



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RICHARD R. GREEN HIGH SCHOOL OF TEACHING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M580

PRINCIPAL: DAVID RAUBVOGEL EMAIL: DRAUBVO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
David Raubvogel	*Principal or Designee	
Jolan Nagi	*UFT Chapter Leader or Designee	
Robin Taylor	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jeff Vogel	Member/ Parent	
Julia Burgos	Member/Parent	
Kim Vogel	Member/Parent	
Darryl Zaontz	Member/Teacher	
Jackie Mayol	Member/Assistant Principal	
Ritu Singh	Member/Student	
Erika Pardo	Member/Student	
Anita Rampersaud	Student	
Iridiane Cubias	Student	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012 all students will make progress toward achieving the 80% State graduation rate standard as evidenced by a 10% increase in the graduation rate (based on the school’s 2011-12 Progress Report and the 2012-13 State Accountability and Overview Report).

Interim Progress:

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 Progress to Regents and ACUIITY periodic assessments.
3. Student progress will be shared in an ongoing basis with students and families through Jupiter Grades.
4. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data.

Comprehensive Needs Assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Richard R. Green received a grade of C on the 2010-2011 Progress Report and a Proficient on its Quality Review.

Overall trends indicate improvement in credit accumulation and most Regents performance categories. The school experienced a significant drop-off in its 4 year graduation rate in 2010-11 and performance on the Global History Regents. In addition, the school has struggled over the last two years with meeting African American and Hispanic subgroup AMOs in ELA. The school did show continued improvement in all credit accumulation categories as well as improvement in the Weighted Regents Pass Rate as well as performance results on Regents in math, science and English. The following analysis shows the basis for these findings and summarizes trends over the last two to three years.

Metric	2009-10	2010-11	% change	% of Peer Range 2009-10	% of Peer Range 2010-11	Peer Avg 2010-11	% of City Range 2009-10	% of City Range 2010-11	City Avg 2010-11

Credits Yr1	68.6	74.4	+8.45	36.9	47.4	75.4	44.6	53.0	75.4
Low 1/3 Yr1	40.4	52.0	+28.7	23.4	40.8	57.6	27.4	41.0	60.1
Credits Yr2	59.7	67.1	+12.39	28.2	40.9	70.8	32.0	43.9	71.2
Low 1/3 Yr2	31.5	42.2	+33.96	19.8	30.1	53.7	18.4	32.5	58.3
Credits Yr3	49.0	59.7	+21.83	8.5	25.3	69.2	12.8	32.8	69.7
Low 1/3 Yr3	25.0	39.6	+58.4	12.0	29.1	52.0	11.0	29.8	55.6
Weighted Regents Pass	35.7	41.9	+17.36	63.5	40.3	46.1	51.3	43.8	47.0
Regents ELA	.88	1.18	+30.0	39.1	48.1	1.2	43.2	52.8	1.15
Regents Math	1.82	1.87	+2.7	103.5	81.7	1.35	91.6	85.2	1.30
Regents Science	1.45	1.73	+19.3	75.2	72.8	1.37	72.4	75.0	1.31
Regents Global	.93	.70	(24.7)	52.8	18.4	1.37	53.6	21.1	1.25
Regents US History	1.08	1.15	+6.48	62.1	41.4	1.25	64.8	50.8	1.14
4 yr Grad Rate	67.6	60.8	(10.05)	51.8	30.0	69.4	51.1	39.1	68.9
4 yr Weight Rate	140.1	124.0	(16.1)	60.6	35.0	142.3	52.5	32.6	143.2
6 yr Grad Rate	64.8	62.9	(1.9)	41.2	23.1	73.8	40.6	40.5	73.8
6 yr Weight Rate	122.4	129.3	+5.33	52.3	44.0	136.4	44.3	44.0	140.7

1. **Credit accumulation** has been uneven from 2009-2010 to 2010-2011, but the school is on an upward trajectory in all credit accumulation categories. Still, the absolute numbers of students succeeding needs to increase. From 2009-2010 to 2010-2011 credit accumulation for:

- 1st year students increased by 8.45% to 74.4%
- 2nd year students increased by 12.39% to 67.1%
- 3rd year students increased by 21.83% to 59.7%

Credit accumulation has also improved for our lowest third. Although the number of students accumulating 10 credits improved, the numbers are still too low on an absolute basis and are one of the contributing factors to the drop-off in our 4-year graduation rate.

- 1st year students increased by 28.7% to 52.0%
- 2nd year students increased by 33.96% to 42.2%
- 3rd year students increased by 58.4% to 39.6%

2. **Regents results** for those scoring a 65 or higher have improved in ELA, math, science and US History. Global History results as defined by the Weighted Regents Pass Rate declined last year by 24.7%. The chart above illustrates the gains made in the ELA, math, science and US history Regents.

3. **Special Populations:** Richard R. Green has struggled with special populations and ethnic groups that comprise our lower third. Graduation rates for 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 were high enough to garner extra credit on the Progress Report.

4. **Graduation:** In 2010, the number of Advanced Regents Diplomas increased to 16 and for the first time we had 3 Advanced Regents with Honors. For the 2010-11 school year, the number of Advanced Regents diplomas dropped to 8 and there was only 1 Regents Diploma with Honors. Our four-year graduation rate declined by 10%, while our six-year graduation rate declined by 1.9%. This decline was a result of poor credit accumulation, low Regents results and poor attendance by last year's cohort.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. Further develop our PLCs in order to more fully utilize a data-driven inquiry approach to plan together, analyze student work and share successful strategies (teachers in PLCs work collaboratively to develop common assessments).
 2. Reduce class size in 90% of classes.
 3. Program an extra period of math everyday for 9th grade Algebra.
 4. Program an extra 2-3 periods/week of support for Global History and English.
 5. Increase ongoing communication and self-monitoring through the use of DataCation (an online grading system).
 6. Develop resource centers in all core subjects for after school tutoring and support.
 7. Develop a Global History Regents Review class that utilizes the Kaplan Regents Review Program.
 8. Offer AIS Services as pull-outs and push-ins from targeted classes.
 9. Develop a credit recovery program for second year students who failed all or most of their 9th grade classes.
 10. Provide ongoing professional development targeting strategies for working with at-risk populations and differentiation strategies to help all students accelerate learning.

Target Population: All students

Responsible Staff: Principal, Assistant Principal Instructional Support, Guidance Counselors, Related Service Providers, Content

Teachers

Implementation timeline: September 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

- holding an annual Title I Parent Curriculum Conference;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
 - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**

Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

1. Provide professional development for the Kaplan program, differentiation strategies and SMART Boards. **(Title I Per Session Job ID GHGU7).**
2. Provide a professional development series on differentiating n the classroom **(Title I Per Session Job ID GHGU7)**

3. Reduce class size for 90% of classes.
4. Resources for per session for Resource Centers and Saturday Programs (**FSF Per Session Job ID GI0TL**).
5. Program AIS services into teachers' programs.
6. Annual cost of Jupiter Grades subscription (**Title I OTPS Activity Code #XFME**).

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the passing percentages on Regents Examinations, specifically Global History, English and US History.

1. Passing percentages of students scoring a 65 on the Global and 75 on the English and Algebra will increase.
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.

Projected improvement:

1. Passing percentages of students scoring a 65 on the Global and 75 on the English and Algebra 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.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Overall trends indicate improvement in credit accumulation and most Regents performance categories. The school experienced a significant drop-off in its 4 year graduation rate in 2010-11 and performance on the Global History Regents. In addition, the school has struggled over the last two years with meeting African American and Hispanic subgroup AMOs in ELA. The school did show continued improvement in all credit accumulation categories as well as improvement in the Weighted Regents Pass Rate as well as performance results on Regents in math, science and English. The following analysis shows the basis for these findings and summarizes trends over the last two to three years.

Metric	2009-10	2010-11	% change	% of Peer Range 2009-10	% of Peer Range 2010-11	Peer Avg 2010-11	% of City Range 2009-10	% of City Range 2010-11	City Avg 2010-11
Weighted Regents Pass	35.7	41.9	+17.36	63.5	40.3	46.1	51.3	43.8	47.0
Regents ELA	.88	1.18	+30.0	39.1	48.1	1.2	43.2	52.8	1.15
Regents Math	1.82	1.87	+2.7	103.5	81.7	1.35	91.6	85.2	1.30
Regents Science	1.45	1.73	+19.3	75.2	72.8	1.37	72.4	75.0	1.31
Regents Global	.93	.70	(24.7)	52.8	18.4	1.37	53.6	21.1	1.25
Regents US History	1.08	1.15	+6.48	62.1	41.4	1.25	64.8	50.8	1.14
4 yr Grad Rate	67.6	60.8	(10.05)	51.8	30.0	69.4	51.1	39.1	68.9
4 yr Weight Rate	140.1	124.0	(16.1)	60.6	35.0	142.3	52.5	32.6	143.2
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6 yr Weight Rate	122.4	129.3	+5.33	52.3	44.0	136.4	44.3	44.0	140.7

1. **Regents results** for those scoring a 65 or higher have improved in ELA, math, science and US History. Global History results as defined by the Weighted Regents Pass Rate declined last year by 24.7%. The chart above illustrates the gains made in the ELA, math, science and US history Regents.

2. **Graduation:** In 2010, the number of Advanced Regents Diplomas increased to 16 and for the first time we had 3 Advanced Regents with Honors. For the 2010-11 school year, the number of Advanced Regents diplomas dropped to 8 and there was only 1 Regents Diploma with Honors. Our four-year graduation rate declined by 10%, while our six-year graduation rate declined by 1.9%. This decline was a result of poor credit accumulation, low Regents results and poor attendance by last year's cohort.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
- d) **timeline for implementation.**

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 ((teachers in PLCs work collaboratively to develop common assessments).
2. Reduce class size in 90% of classes
3. Program Global History as a thematic tenth grade one-year course in a restructured eight period model.
4. Program an extra period of math everyday for 9th grade Algebra.
5. Program two to three extra periods/week of English support.
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 Jupiter Grades (an online grading system).

Target Population: All students

Responsible Staff: Principal, Assistant Principal Instructional Support, English teachers and Global History teachers, peer tutors

Implementation timelines: September 2011-June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

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

- holding an annual Title I Parent Curriculum Conference;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.
 - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. Train teachers in the use of Acuity data to differentiate instruction (**Title I Per Session Job ID GHGU7**).
 2. Professional Development costs for AVID and SMART Technology strategies (**Title I Per Session Job ID GHGU7**).
 3. Provide professional development for the Kaplan program, differentiation strategies and SMART Boards (**Title I Per Session Job ID GHGU7**).
 4. Annual cost of Jupiter Grades subscription (**Title I OTPS Activity code # XFME**).
 5. Reduce class size for 90% of classes.
 6. Resources for per session for Resource Centers and Saturday Programs (**FSF Per Session Job ID GI0TL**).
 7. Program AIS services into teachers' programs.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve learning outcomes for all students by expanding the supports for student learning goals through continued development of Professional Learning Communities (PLCs) and use of differentiation strategies

1. By March 2012, all teachers will receive professional development on differentiation and the work of teacher teams through a 4 part series provided by the Leadership and Learning Institute by March 2012.
2. By June 2012 75% of PLCs will have a developed protocol for analyzing student work and a protocol for capturing the evidence of that work and how it is being used to inform planning and instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Overall trends indicate improvement in credit accumulation and most Regents performance categories. The school experienced a significant drop-off in its 4 year graduation rate in 2010-11 and performance on the Global History Regents. In addition, the school has struggled over the last two years with meeting African American and Hispanic subgroup AMOs in ELA. The school did show continued improvement in all credit accumulation categories as well as improvement in the Weighted Regents Pass Rate as well as performance results on Regents in math, science and English. The following analysis shows the basis for these findings and summarizes trends over the last two to three years.

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1. **Credit accumulation** has been uneven from 2009-2010 to 2010-2011, but the school is on an upward trajectory in all credit accumulation categories. Still, the absolute numbers of students succeeding needs to increase. From 2009-2010 to 2010-2011 credit accumulation for:

- 1st year students increased by 8.45% to 74.4%
- 2nd year students increased by 12.39% to 67.1%
- 3rd year students increased by 21.83% to 59.7%

Credit accumulation has also improved for our lowest third. Although the number of students accumulating 10 credits improved, the numbers are still too low on an absolute basis and are one of the contributing factors to the drop-off in our 4-year graduation rate.

- 1st year students increased by 28.7% to 52.0%
- 2nd year students increased by 33.96% to 42.2%
- 3rd year students increased by 58.4% to 39.6%

2. **Regents results** for those scoring a 65 or higher have improved in ELA, math, science and US History. Global History results as defined by the Weighted Regents Pass Rate declined last year by 24.7%. The chart above illustrates the gains made in the ELA, math, science and US history Regents.

3. **Special Populations:** Richard R. Green has struggled with special populations and ethnic groups that comprise our lower third. Graduation rates for 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 were high enough to garner extra credit on the Progress Report.

4. **Graduation:** In 2010, the number of Advanced Regents Diplomas increased to 16 and for the first time we had 3 Advanced Regents with Honors. For the 2010-11 school year, the number of Advanced Regents diplomas dropped to 8 and there was only 1 Regents Diploma with Honors. Our four-year graduation rate declined by 10%, while our six-year graduation rate declined by 1.9%. This decline was a result of poor credit accumulation, low Regents results and poor attendance by last year's cohort.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) **strategies/activities that encompass the needs of identified student subgroups,**
 - b) **staff and other resources used to implement these strategies/activities,**
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - d) **timeline for implementation.**
1. Build common planning time for all PLCS into Circular 6 (teachers in PLCs work collaboratively to develop common assessments).
 2. Develop a more streamlined protocol for analyzing student work and development of learning goals.
 3. Continue to develop curriculum maps in all subjects.
 4. Provide ongoing professional development (including a 4 part series with the Leadership and Learning Institute) targeting strategies for building strong PLCs, analyzing student work and developing use of differentiation strategies to support student learning goals.
 5. Provide teacher driven and facilitated Professional Development opportunities in AVID literacy, inquiry and differentiation strategies through our Professional Fridays.
 6. Provide opportunities for intervisitations both within Richard Green and to other schools.

Target Population: All students

Responsible Staff: All school staff

Implementation timelines: September 2011-June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

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

- holding an annual Title I Parent Curriculum Conference;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
 - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and un-qualified teachers.**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

N/A

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
 1. Resources for professional development (**Title I Per Session Job ID GHGU7**).
 2. Coverages for teachers when intervisiting classes at Richard Green or other schools (**C4E Per Diem Job ID GHGBU**).
 3. Resources to pay for the Leadership and Learning Series: (**Title I OTPS Job ID XFME**)

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By March 2012, all students will engage in at least 1 literacy and 1 math task aligned with the Common Core Standards in order to increase the rigor in daily instruction.

Evidence will include:

- student work and analysis thereof
- PLC agendas and work product
- classroom and PLC observations
- developed rigorous units of study aligned with the CCS.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Overall trends indicate improvement in credit accumulation and most Regents performance categories. The school experienced a significant drop-off in its 4 year graduation rate in 2010-11 and performance on the Global History Regents. In addition, the school has struggled over the last two years with meeting African American and Hispanic subgroup AMOs in ELA. The school did show continued improvement in all credit accumulation categories as well as improvement in the Weighted Regents Pass Rate as well as performance results on Regents in math, science and English. The following analysis shows the basis for these findings and summarizes trends over the last two to three years.

Metric	2009-10	2010-11	% change	% of Peer Range 2009-10	% of Peer Range 2010-11	Peer Avg 2010-11	% of City Range 2009-10	% of City Range 2010-11	City Avg 2010-11
4 yr Grad Rate	67.6	60.8	(10.05)	51.8	30.0	69.4	51.1	39.1	68.9
4 yr Weight Rate	140.1	124.0	(16.1)	60.6	35.0	142.3	52.5	32.6	143.2
6 yr Grad Rate	64.8	62.9	(1.9)	41.2	23.1	73.8	40.6	40.5	73.8
6 yr Weight Rate	122.4	129.3	+5.33	52.3	44.0	136.4	44.3	44.0	140.7

College Prep	28.0	23.3	29.8
College Readiness	19.2	13.6	21.5
College Enrollment	57.4	47.1	50.4

1. Progress Report College Metrics: Based on the 2010-11 Progress Report, Richard Green exceeded its Peer Group average in all three metrics and almost met the City average for College Prep and Readiness and exceeded the City average for College Enrollment. Despite a strong showing within our peer group, more work needs to be done to raise the number of students that graduate college and career ready.

- College Prep: Richard Green v. City Average 23.3 vs 29.8
- College Readiness: Richard Green v. City Average 19.2 vs. 21.5
- College Enrollment: Richard Green v. City Average 57.4 vs. 50.4.

2. Graduation: In 2010, the number of Advanced Regents Diplomas increased to 16 and for the first time we had 3 Advanced Regents with Honors. For the 2010-11 school year, the number of Advanced Regents diplomas dropped to 8 and there was only 1 Regents Diploma with Honors. Our four-year graduation rate declined by 10%, while our six-year graduation rate declined by 1.9%. This decline was a result of poor credit accumulation, low Regents results and poor attendance by last year's cohort.

Instructional strategies/activities

- **Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:**
 - a) **strategies/activities that encompass the needs of identified student subgroups,**
 - b) **staff and other resources used to implement these strategies/activities,**
 - c) **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - d) **timeline for implementation.**
 1. Develop rigorous tasks in literacy and math that are aligned with the Common core Standards and the instructional expectations for the school year (teachers in PLCs work collaboratively to develop common assessments).
 2. Student work generated from the literacy and math task will be analyzed by the PLCs and used to inform future instruction (teachers in PLCs work collaboratively to develop common assessments).
 3. Develop a more streamlined protocol for analyzing student work.
 4. Provide Professional Development in strategies for analyzing student work.
 5. Build common planning time for all PLCS into Circular 6.
 6. Continue to develop curriculum maps in all subjects.
 7. Provide Professional Development in AVID literacy, inquiry and differentiation strategies.

Target Population: All students

Responsible Staff: All faculty

Implementation timelines: September 2011-June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

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

- holding an annual Title I Parent Curriculum Conference;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
 - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and un-qualified teachers.**

Service and program coordination

- **Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.**

N/A

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

- 1 Resources for professional development (**Title I Per Session Job ID GHGU7**).
- 2 Resources for Inquiry work (**ARRA RTTT Per Session Job ID GIOWH**)

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 increase the passing percentages on the ELA Regents (to meet our 2011-12 AMO) for all subgroups with an emphasis on African-American and Hispanic subgroups.

Passing percentages on the ELA Regents for all subgroups will increase as measured by meeting the AMO target on the Annual School Report Card. According to the current cohort size, the current year ELA AMOs are 174 for the entire cohort, 172 for Hispanic students and 169 for African –American students.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Overall trends indicate improvement in credit accumulation and most Regents performance categories. The school experienced a significant drop-off in its 4 year graduation rate in 2010-11 and performance on the Global History Regents. In addition, the school has struggled over the last two years with meeting African American and Hispanic subgroup AMOs in ELA.

Metric	2009-10	2010-11	% change	% of Peer Range 2009-10	% of Peer Range 2010-11	Peer Avg 2010-11	% of City Range 2009-10	% of City Range 2010-11	City Avg 2010-11
Weighted Regents Pass	35.7	41.9	+17.36	63.5	40.3	46.1	51.3	43.8	47.0
Regents ELA	.88	1.18	+30.0	39.1	48.1	1.2	43.2	52.8	1.15
Regents Math	1.82	1.87	+2.7	103.5	81.7	1.35	91.6	85.2	1.30
Regents Science	1.45	1.73	+19.3	75.2	72.8	1.37	72.4	75.0	1.31
Regents Global	.93	.70	(24.7)	52.8	18.4	1.37	53.6	21.1	1.25
Regents US History	1.08	1.15	+6.48	62.1	41.4	1.25	64.8	50.8	1.14

4 yr Grad Rate	67.6	60.8	(10.05)	51.8	30.0	69.4	51.1	39.1	68.9
4 yr Weight Rate	140.1	124.0	(16.1)	60.6	35.0	142.3	52.5	32.6	143.2
6 yr Grad Rate	64.8	62.9	(1.9)	41.2	23.1	73.8	40.6	40.5	73.8
6 yr Weight Rate	122.4	129.3	+5.33	52.3	44.0	136.4	44.3	44.0	140.7

- 1 State Accountability:** The 2009-2010 State Accountability Report indicated that our PI for the ELA African-American subgroup was 162 and our AMO was 163. We did not meet our AMO for that subgroup. For 2010-2011 we met our AMO for the African-American subgroup for ELA but did not meet our AMO for Hispanic and Economically Disadvantaged students (159:170 and 171:172 respectfully). This resulted in our failing to meet our AMO target for ELA for All students (171:173). The school has now been designated as a SINI school: Comprehensive Year I.
- 2 Graduation:** In 2010, the number of Advanced Regents Diplomas increased to 16 and for the first time we had 3 Advanced Regents with Honors. For the 2010-11 school year, the number of Advanced Regents diplomas dropped to 8 and there was only 1 Regents Diploma with Honors. Our four-year graduation rate declined by 10%, while our six-year graduation rate declined by 1.9%. This decline was a result of poor credit accumulation, low Regents results and poor attendance by last year's cohort.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- 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 Reduce class size in 90% of classes
 - 3 Program Global History as a thematic tenth grade one-year course in a restructured eight period model.
 - 4 Program an extra period of math everyday for 9th grade Algebra.
 - 5 Program two to three extra periods/week of English support.
 - 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 Jupiter Grades (an online grading system).

Interim Progress

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 predictive assessments.
3. Student progress is also reviewed at the end of each marking period (5-6 weeks) through report card data.

Target Population: All students with an emphasis on African American and Hispanic students

Responsible Staff: Principal, Assistant Principal Instructional Support, English teachers and Global History teachers, peer tutors

Implementation timelines: September 2011-June 2012

Strategies to increase parental involvement

- **Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**

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

- holding an annual Title I Parent Curriculum Conference;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
 - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
 - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
 - **Mentors are assigned to support struggling and un-qualified teachers.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - 1 Train teachers in the use of Acuity data to differentiate instruction (**Title I Per Session Job ID GHGU7**).
 - 2 Professional Development costs for AVID and SMART Technology strategies (**Title I Per Session Job ID GHGU7**).
 - 3 Provide professional development for the Kaplan program, differentiation strategies and SMART Boards (**Title I Per Session Job ID GHGU7**).
 - 4 Annual cost of Jupiter Grades subscription (**Title I OTPS Activity code # XFME**).
 - 5 Reduce class size for 90% of classes.
 - 6 Resources for per session for Resource Centers and Saturday Programs (**FSF Per Session Job ID GI0TL**).

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	138	104	112	11	8	0	4	
10	n/a	25	21	10	5	0	4	
11	14	20	13	64	4	0	5	
12	22	22	25	67	0	0	2	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
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.
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, and Chemistry. We offer small group and one-to-one tutoring during the school day, after school and during Saturday programs.
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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 02m580

School Name: Richard R. Green High School of Teaching

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For the 2009-10 school year, the school missed its AMO target for English Language Arts: subgroup African American as follows

- 1 student.

For the 2010-2011 school year, the school missed its AMO targets for English Language Arts: subgroups All, Hispanic and Economically Disadvantaged as follows:

- All: 1 student
- Hispanic: 3 students
- Economically disadvantaged: 1 student

In this case they were the same students in each group.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - The school will implement a comprehensive afterschool tutoring program.
 - The school will provide additional reading support through Achieve 3000 for ELL students and students with below grade level reading scores.
 - The school will provide additional Regents prep support through Aventa Learning.
 - The school will provide professional development in the following areas:
 - Differentiated instruction
 - Effective practice working in professional learning communities
 - AVID strategies
 - SMART technology training
 - Use of PD360 to aid in providing targeted feedback
 - Reduced class size in 90% of classes

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

- **The school will provide professional development in the following areas:**
 - **Differentiated instruction**
 - **Effective practice working in professional learning communities**
 - **AVID strategies**
 - **SMART technology training**
 - **Use of PD360 to aid in providing targeted feedback**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers:

- **Receive mentoring through an assigned mentor.**
- **Are also assigned a "buddy" teacher who can also support them.**
- **Are encouraged to intervisit other teachers in their discipline.**
- **Are encouraged to avail themselves of professional development opportunities based on targeted feedback from informal and formal observations**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will utilize the letter template provided and send it to all parents in English and Spanish. The letter will also be posted on the school's website.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Robert Hernandez	District 02	Borough Manhattan	School Number 580
School Name Richard R. Green High School of Teaching			

B. Language Allocation Policy Team Composition [?](#)

Principal David Raubvogel	Assistant Principal Jackie Mayol
Coach type here	Coach type here
ESL Teacher Shannon Guerrero, ESL Teacher	Guidance Counselor Seth Arzt
Teacher/Subject Area Gina Malanga, English Teacher	Parent Kim Vogel
Teacher/Subject Area Chung-Hee Han, Math Teacher	Parent Coordinator Lisa Morales-Miley
Related Service Provider Pauline Kennedy-Rice	Other type here
Network Leader Roberto Hernandez	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	611	Total Number of ELLs	40	ELLs as share of total student population (%)	6.55%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The assistant principal 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 the end of the school year. While 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. The assistant principal monitors ATS reports throughout the school year to identify other possible ELL students newly enrolled to the school. Similar orientation workshops are provided when necessary. The assistant principal uses appropriate ATS reports to identify NYSESLAT results to identify student programming needs.

In order to initially identify possible English Language Learners, the following steps are taken. This process which starts at the beginning of the school year is on-going. Parents of all students who are newly admitted to the New York City public school system and those students coming from Parochial or private schools complete the Home Language Identification Survey (HLIS). In conjunction with administering the HLIS, an informal interview in their native language and English along with a formal initial assessment is conducted by the certified English as a second language (ESL) teacher/coordinator. If necessary, an informal interview is also conducted in the native language with the help of the parent coordinator. Depending on the results of the HLIS and the interview, the Language Assessment Battery-Revised (LAB-R) and the Spanish LAB for the Spanish Speaking students is given within 10 school days to those students who are eligible. Every spring during the months of April and May, all ELLs are evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Parent notification letters (in English and the student/parent native language) are sent home to inform parents that the students will be taking the NYSESLAT and the importance of taking it.

Once a student had been identified as an ELL, the student's parent/guardian is given an informational guide in their home language about the important points of selecting a program for students learning English as a second language. At this time, parents receive information about Transitional Bilingual, Dual Language, and Freestanding ESL Programs. Parents are shown the orientation video to inform them of the program choices available (Transitional Bilingual Education, Dual Language, Free Standing ESL) to them. They are given a Parent Survey and Program Selection Form in English and their home language. Next, parents are given time to read the information, ask questions, and complete the forms. If additional time is needed, parents are asked to return the form the following day. Parent Survey and Program Selection Forms are stored in the students' cumulative folders and a copy is kept on file in the assistant principal's office. Parents understand that they have the option of transferring their child to a school where their program of choice is offered. The school maintains an account of parents who request either the Transitional Bilingual program and the Dual Language program and is willing to start a program as soon as we reach the required number. The ELL coordinator and the Assistant Principal and necessary support staff provides outreach to ensure all parents return required forms.

Moreover, every fall, parents are invited and encouraged to attend an orientation session for parents of ELLs. Letters are sent home and phone calls are made to inform parents and students about the importance of attending this orientation. At this orientation session, the Assistant Principal, ESL Coordinator and Parent Coordinator review the information that was previously disseminated, answer any

questions that the parents may have about program selection or students who are learning English as a second language, ensure parents understand the transfer option if their program of choice is not available in the school. At the conclusion of the meeting, any forms that have not been returned are collected. Individual orientations are provided for newly enrolled students throughout the school year. During the fall, both entitlement and non-entitlement letters are distributed to parents of ELLs. The entitlement letters are maintained in a file drawer in the Assistant Principal's office. The program models offered are aligned with parent request.

For the 2010-2011 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. Approximately 99% 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.

For those parents seeking Transitional Bilingual Education or Dual Language Programs, the assistant principal assists parents (with appropriate translators when necessary) in making appointments with the appropriate DOE program placement personnel.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	22

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	1	11	0	4	22	0	12	40
Total	7	0	1	11	0	4	22	0	12	40

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	10	4	7	37
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other												1	0	1
TOTAL	0	17	10	6	7	40								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Richard R. Green has a free-standing program which offers ESL services to students based on their NYSESLAT/LAB-R results. The school offers only a free-standing ESL program comprised of two ESL classes. Intermediate ELLs receive the mandated 360 minutes per week of ESL instruction (two units of study). Advanced-level ELLs receive 180 minutes per week of ESL instruction (one period of instruction). Advanced-level ELLs also receive ELA instruction for 180 minutes per week (one unit of study). Beginner students receive an additional 90 minutes (for a total of 540 minutes) of ESL instruction. The ESL service is provided by our certified ESL teacher in a self-contained environment. Initially, the students are placed according to LAB-R scores and NYSESLAT scores. Students receive instruction in the following content: ESL, English, Math, Social Studies, Science, Art, Music or Physical Education. Entering 9th grade students are grouped and placed according to NYSESLAT scores, and placement tests. The length of time in an English speaking program is taken into account. Once in the program, placement is adjusted according to the student's proficiency in English and in accordance with ELL related mandates. Instruction is delivered using English as a Second Language Methodologies as well as native language support in all content area classes. Native language materials such as glossaries and bilingual dictionaries are provided for students. The school does not offer a bilingual program; therefore, the program does not offer native language instruction.

In an effort to ensure that the mandated number of instructional minutes is provided, a review of students' schedules is conducted and mandated minutes of instruction in each student program are verified. Changes are made in students' programs if required. Instructional approaches and methods used to make content comprehensible to enrich language development include: the infusion of ESL methodology in content area instruction, infusion of all four language modalities, listening, speaking, reading, and writing in all classes,

A. Programming and Scheduling Information

use of cooperative groups, analyzing assessment data to inform and improve instruction, utilization of appropriate instructional materials, the use of native language support, and native language materials. Glossaries, bilingual dictionaries, and Achieve 3000 with Spanish support are used in the program.

Currently, we do not have any SIFE ELLs. However, if during the course of the year, we admit SIFE students, we plan to provide additional support by developing the student literacy skills in the four modalities in the English language during our regular school hours and during our extended day program.

All content area teachers are aware of ELL student status and educational needs based on the NYSESLAT results, and consultation with the ESL teacher. Differentiated instructional methodologies which incorporate ESL strategies 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 area teachers are aware of ELL student's 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 skills 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 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.

ELLs in US schools less than three years (newcomers) are placed in a program based on the Parent Survey and Program Selection Form. If the parents select ESL, these students are then placed in the appropriate freestanding ESL classes based on their LAB-R scores and initial assessment. These will partake in the Achieve 3000 reading program. The ESL teacher provided individualized instruction to meet student needs. In addition, extended one-to-one instruction is provided by the ESL teacher.

ELLs in schools receiving 4-6 years of ESL service are programmed for the mandated units of ESL instruction based on their proficiency levels indicated by their NYSESLAT scores. These students are encouraged to attend the after school academic intervention services. Furthermore, ELLs receiving 4-6 years of service participate in the Achieve 3000 reading program.

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 limited to the following: 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; a focus on listening strategies incorporating a variety of listening activities. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners' linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process in order to support students with their academic literacy skills with a specific focus on higher-order thinking and writing skills and literary elements and techniques. In addition, the students take advantage of the Achieve 3000 web-based differentiated-instruction reading program.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
100%	Lessons and lessons that draw upon multiple intelligences are implemented to encourage student participation and content comprehension.	
75%	ELL students are taught specific organizational, study and test-taking skills. Content area teachers are provided with bi-lingual dictionaries and glossaries. ELL-SWDs receive all services mandated on their IEPs. In order to ensure that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program, a revision of the IEP and ESL reports such as the PLAT, DNMP, and DLIP is conducted by the appropriate personnel.	
50%		
25%		
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Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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.

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.

We plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs. ELLs are offered equal access to all school programs. ELLs are also included in this process. ELLs are offered after school tutoring from Monday through Thursday; the students have an opportunity to attend tutoring in ESL, Math, Science, and Social Studies. Smart boards are installed in every classroom as a way to fuse technology in the content areas. Textbooks which help to develop the four language modalities, reading, writing, listening, and speaking are used in class. The Achieve 3000 reading program is also being implemented in order to help students improve their English language skills with a specific focus on reading and comprehension.

Native language support is delivered in multiple ways. Teachers support instruction with the use of the native language. ELLs are encouraged to use their knowledge and understanding of their native language to support their learning of English and the content areas. Resources and required services correspond to each ELLs age and grade level.

Newly enrolled ELLs have the opportunity to attend the school's summer program. The students are offered a class in English as a Second Language, Math, Music, Physical Education, and Art. They also participate in guidance counseling sessions. They are also provided five hours of orientation prior to the start of the school year.

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 not be limited to the

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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

Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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October

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November

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Questioning and Discussion Techniques

Smart Board Training

Weekly PLC meeting with English and ESL teachers.

Monthly professional development meetings which include targeting ELLs for academic support.

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A professional development log is maintained as a record of professional development attended by teachers and staff.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language
1. How do you evaluate the needs of the parents? 100%		
3. How do you evaluate the needs of the parents? 75%		
4. How do you evaluate parental involvement activities? 50%		
All incoming students are provided five hours of... 25%		

E. Parental Involvement

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

All incoming students are provided five hours of orientation prior to the start of the school year. Parents and students of ELLs are provided orientation through our ELL teacher. Time is taken to make note of individual student needs so that appropriate support is provided immediately at the start of the school year. 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. Parent participation at Open School events has been very strong and productive. 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. Bi-Lingual Parent coordinator, secretaries and school aides assist in scheduling appointments for meetings with 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.

The school moved to a new location and at this time we don't have any Community Based Organizations providing workshops to our parents. However, we are seeking partnerships in the new neighborhood that can provide services to our ELL parents.

Parental needs are evaluated through parent surveys. In an effort to address parent needs, 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 of ELLs attending PTA meetings

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Additional Information

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

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Weekly PLC meeting with English and ESL teachers.

Monthly professional development meetings which include targeting ELLs for academic support.

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 incorporating ESL strategies 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.

A professional development log is maintained as a record of professional development attended by teachers and staff.

E. Parental Involvement

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

All incoming students are provided five hours of orientation prior to the start of the school year. Parents and students of ELLs are provided orientation through our ELL teacher. Time is taken to make note of individual student needs so that appropriate support is

E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

All incoming students are provided five hours of orientation prior to the start of the school year. Parents and students of ELLs are provided orientation through our ELL teacher. Time is taken to make note of individual student needs so that appropriate support is provided immediately at the start of the school year. 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. Parent participation at Open School events has been very strong and productive. 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. Bi-Lingual Parent coordinator, secretaries and school aides assist in scheduling appointments for meetings with 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.

The school moved to a new location and at this time we don't have any Community Based Organizations providing workshops to our parents. However, we are seeking partnerships in the new neighborhood that can provide services to our ELL parents.

Parental needs are evaluated through parent surveys. In an effort to address parent needs, 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 of ELLs attending PTA meetings

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	3	4
Intermediate(I)										8	5	2	4	19
Advanced (A)										8	5	3	1	17
Total	0	0	0	0	0	0	0	0	0	17	10	5	8	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	8									0	0	0	0
	I										1	0	0	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A										7	1	1	3
	P										9	9	4	3
READING/ WRITING	B										1	0	0	3
	I										8	5	2	4
	A										8	5	3	1
	P										0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	8		3	
Integrated Algebra	28		11	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology	20		6	
Chemistry				
Earth Science	3		1	
Living Environment	20		6	
Physics				
Global History and Geography	15		2	
US History and Government				
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

ELLs literacy skills are assessed using the LAB-R and the Spanish LAB for the Spanish speaking students. Based on the results of the LAB-R, which indicate their initial proficiency level, students are programmed for instruction.

The patterns in the four modalities across proficiency levels and grades reveal that ninth graders are almost evenly split between advanced and proficient levels in listening and speaking and are almost evenly split between the intermediate and advanced levels in reading and

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Richard R. Green</u>		School DBN: <u>02M580</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Raubvogel	Principal		11/29/11
Jackie Mayol	Assistant Principal		11/29/11
Lisa Morales-Miley	Parent Coordinator		11/29/11
Shannon Guerrero	ESL Teacher		11/29/11
Kim Vogel	Parent		11/29/11
Gina Malanga	Teacher/Subject Area		11/29/11
Chung-Hee Han	Teacher/Subject Area		11/29/11
	Coach		11/29/11
	Coach		11/29/11
Seth Arzt	Guidance Counselor		11/29/11
Roberto Hernandez	Network Leader		11/29/11
Pauline Kennedy-Rice	Other <u>Related Service</u>		11/29/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M580 **School Name:** Richard R. Green High School

Cluster: 6 **Network:** 611

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 5 languages other than English spoken in our school. The languages are: Arabic, Bengali, Korean, Vietnamese, and Spanish. The dominant language other than English is Spanish. Ongoing communication with parents is provided through our monthly newsletter. The RLER report indicating our students' home language is shared with the staff.

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 of school documents will be provided to all non-English speaking parents in order to ensure that the information is understood. Parent letters regarding conferences, workshops, Title III, after school programs, curriculum standards, test reports, and parent information packets will 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.

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

The school will include a language assistance services rights notification with all mailings made by the Parent Coordinator. The school will post a notice in the main lobby of the office where translation and interpretation services can be obtained. The school safety plan will include instructions for dealing with parents with language barriers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Richard R. Green	DBN: 02M580
Cluster Leader: Jose Ruiz	Network Leader: Roberto Hernandez
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Richard R. Green has a free-standing ESL program comprised of two ESL classes: We currently serve 40 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week and one Advanced level class meeting for one period a day for 225 minutes per week. Advanced students also receive 180 minutes of ELA instruction. For our 9th grade beginner students, an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided. Student placement in the ESL program will be based on NYSESLAT/LAB-R results. Prior to the start of the school year and at weekly 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 also includes 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 are 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 ACUITY 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 reading, writing, listening, and speaking. The program has two components: an ESL/ELA Academy and two ESL Content Area classes that service 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 and Regents examinations.

The Title III allocation will be used to support the implementation of an Extended Day program and a Saturday Academy. Extended Day classes will be offered at Richard R. Green and run from September to June. The program will take place three times a week from 3:30 - 4:30. Saturday Academy classes will run for 5 weeks in both the Fall and Spring semester. The Saturday tutorial program is offered to students from 9:00 - 12:00. The focus of the supplemental program is skills development in English as well as Math. Both the Extended Day classes and Saturday Academy will be open to all language levels of ELL students. Bilingual dictionaries will be purchased with Title III funding.

Part B: Direct Instruction Supplemental Program Information

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.

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. There is one licensed Math teacher, one licensed ESL teacher and one licensed English as a Second Language teacher. 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.

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.

The Achieve 3000 differentiated reading program will be utilized to supplement reading and writing instruction in the ESL classes and during our extended day tutorials. The ESL Teacher and additional ELA content area teachers will receive Achieve 3000 professional development throughout the year.

Teacher salaries for supplemental instructional and intervention services offered in after school and Saturday settings. ESL/ELA Academy will support 1 teacher X 3 hours X 20 sessions = 60 per session hours @ \$49.73 per hour = \$2,983.80. The ESL Content Area Class will support 2 teachers X 3 hours X 16 sessions = 96 per session hours @ \$49.73 per hour = \$4,774.08

All materials purchased will be supplemental in nature. A total of \$142.12 will be allocated for the purchase of supplies and materials.

Part C: Professional Development

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

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

Begin description here:

Teachers working in the Title III program are strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) sessions. The Network 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.

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.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here:

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 of ELLs attending PTA meetings. 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:

- o Work with the PTA and SLT to establish a menu of activities such as, "Talking to Your Children About the Facts of Life, "Opening the Lines of Communication", "It Takes More Than Talk", that embrace parent involvement in the academic achievement of students.
- o 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.
- o Provide, when necessary metro-cards for parents to travel to and from the school to participate in school events.

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, 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.

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, with literacy, and using technology, as appropriate, to foster parental involvement. 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. Bi-Lingual Parent coordinator, secretaries and school aides assist in scheduling appointments for meetings with 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.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,757.88	\$7,757.88 in teacher salaries for supplemental instructional and intervention services offered in after school and Saturday settings. ESL/ELA Academy 1 teacher X 3 hours X 20 sessions = 60 per session hours @ \$49.73 per hour = \$2,983.80 ESL Content Area Class 2 teachers X 3 hours X 16 sessions = 96 per session hours @ \$49.73 per hour = \$4,774.08
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3,300	Achieve 3000 differentiated instruction reading program
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$142.12	Bilingual dictionaries (23 x \$6.15 = \$141.45)
Educational Software (Object Code 199)	??????	
Travel		
Other		
TOTAL	\$11,200	