with training in ESL methodology. ELA instruction is fully aligned with NYSED/NYC performance standards. ESL instruction, provided by the licensed certified ESL teacher, is fully aligned with the NYSED Learning Standards for English as a Second Language. Basic texts include the *Shining Star* series (Chamot, Hartman and Huizenga), which is thematically structured and content-based

with matching literary selections, and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will incorporate the research-based methodologies, strategies and activities of *The Cognitive Academic Language Learning Approach* (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction also incorporates content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia and Richard Amato. Scaffolded activities are incorporated to foster achievement on the NYSESLAT and NYSED Regents exams.

All students newly enrolled in NYC public schools are immediately administered the Home Language Identification Survey and interviewed in their native language by our ESL certified teacher, Elizabeth Yarbrough, and an appropriate translator. If necessary, The Language Assessment Battery-Revised is completed within 10 school days by Ms Yarbrough. Parents of newcomers are shown a video to inform them of the parental options available. The ELL Parent Brochure is provided and Parent Survey and Program Selection Form completed.

Newcomer students are provided initial supports including a native language peer buddy, grade appropriate language literacy materials, beginning level ESL materials, and lunch time tutoring from the ESL teacher. Additionally, these students are strongly encouraged to attend the after school and Saturday school programs.

Assistant Principal, Michael Ceretti, reviews all list notice information to identify ELL students articulating to the school in September. A Student/Parent Orientation meeting is scheduled for all articulating students prior to then end of the school year. While all everyone participates fully in this process, the ESL teacher provides a specific workshop orientating ELL students to DOE program options, Richard R. Green's free standing ESL program, community resources, and related student/parent supports. Mr. Ceretti then monitors the necessary ATS reports throughout the school year to identify other possible ELL students newly enrolled to the school. Similar orientation workshops are provided when necessary.

Prior to the start of the school year, Mr. Ceretti and Ms. Yarbrough use appropriate ATS reports are used to identify NYSESLAT results to identify student programming needs. Formal parent orientation for parents ELLs is conducted in the early fall and early spring by Ms. Yarbrough and Mr. Ceretti with the dual purpose of educating parents of the three program choices available (Transitional Bilingual Education, Dual Language, Free Standing ESL) by the DOE and the specific program and supports provided by the school. Individual orientations are provided for newly enrolled students throughout the school year.

Parent notification and option letters are sent within the first two weeks of school (in English and parent/student native language) in both in the mail and through student backpack notification from their ELL teachers, Ms. Yarbrough, affording parents the opportunity to choose the program in which they wish to enroll their child. Mr. Ceretti, Ms. Yarbrough and necessary support staff provide outreach to ensure all parents respond

to the notification letters. Mr. Ceretti works directly with the school's guidance counselors to ensure students requiring ESL services are programmed for the appropriate hours of ELL instruction. For those parents seeking Transitional Bilingual Education or Dual Language programs, Mr. Ceretti assists parents (with appropriate translators, when necessary) in making appointments with the appropriate DOE program placement personnel. Parents are also made aware that students that are considered English language proficient can continue to receive ESL support for up to a year.

For the 2009-2010 school year, all ELL entitled students and their families chose to remain in the ESL only program at Richard R. Green. For the 2008-2009 school year, two students chose to leave the school so that they may attend a Dual Language program not provided at our school. For the 2007-2008 school year, one student chose to leave the school for a Dual Language Program. A vast majority of the students and their families choose to remain at Richard R. Green in our ESL only program. The parents express their belief that their children have foundational English Language abilities and are best served in a program that immerses students in English language, yet provides support via the ESL classes. This view is supported by the fact that 90% of our entitled ELL students are identified as either Intermediate or Advanced according to the most recent NYSESLAT results.

Parents of ELLs are encouraged to attend Open School conferences in the fall and spring to discuss their child's progress as well as the program's goals and objectives, standards and assessments, and other pertinent information. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator and monthly newsletters. Translators are made available to parents when necessary. All written communication is sent to the parents in English and the native language, if possible. Parental Involvement Activities affords parents of ELLs the opportunity to meet on a regular basis with the ESL teacher

As a free standing ESL program, content area subjects are taught in mono-language English. However, all teacher programs allow for two periods of professional development opportunities twice each month. These twice monthly meetings allows the ELL teacher to participate in grade level and departmental meetings, to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. In addition, full day professional development opportunities will also give teachers and administrators exposure to strategies to support the needs of ELL students. The ESL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All new general education teachers will be provided with seven and a half hours of professional development on ESL methodology. Professional development will be provided during twice monthly meetings and full-day staff development throughout the year (Election Day, Chancellors Day and Anniversary Day). All ELL and content area teachers and administrators will be scheduled to participate in CLSO and DOE professional development offerings (e.g., Q-Tel Strategies, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis). All professional development is aligned with the school's Language Allocation Policy.

All content area teachers are aware of ELL student status and educational needs based on NYSESLAT results and consultations with the ESL teacher. Differentiated instructional methodologies will be employed to address both those students needing further support and those ready for advancement. Individualized Learning Plans are developed for each student to establish current level of performance, set goals and establish progress throughout the year.

Content teachers are aware of ELL students' home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teachers incorporate skill based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded activities.

Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons that draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELL students are taught specific organizational, study and test-taking skills. Content area teachers are provided with bilingual dictionaries and glossaries.

Additional materials, in Spanish and English, have been purchased to support literacy in the content areas. Adapted texts have been purchased in Global Studies, U.S. History, Integrated Algebra, Geometry, Living Environment and Earth Science. All classrooms are equipped with Smartboard technology allowing for interactive lessons, visual support of content specific language and audio accompaniment.

With regard to state assessment data in the content areas, our results are as follows: For those upper level students that have sat for Regents examinations, 1/1 passed the ELA Regents, 1/3 have passed Integrated Algebra, 2/7 have passed a Science Regents, 0/1 have passed US History, and 0/2 have passed Global Studies. ELLs are prepared for Regents examinations through close collaboration between the ELL and content area teachers. Content based ELL instruction is embedded in the ESL classes throughout the school year. Scaffolded Regents activities and adapted texts are part of standardized instruction. Currently, none of our ELL students have sat for a Native Language State Examination or Native Language Reading Tests.

Implications for instruction include but are not limited to the following:

- increased emphasis of Literacy based instruction and further incorporation of ESL based methodologies across the content areas.
- increased collaboration between the ESL teacher and the content area teachers in terms of specific needs of ELLs
- breakout sessions of professional development to work specifically with content area teachers incorporating the strategies of the authors cited in paragraph two

- increased use of scaffolded instruction and adapted Regents tasks

Additionally, ELLs will be encouraged to attend the after school tutoring programs, Saturday school and content specific after school Regents tutorials.

The patterns in the four modalities across proficiency levels and grades indicate that the majority of ninth graders are performing at the intermediate level in listening and speaking and are almost evenly split between the intermediate and advanced levels in reading and writing. The majority of the tenth, eleventh and twelfth graders are performing at the intermediate level in listening and speaking and are almost evenly split between the intermediate and advanced levels in reading and writing. Formal interim assessments provided by our ESL teacher are implemented twice per marking period. Student progress is addressed daily via ongoing informal assessment of student ability in all modalities. Multiple assessments include: essay writing, projects, presentations.

Periodic assessments in English indicate that ELL students require further support in the development of reading comprehension. In mathematics, deficiencies vary, however, teachers will focus on test-taking skills in order to assist students in their ability to eliminate more obvious wrong answers.

Academic Intervention Services include but are not limited to the following: after school tutoring, lunch time small group instruction, the after school tutoring program, the Saturday program, and assessment for entry into the Literacy Cohort. The ESL teacher provides individualized instruction to meet student needs. The Newcomer ELLs get extended one-to-one instruction with ESL teacher. Former ELLs are encouraged, and at times, programmed to attend ELL classes, as well as after-school programs and ELL tutorials to support advancement in their classes. Special needs ELLs also attend after-school programs and tutorials. ELL and Special Education teachers collaborate weekly regarding student progress. The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long-term ELLs, interventions include but are not limited to the following: a focus on listening strategies, incorporating a variety of listening activities; a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing and self-monitoring to model habits of good writers. All current and former ELL students (up to two years) receive test accommodations including, extended time and the use of glossaries/dictionaries.

Additionally, continuous outreach is provided to the parents of ELLs with poor attendance and are invited to meet with appropriate staff on a regular basis. Students' attendance will be closely monitored and followed up with letters and phone calls home. At this same meeting, parents will again be advised of the opportunity for their children to attend the after school programs and/or Saturday school.

For ELLs needing more than four years to graduate, the following interventions are provided, but not limited to:

- Scaffolded Regents activities
- P.M./Saturday School program
- Individual Tutorials
- AIS interventions
- At-Risk SETSS support

The transition plan for students reaching proficiency includes close monitoring of academic status; an open door policy to attend the ESL teacher's class for tutoring, resource materials, a review of first draft essays across the disciplines, etc.; access to the ESL teachers for tutorials as needed; content specific Regents tutorials; lunch time tutorials; and Saturday school. Former ELL students are permitted to have testing accommodations for up to two years.

All ELL students are encouraged to participate in the numerous academic, athletic and social groups provided by the school, including: Content specific resource centers with ELL support provided by the ESL teacher, Peer Tutoring, Boys and Girls Softball, Boys and Girls Basketball, Drama, College for Every Student, Gay/Straight Alliance, Leadership, Future Teacher's Club.

The ELL teacher has received professional development in Achieve 3000 in preparation for ELL student participation in September 2009. Achieve 3000 is a computer soft-ware program that provides individualized instruction to improve student reading comprehension and writing proficiency across content areas. The school library has books, magazines, videos and DVDs in Spanish. Translation monies have been used to translate the newsletter, the orientation packet, the promotion in doubt letter, and the lateness policy.