



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** RICHMOND HILL HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 27Q475

**PRINCIPAL:** FRANCES DE SANCTIS    **EMAIL:** FDESANC@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**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
Frances De Sanctis	*Principal or Designee	
Charles DiBenedetto	*UFT Chapter Leader or Designee	
Jaysen Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Katherine Fana	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Cheryl Thorpe	Member/	
Usha Singh	Member/	
Ramon Ruiz	Member/	
Katrina Best	Member/	
	Member/	
	Member/	
	Member/	

## **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, increase the graduation rate by meeting or exceeding the 60% graduation target for the 2012 cohort, with a focus on the Black, Hispanic, and Students with Disabilities subgroups, in order to make AYP on the NYS Report Card as well as raise the Student Performance score on the NYC Progress Report.

### **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.

Data analysis for the 2012 cohort (those who are supposed to graduate in June based upon entry into 9<sup>th</sup> grade):

A needs assessment conducted for **824** students identified in the **2012** cohort revealed that only **738** (89.5 %) of these students are actively registered in the school as of September 8<sup>th</sup> 2011. As of the fall 2011 term -1, **282** students have completed all NYS Regents exams requirements for a Regents diploma, **40** have completed exam requirements for an Advanced Regents diploma totaling **322** students **46.3%** of total cohort and **51.8 %** of actively registered students. 90 students in the 2012 cohort require 1 more exam in order to complete their exam requirements. It is anticipated that a minimum of **60%** or **495** students will graduate in June or August, a school wide goal of **659** students who graduate in June or August would equate to **80%** of 2012 cohort meeting the NYS standard for graduation rate.

### **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. By September 2011, create a master list of cohort 2012 students which contains credit accumulation, credit deficiency, and Regents pass rate by content area disaggregated by subgroup (monitored by AP/Data and AP/Guidance and principal).
- 2. By October 2011, hold a Parent Summit for chronically absent students (monitored by AP/Guidance and principal).
- 3. By October 2011, students with chronic attendance issues will be visited by an attendance teacher each marking period (monitored by AP/Guidance).
- 4. By October 1, 2011, guidance counselors will review the outreach for targeted students on a weekly basis and provide additional outreach as needed (monitored by AP/Guidance).
- 5. By October 1, 2011, identify students in cohort 2012 for PM school and APEX recovery credit (monitored by AP/Guidance and AP/Supervision).
- 6. Beginning in September 2011, a minimum of one day per week during common planning time in Small Learning Communities (SLC) will be devoted to inquiry on student attendance and credit accumulation (Daedalus System)(monitored by AP/Supervision).
- 7. Beginning with the third marking period, hold a senior parent assembly every semester (monitored by AP/Guidance and principal).

8. By October 2011, guidance counselors will create a graduation tracking plan, match identified students with a mentor, and conduct weekly meetings to ensure students are on track and offer incentives for these students (monitored by AP/Guidance, AP Supervision and principal).
9. By November 2011, a comprehensive plan of extra help and credit recovery will be implemented school wide to address issue of student failure, credit recovery and student attendance (monitored by AP Guidance, APO and principal)
10. By November 2011, each SLC will track at-risk seniors according to sub-group and content area (monitored by AP/Guidance).
11. By December 2011, run failing senior conferences (monitored by assigned SLC counselor, AP Supervision and AP/Guidance).
12. By November, hold conferences with teachers that have high failure rates (monitored by AP/Data and AP/Supervision).
13. By January 2012, hold a follow-up Parent Summit for chronically absent students (monitored by AP/Guidance).
14. By January 2012, each SLC with seniors will implement a “target graduation” plan to monitor, counsel, and provide extra help to seniors at-risk for graduation (monitored by SLC counselor, AP Supervision)

#### **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.
  - provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; workshop by guidance counselors regarding graduation and promotion requirements by grade.
  - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress; Parent and student access to Dadealus; progress reports between marking periods; guidance meetings; parent assemblies
  - provide assistance to parents in understanding City, State and Federal standards and assessments;
  - continue sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via letters mailed, phone messenger, website, podcast, annual calendar, local paper.
  - provide 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;
  - conduct parent summit with accessing community and support services;

### **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.
1. (Ongoing throughout 2011-2012) As positions for certified teachers become available, postings and interviews will consider only candidates who are highly qualified in the area specified in the vacancy. Postings within specific SLCs will include brochures detailing the role of the specific SLC where the opening exists (monitored by APO and principal)
  2. By October 2011, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (APO and principal)
  3. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the principal. Teachers in this program will be required to submit documentation of completion of required training to APO (Monitored by APO and principal)
  4. By June 2012, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (Monitored by principal)

### **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.
1. The Educational Partnership Organization (EPO), required by law for Restart Schools under federal SIG funding, will provide comprehensive training to administration and staff throughout the year in the following areas:
    - By September, 2011 provide an orientation to the Key Practices of the High Schools That Work (HSTW) program (monitored by EPO and principal)
    - By September 2011, provide support through Partnership with Children social workers for Advance academy students in social/emotional development and growth.
    - By September 2011, the South Asian Youth Action (SAYA!) will provide tutoring and mentoring services for at-risk 10<sup>th</sup> grade students who did not meet promotional requirements.
    - By September 2011, provide support to 9<sup>th</sup> grade students through the St. John's Liberty Partnership Program (LPP).
    - By September 2011 through June 2012 Family Assessment Program provide social, emotional and academic support to families in crisis.
    - By October 2011, provide parents and children with tutoring and support services through Supplemental Educational Services (SES).
    - (Ongoing throughout the year) Provide leadership training for principal and APs for implementation of the teacher Effectiveness model, SLC management, instructional strategies and programs (monitored by EPO and principal)
    - By October 2011 develop coordination with Network staff, Talent Coach, NAF representatives, principal and EPO on targeted services and planning (monitored by EPO and principal)
    - By November 2011, conduct a Technical Assistance Visit to identify promising practices and targeted recommendations for continuous school improvement with emphasis on school improvement goals from JIT, QR and identify data trends (monitored by EPO and principal)
    - By November 2011, provide training to guidance staff on guidance/advisement protocols and allow for turnkey reporting
    - By November 2011, establish focus teams centered around SLCs that will address graduation, attendance, student performance as well as career and college readiness. Team leaders and APs will be trained in a leadership model to efficiently conduct meaningful meetings and recommend action
    - By December 2011, Anti-Defamation League (ADL) will provide peer training for students in peer mediation and conflict resolution.

- By January 2012, focus teams will recommend to leadership team a comprehensive attendance/discipline policy (monitored by EPO and principal)
- By January 2012, focus teams will implement an SLC-specific program of extra help and credit recovery

**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.
- Tax Levy FSF : (\$28, 690) Per session for teachers, and guidance counselors for credit recovery (APEX, PM school, graduation committee)
- Title I ARRA SIG: Per session for teacher technology training
- Title I: (\$18,644) OTPS for curriculum and staff development
- Title I ARRA SIG: OTPS: (\$350,977) for Curriculum Staff Development

**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.

By August 2012, increase the number of students in the 2011 cohort passing the English Regents, with a focus on the Black, Asian, Hispanic, ELL and Students with Disabilities subgroups, in order to make AYP in English Language Arts on the NYS Report Card.

**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.

Student NYS assessment data has been analyzed based on cohort in order to identify students in the 2012 cohort who can be targeted for Regents prep and retesting to improve our weighted graduation rate as well as to make AYP. In the 2012 Cohort, the following additional students in each indicated subgroup need to pass the English Language Arts Regents in order for the school to reach the Performance Indices on the NYS Report Card and thus make AYP in all subgroups : Out of the 738 actively registered students **93 or 12.6%of** the 2012 cohort have scored below proficiency level on the NYS ELA Regents and **175** have not been tested, **268** students in total. Of these 268 students still needing to reach proficiency on the ELA Regents **90 out of 115 or 78% are ELL's, 61 out of 83 or 73.4% are Students with Disabilities. Data disaggregated by subgroup indicates, 95 Asian, 129 Hispanic, and 39 black students** in the 2012 cohort have scored below proficiency or have not been tested on the NYS ELA Regents.

**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. By September 2011, provide a literacy coach through the EPO to assess needs in literacy instruction (monitored by EPO and principal)
- 2. By October 2011, literacy coach will provide training in literacy strategies to Ninth Grade Academy (NGA) staff and establish a ninth grade literacy plan (monitored by EPO, AP NGA and principal)
- 3. By November 2011, create Literacy Focus Team among school focus teams within the SLCs to develop and implement a school wide literacy plan (monitored by EPO and principal)
- 4. By December 2011, conduct an assessment of literacy needs of special needs populations and recommend action to the focus teams (monitored by EPO and principal)
- 5. (Ongoing September 2011- April 2012) Teacher Effectiveness training on elements 1a, 3b,3c and 3d as they relate to literacy instruction (planning, questioning, engaging students and assessing students) (monitored by EPO and principal)
- 6. By January, establish benchmark assessments in English classes prepping for Regents exam. Implement assessments, score them and identify strengths and weaknesses ; re-teach accordingly (monitored by EPO, APs Supervision, AP Language Arts and principal)
- 7. By December 2011, provide ongoing coaching on instructional strategies for school administration to assure implementation (monitored by EPO and principal)

**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.
  - provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; workshop by guidance counselors regarding graduation and promotion requirements by grade.
  - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Parent and student access to Dadealus; progress reports between marking periods; guidance meetings; parent assemblies
  - provide assistance to parents in understanding City, State and Federal standards and assessments;
  - continue sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via letters mailed, phone messenger, website, podcast, annual calendar, local paper.
  - provide 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;
  - conduct parent summit with accessing community and support services;

### **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.
1. (Ongoing throughout 2011-2012) As openings for certified teachers become open, postings and interviews will consider only candidates who are highly qualified in the area specified in the opening. Postings within specific SLCs will include brochures detailing the role of the specific SLC where the opening exists (monitored by APO and principal)
  2. By October 2011, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (APO and principal)
  3. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the principal. Teachers in this program will be required to submit documentation of completion of required training to APO (Monitored by APO and principal)
  4. By June 2012, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (Monitored by principal)

### **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.
1. The Educational Partnership Organization (EPO), required by law for Restart Schools under federal SIG funding, will provide comprehensive training to administration and staff throughout the year in the following areas:
    - By September, 2011 provide an orientation to the Key Practices of the High Schools That Work (HSTW) program (monitored by EPO and principal)
    - By September 2011, provide support through Partnership with Children social workers for Advance academy students in social/emotional development and growth.
    - By September 2011, the South Asian Youth Action (SAYA!) will provide tutoring and mentoring services for at-risk 10<sup>th</sup> grade students who did not meet promotional requirements.
    - By September 2011, provide support to 9<sup>th</sup> grade students through the St. John's Liberty Partnership Program (LPP).
    - By September 2011 through June 2012 Family Assessment Program provide social, emotional and academic support to families in crisis.
    - By October 2011, provide parents and children with tutoring and support services through Supplemental Educational Services (SES).
    - (Ongoing throughout the year) Provide leadership training for principal and APs for implementation of the teacher Effectiveness model, SLC management, instructional strategies and programs (monitored by EPO and principal)
    - By October 2011 develop coordination with Network staff, Talent Coach, NAF representatives, principal and EPO on targeted services and planning (monitored by EPO and principal)
    - By November 2011, conduct a Technical Assistance Visit to identify promising practices and targeted recommendations for continuous school improvement with emphasis on school improvement goals from JIT, QR and identify data trends (monitored by EPO and principal)
    - By November 2011, provide training to guidance staff on guidance/advisement protocols and allow for turnkey reporting

- By November 2011, establish focus teams centered around SLCs that will address graduation, attendance, student performance as well as career and college readiness. Team leaders and APs will be trained in a leadership model to efficiently conduct meaningful meetings and recommend action
- By December 2011, Anti-Defamation League (ADL) will provide peer training for students in peer mediation and conflict resolution.
- By January 2012, focus teams will recommend to leadership team a comprehensive attendance/discipline policy (monitored by EPO and principal)
- By January 2012, focus teams will implement an SLC-specific program of extra help and credit recovery
- (Ongoing throughout the year) provide specific training based on identified needs in literacy, math, special needs populations, leadership and team decision making (monitored by EPO and principal)

**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.
- Title I ARRA SIG: \$ 29,914 OTPS for high interest texts for bilingual students and Achieve 3000 to support ELLs  
 \$125,937 Per session for tutoring, PM school, APEX, curriculum development, staff development, focus teams.  
 \$344,977 for EPO coaching for literacy, Special needs, focus teams, SLC development, and staff development conferences

### 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.

By August 2012, increase the number of students in the 2012 cohort passing the Integrated Algebra Regents, with a focus on the ELL's and Students with Disabilities subgroups, in order to make AYP in Mathematics on the NYS Report Card.

#### **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.

Student NYS assessment data has been analyzed based on cohort in order to identify students in the 2012 cohort who can be targeted for Regents prep and retesting to improve our weighted graduation rate as well as to make AYP. In the 2012 Cohort, the following additional students in each indicated subgroup need to reach proficiency on the NYS Math assessment in order for the school to reach the Performance Indices on the NYS Report Card and thus make AYP for all subgroups: Out of the 738 actively registered **187** students in the 2012 cohort were identified as needing NYS Math Regents exam **159** of the 187 students scored below proficiency and **28** were not tested. Of these 187 students still needing to reach proficiency on the NYS Math assessment **45 of 115 or 39% of ELL's, 50 of 83 or 60.2% of Students with Disabilities. Data disaggregated by subgroup indicates, 45 Asian, 104 Hispanic, and 33 black students** in the 2012 cohort have scored below proficiency or have not been tested on the NYS Math Regents.

#### **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. By January 2012, provide a math coach through the EPO to assess needs in mathematics instruction (monitored by EPO and principal)
  2. Beginning January 2011, math coach will provide training in math strategies to Ninth Grade Academy math teachers and Topics in Geometry teachers (monitored by EPO, AP NGA and principal)
  3. By December 2011, conduct an assessment of literacy needs of special needs populations and recommend action to the focus teams (monitored by EPO and principal)
  4. (Ongoing September 2011- April 2012) Teacher Effectiveness training on elements 1a, 3b,3c and 3d as they relate to literacy instruction (planning, questioning, engaging students and assessing students) (monitored by EPO and principal)
  5. By September 2011, establish benchmark assessments in Algebra I and related classes prepping for Regents exam. Implement assessments, score them and identify strengths and weaknesses ; re-teach accordingly (monitored by EPO, APs Supervision, AP math and principal)
  6. By December 2011, provide ongoing coaching on instructional strategies for school administration to assure implementation (monitored by

EPO and principal)

### **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.
  - provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
  - provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; workshop by guidance counselors regarding graduation and promotion requirements by grade.
  - foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Parent and student access to Dadealus; progress reports between marking periods; guidance meetings; parent assemblies
  - provide assistance to parents in understanding City, State and Federal standards and assessments;
  - continue sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via letters mailed, phone messenger, website, podcast, annual calendar, local paper.
  - provide 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;
  - conduct parent summit with accessing community and support services;
  
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### **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.
  1. (Ongoing throughout 2011-2012) As openings for certified teachers become open, postings and interviews will consider only candidates who are highly qualified in the area specified in the opening. Postings within specific SLCs will include brochures detailing the role of the specific SLC where the opening exists (monitored by APO and principal)
  2. By October 2011, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (APO and principal)
  3. By November 2011 develop plan to identify and hire a replacement math AP monitored by APO and principal)
  4. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the principal.

Teachers in this program will be required to submit documentation of completion of required training to APO (Monitored by APO and principal)

5. By June 2012, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (Monitored by principal)

#### **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.
1. The Educational Partnership Organization (EPO) , required by law for Restart Schools under federal SIG funding, will provide comprehensive training to administration and staff throughout the year in the following areas:
    - By September, 2011 provide an orientation to the Key Practices of the High Schools That Work (HSTW) program (monitored by EPO and principal)
    - By September 2011, provide support through Partnership with Children social workers for Advance academy students in social/emotional development and growth.
    - By September 2011, the South Asian Youth Action (SAYA!) will provide tutoring and mentoring services for at-risk 10<sup>th</sup> grade students who did not meet promotional requirements.
    - By September 2011, provide support to 9<sup>th</sup> grade students through the St. John's Liberty Partnership Program (LPP).
    - By September 2011 through June 2012 Family Assessment Program provide social, emotional and academic support to families in crisis.
    - By October 2011, provide parents and children with tutoring and support services through Supplemental Educational Services (SES).
    - (Ongoing throughout the year) Provide leadership training for principal and APs for implementation of the teacher Effectiveness model, SLC management, instructional strategies and programs (monitored by EPO and principal)
    - By October 2011 develop coordination with Network staff, Talent Coach, NAF representatives, principal and EPO on targeted services and planning (monitored by EPO and principal)
    - By November 2011, conduct a Technical Assistance Visit to identify promising practices and targeted recommendations for continuous school improvement with emphasis on school improvement goals from JIT, QR and identify data trends (monitored by EPO and principal)
    - By November 2011, provide training to guidance staff on guidance/advisement protocols and allow for turnkey reporting
    - By November 2011, establish focus teams centered around SLCs that will address graduation, attendance, student performance as well as career and college readiness. Team leaders and APs will be trained in a leadership model to efficiently conduct meaningful meetings and recommend action
    - By December 2011, Anti-Defamation League (ADL) will provide peer training for students in peer mediation and conflict resolution.
    - By January 2012, focus teams will recommend to leadership team a comprehensive attendance/discipline policy (monitored by EPO and principal)
    - By January 2012, focus teams will implement an SLC-specific program of extra help and credit recovery
    - (Ongoing throughout the year) provide specific training based on identified needs in literacy, math, special needs populations, leadership and team decision making (monitored by EPO and principal)

**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.
- Title I ARRA SIG: \$62,908 OTPS updated math texts  
\$71,000 OTPS for smart boards to enhance instruction  
\$125,937 Per session for tutoring, PM school, APEX, curriculum development, staff development, focus teams, and inquiry teams to examine outcomes and devise strategies  
\$344,977 for EPO coaching for math, special needs, focus teams, SLC development, staff development conferences

## 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 June 2011, increase the annual student attendance rate to 85%

### **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.  
Based on data review for the past 3 years school years, attendance rates have been 80.2%, 82.6%, and 80.9% respectively. In order for student performance to improve, students must regularly attend school.

### **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.
- By September 2011, design and implement an intensive program to enroll students on register.
- By September 30, 2011, collect and analyze weekly attendance data to determine average attendance rates and percentages of students at each stage of attendance (number at 100%, number between 90 and 100%, 80-90%, etc).
- Use designated personnel to implement plan to bring students on register to school by October 31, 2011
  - Attendance teachers conduct home visits based on 407 reports and guidance counselor referrals
  - Daily phone master for students who are absent
  - Guidance counselors conduct parent/student conferences regarding attendance issues/concerns
  - Guidance counselors review of Daedalus for students with attendance issues
  - Phone calls made by attendance teachers/guidance counselors based on 5 and 10 day absent report
  - During Common Planning Time one day a week, teachers and guidance counselors discuss student attendance issues-outreach is made
  - Guidance Counselors issue conduct cards to students with poor attendance in order to monitor their attendance
  - Attendance teachers mail Letters to parents based on 407 reports
  - Assistant Principal Review of monthly LTA list in order establish outreach and parent/student conferences

*-Counselors, teachers-Weekly conferences with students who are designated as chronically absent through the Mayor's initiative- "Every Student Every Day"*

*-Attendance office staff update biographical data on a daily basis to ensure accurate and up-to-date student contact information for outreach*

*-Partnership with Children Social Workers work with a target population of students with attendance and emotional needs*

*-SAYA! (South Asian Youth Action) works with 60 10th grade students who have exhibited attendance issues*

*-Attendance Assemblies*

*-Teacher generated Attendance incentives*

*-Perfect attendance bulletin boards in the main corridor and by pathway*

- By October 2011, identify students in each category and distribute student lists by SLC
- By October 30, 2011 each SLC will target students in the 60-70% attendance band
- By October 30, 2011, each SLC will develop and implement a plan to target students in the 60-70% band to increase their daily attendance that includes individual guidance contact, teacher contact, and investigation of instructional activities designed to increase student interest in the pathway to encourage participation and attendance
- By the end of each month during the period of November-May of the school year, each SLC will refine the attendance data to target students who fall within this band.
- By November, 2011, each SLC will develop a parallel attendance plan for students in the 50-60% attendance band
- By January 2012, newly formed Focus Teams will develop and recommend a school wide attendance policy to address chronic absences and lateness that includes a mechanism in every SLC to monitor student attention and involve SLC staff in encouraging attendance through incentives, counseling and other measures developed within each SLC
- Each month, attendance data and progress within each grade level and SLC will be monitored by the principal and cabinet and revisions to plans will be recommended.

#### **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.
  1. (Ongoing throughout 2011-2012) As openings for certified teachers become open, postings and interviews will consider only candidates who are highly qualified in the area specified in the opening. Postings within specific SLCs will include brochures detailing the role of the specific SLC where the opening exists (monitored by APO and principal). The interview process will include questions about how a candidate would encourage student attendance in his/her class.
  2. By October 2011, current staff not meeting highly qualified standards will be targeted for intensified training to meet highly qualified status (APO and principal)
  3. By November 2011 develop plan to identify and hire a replacement math AP monitored by APO and principal)
  4. Targeted teaching staff will be required to attend training in order to meet HQT status by a targeted date determined by the principal.

Teachers in this program will be required to submit documentation of completion of required training to APO (Monitored by APO and principal)

By June 2012, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets (Monitored by principal)

#### **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.
- 2. The Educational Partnership Organization (EPO) , required by law for Restart Schools under federal SIG funding, will provide comprehensive training to administration and staff throughout the year in the following areas:
  - By September, 2011 provide an orientation to the Key Practices of the High Schools That Work (HSTW) program (monitored by EPO and principal)
  - By September 2011, provide support through Partnership with Children social workers for Advance academy students in social/emotional development and growth.
  - By September 2011, the South Asian Youth Action (SAYA!) will provide tutoring and mentoring services for at-risk 10<sup>th</sup> grade students who did not meet promotional requirements.
  - By September 2011, provide support to 9<sup>th</sup> grade students through the St. John's Liberty Partnership Program (LPP).
  - By September 2011 through June 2012 Family Assessment Program provide social, emotional and academic support to families in crisis.
  - By October 2011, provide parents and children with tutoring and support services through Supplemental Educational Services (SES).
  - (Ongoing throughout the year) Provide leadership training for principal and APs for implementation of the teacher Effectiveness model, SLC management, instructional strategies and programs (monitored by EPO and principal)
  - By October 2011 develop coordination with Network staff, Talent Coach, NAF representatives, principal and EPO on targeted services and planning (monitored by EPO and principal)
  - By November 2011, conduct a Technical Assistance Visit to identify promising practices and targeted recommendations for continuous school improvement with emphasis on school improvement goals from JIT, QR and identify data trends (monitored by EPO and principal)
  - By November 2011, provide training to guidance staff on guidance/advisement protocols and allow for turnkey reporting
  - By November 2011, provide assistance to SLCs and Team Leaders in organization of Focus Team strategies to develop team recommendations,
  - By November 2011, conduct training through Network specialist for Team Leaders on team building and work plan strategies
  - By November 2011, establish focus teams centered around SLCs that will address graduation, attendance, student performance as well as career and college readiness. Team leaders and APs will be trained in a leadership model to efficiently conduct meaningful meetings and recommend action
  - By December 2011, Anti-Defamation League (ADL) will provide peer training for students in peer mediation and conflict resolution.
  - By January 2012, focus teams will recommend to leadership team a comprehensive attendance/discipline policy (monitored by EPO and principal)
  - By January 2012, focus teams will recommend an SLC-specific program to increase student attendance, and a school leadership will use the recommendations to implement a school wide attendance policy
  - (Ongoing throughout the year) provide specific training based on identified needs in literacy, math, special needs populations, leadership and team decision making (monitored by EPO and principal) in an effort to coordinate sound teaching practices to student interest and student

attendance.

**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.
- AIDP Every student Every Day: \$5000 Attendance incentives
- Title I ARRA SIG: \$344,977 for EPO coaching for literacy, focus teams, SLC development
- Tax Levy FSF: (\$12,690Per session for teacher coordination of clubs and after school activities

## 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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	<b>551</b>	<b>336</b>	<b>369</b>	<b>419</b>	<b>450</b>	<b>73</b>	<b>73</b>	<b>41</b>
<b>10</b>	<b>183</b>	<b>186</b>	<b>130</b>	<b>229</b>	<b>360</b>	<b>58</b>	<b>58</b>	<b>35</b>
<b>11</b>	<b>167</b>	<b>152</b>	<b>111</b>	<b>221</b>	<b>300</b>	<b>31</b>	<b>31</b>	<b>25</b>
<b>12</b>	<b>131</b>	<b>145</b>	<b>169</b>	<b>170</b>	<b>110</b>	<b>16</b>	<b>16</b>	<b>16</b>

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
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Circular 6R Tutoring</u></b> is delivered during a professional period daily by various teachers throughout the day.</li> <li>• <b><u>Summer School</u></b> students are identified by their failure to meet course requirements. Opportunities for students to recover credits and retake the ELA Regents in August. At-risk students are identified by the use of Cohort data.</li> <li>• <b><u>Achieve 3000</u></b> – Selected 9th grade "ramp up" students meet 1-2 periods per week in the computer lab with their teachers to learn and practice non-fiction reading strategies. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic assessment tools assist the teacher in gauging the progress being made by his/her students and students' readiness to move on to higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented.</li> </ul>
<p><b>Mathematics</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <b><u>Circular 6R Tutoring</u></b> – is delivered during a professional period daily by various teachers throughout the day.</li> <li>• <b><u>"Push-In" Tutoring</u></b> – A "push-in" teacher is supplied to two Integrated Algebra classes for repeaters.</li> <li>• <b><u>PM School</u></b> – Delivered on a selected after-school schedule and includes a course of study in Integrated Algebra.</li> <li>• <b><u>Peer Tutoring</u></b> – Delivered on Monday through Friday during periods 8, 9, and 10, and after school on Monday Through Friday</li> <li>• <b><u>Summer School/High School</u></b>: Identified by a failure to meet course standards and/or pass Regents exams; Provides an opportunity for students to make up credits; Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs; Identified by a failure to meet course standards and/or pass Regents exams; Affords at-risk students, identified by cohort data, the opportunity to re-take Regents exams.</li> </ul>

<p><b>Science</b></p>	<p>☐</p> <ul style="list-style-type: none"> <li>• <b><u>Circular 6R Tutoring</u></b> – Delivered to individual students or groups of 3-6 students in need of extra help or assistance in the content/subject areas during the teacher’s Professional period according to Circular 6R. This service is offered during select periods of the day and is subject to programming constraints (teacher/student availability).</li> <li>• <b><u>Make-Up Lab</u></b> – Delivered after the school day one day per week for the Living Environment and Earth Science courses.</li> <li>• <b><u>PM School</u></b> – Delivered on a selected after-school schedule and includes a course of study in the Living Environment and Earth Science.</li> <li>• <b><u>Living Environment Exam Prep</u></b> – A programmed preparatory course of study that is aligned with the New York State Core Curriculum and the New York City Department of Education Scope and Sequence for High Schools and is delivered in each Living Environment class.</li> <li>• <b><u>Homework Help</u></b> – Delivered after school according to a schedule determined by the AP/PPS.</li> <li>• <b><u>Summer School</u></b> – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</li> </ul>
<p><b>Social Studies</b></p>	<p>☐</p> <ul style="list-style-type: none"> <li>• <b><u>Circular 6R Tutoring</u></b>: One-on-one tutoring and small group instruction. Selected by teachers as their Circular 6R professional activity; one period during the school day, 5 days per week.</li> <li>• <b><u>PM School</u></b>: Delivered on a selected after-school schedule. Includes both credit bearing courses and Regents prep courses for Global History and US History Regents exams.</li> <li>• <b><u>Summer School/High School</u></b>: Identified by a failure to meet course standards and/or pass Regents exams; Provides an opportunity for students to make up credits; Reduced student-teacher ratio enables small group and individualized instruction based on assessed needs; affords at-risk students, identified by cohort data, the opportunity to re-take Regents Exams.</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>☐</p> <p>Coordination of after-school tutoring performed by various departments  Summer School referrals  St. Johns Liberty Partnership  Daily attendance calls and Daedalus phone log entries  Group guidance lessons  Pupil Personnel Team Meetings  Guidance conferences</p>

	<p>Parent/Student Conferences  Teacher Conferences  Attendance Meetings  Dean's referrals for guidance outreach  Review and monitoring of cohort data  Referrals to outside agencies  PM School program  APEX credit recovery program  "Every Student Every Day"- Mayor's Initiative for chronic absenteeism/Partnership with Children  Student Assemblies  Increased support services to specific target groups, including ELL's, Economically disadvantaged, Black, Hispanic and ISS  Use of ARIS to identify target groups and monitor and track data</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> Manage and complete Triennials including Educational Planning Committee Meetings with outreach to students, parents and staff.  As needed reopening, updating, and evaluating student cases through the Annual Review Process.  As needed management of the MDR process and the creation of a Behavioral Intervention Plan for each student.  Participation and consultation with PPT including general education guidance counselors, social workers, and teaching staff.</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> <input type="checkbox"/> Focusing on the IDEA/NCLB regarding initial referrals, intervention to support general education students and staff including telephone outreach to agencies, parents, and students to avoid unnecessary referrals for special education services.  Ongoing crisis intervention counseling to general education students, parents, and staff  Participation in PPT, EPC's and IEP meetings.  Participation in all MDR's.  Upon the request of the school psychologist, as needed updating of social history.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Nursing services, physical therapy, occupational therapy, hearing therapy, or speech therapy provided to students per the mandate of their IEP.</li> </ul>

## **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.

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### **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; workshop by guidance counselors regarding graduation and promotion requirements by grade.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; Parent and student access to Dadealus; progress reports between marking periods; guidance meetings; parent assemblies
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- continue sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via letters mailed, phone messenger, website, podcast, annual calendar, local paper.
- 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 to serve as a liaison between the school and families. The Parent Coordinator will provide support 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 week and file a report with the central office.;
- conduct parent summit with accessing community and support services;
- 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 1<sup>st</sup> 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;
- 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:

- 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;
- 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 1<sup>st</sup> 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;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a curfew based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- 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 promptly 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:** 27Q475      **School Name:** \_\_\_\_\_Richmond Hill High School\_\_\_\_\_

*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    **XX** Restructuring Advanced

**Category:**     Basic             Focused        **XX** Comprehensive

**Intervention:**    **XX** School Quality Review (SQR)                     External School Curriculum Audit (ESCA)  
                         **XX** 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.
  - The school has not made AYP in identified areas (Graduation rate, ELA, Math).
  - Negative trend data for one or more identified subject/areas and subgroups for the past two consecutive years as indicated by a decrease in the percentage of students performing at or above Level 3 and/or a decrease in the Performance Index.
  - School is ten or more points away from meeting its Effective Annual Measureable Objective (EAMO) for one or more identified subgroups in subject/areas of identification
  - Performance data for the school on NYSED Accountability Overview Reports (AOR) for the past two consecutive years) show an increase in the number of subgroups that did not make AYP in identified areas
  - For 2010-11 school was identified as a PLA school
  - Total Cohort Graduation rate is below 60% (for high schools)
  - NYCDOE Quantitative and Qualitative Performance Measures
  - Grade of C on the most recent NYC Progress Report
  - NYC Quality Review Score of Proficient
  
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.
  - Professional Development for all teachers in implementing a school-wide literacy plan that embeds Literacy Design Collaborative (LDC) framework alongside the Common Core Learning Standards (CCLS)
  - Professional Development for Math teachers in implementing Math Design Collaborative framework alongside the CCLS
  - Extended class time for 9<sup>th</sup> graders in Math and English
  - Implementation of Career aligned academies to provide increased and more personalized attention and student engagement.

### **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.

- Professional development for all teachers and administrators for Effective Measures of Teaching using the Danielson model. This model is a tool for teacher improvement in all subject areas.
- PD for teachers and on-site training for students from TDF – Playwriting: Incorporate theatre culture into classroom setting. Students do extensive writing tasks to build writing skills.
- Professional Development for guidance counselors to implement a college going culture beginning in 9<sup>th</sup> grade. Pathways for Success: Preparing for College and Career Readiness.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - Common Planning Time (225 minutes per week) for all teachers to collaborate about teaching practice, students' differentiated needs, increased rigor, curriculum development to meet needs of students, Literacy Design Collaborative, personalization, attendance, formative and summative assessments, data to drive instruction.
  - Professional development using Danielson's rubric for effective measures of teaching
  - Richmond Hill Teachers' Center with on-site professional developer.
  - Teacher inter-visitation
  - On site teacher coaching provided by SREB (Southern Regional Education Board)
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.
  - Letter back-packed home with all students.

**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 <b>Martin Pejerrey</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>475</b>
School Name <b>Richmond Hill High School</b>			

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

Principal <b>Frances DeSanctis</b>	Assistant Principal <b>Yahaira Yara Garcia</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jerry R. Stephens</b>	Guidance Counselor <b>Elena Vieitez</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Carolyn Bouchard</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Martin Pejerrey</b>	Other <b>type here</b>

### 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	<b>8</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>7</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>7</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>2641</b>	Total Number of ELLs	<b>471</b>	ELLs as share of total student population (%)	<b>17.83%</b>
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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. 

ELLs are identified upon entry based on the information their parents provide on the Home Language Identification Survey (HLIS). The HLIS is administered by Jerry Stephens, LAB/BESIS coordinator, fully licensed ESL pedagogue, at admissions. The students are interviewed in English and their native language, and they take an informal assessment to help determine their language learning level. Translators are available to assist where necessary in the school for the major languages students and parents speak (Spanish, Punjabi, Hindi, Bengali, Urdu, Arabic, and other languages). The DOE provides services as well that are available for any other language RHHS may need to use to effectively communicate with parents. The student is then directed to a Guidance Counselor and receives a preliminary program/schedule of classes.

Students who are eligible to take the LAB-R (Language Assessment Battery – Revised) are immediately scheduled for the next (usually weekly) administration of that test to ensure they are tested within 10 days of enrollment.

Students' language acquisition growth is monitored through the use of classroom assessments, progress reports, marking period grades, a city-wide assessment tool called the ELL Periodic Assessment and the New York State English as a Second Language Assessment Test (NYSESLAT). The NYSESLAT is administered to all ELLs on two or three separate days. The speaking subtest is administered in the library or the auditorium. Students are scheduled throughout the day to come to be given the speaking subtest by a trained teachers. The Listening, Reading, and Writing subtest are scheduled for another day. The students are scheduled for a block of classrooms where the tests are administered. The test is untimed so "overtime rooms" are scheduled. A "late room" is also scheduled and planned for to allow as many students as possible the opportunity to take all parts of the test. A makeup test is given the following week for those students who were absent. Students absent the day of the Speaking subtest are administered that test in their class.

Teachers are trained prior to the administration of the speaking section of the test, prior to the reading/writing and listening sections of the test and again prior to the scoring of the test. This process is overseen by Jerry Stephens, LAB/BESIS coordinator, Yahaira Garcia Yara, Assistant Principal/ English and Michelle Genao, Testing Coordinator.

Students and parents are notified of the administration of the NYSESLAT via letters home (Spanish and English), letters distributed in the classroom (Spanish and English), special signs in the classroom, regular classroom teacher announcements, PA announcements, and automated phone calls home (Spanish, Punjabi, Bengali, Urdu, Hindi and Arabic).

Regular parent meetings (usually twice a month) are held with translation where parents are informed of the ELL programs: Transitional Bilingual Education (TBE), Free-Standing English as a Second Language (ESL) and Dual Language (DL). Parents receive orientation information verbally through school staff, in a Powerpoint presentation prepared especially for them (available in Spanish and English), in written form through the pamphlet "New York City Department of Education Guide for Parents of English Language Learners" (in various languages), and, through the multi-lingual DVD (or online) "A Parent Connection" so that they receive information about all the three language learning models active in the NYC system. Parents are encouraged to choose the type of program in which they wish their child participate on the Parent Survey and Program Selection Form. The preliminary schedule is modified, if necessary, based on the results of the LAB-R and the parents' ELL program choice to properly meet the students' learning needs.

Students are placed into the Bilingual or Free-Standing ESL program based on the parents' choice made on the Parent Survey and Program Selection form during the regularly scheduled meetings for parents of newly enrolled ELLs. Parents are invited to the meeting

via a letter mailed home, phone calls home, and letters in two or more of the students' classes (as described above). The letters go out with the Guide for Parents of English Language Learners in the students' home languages. Students whose parents who do not attend the meeting are placed in the bilingual program if they are Spanish speaking and into the ESL program if they speak another language. This process often involves personal consultations by phone and in the school to clarify.

Trends in the parental selection process indicate that parents either prefer the Transitional Bilingual Education (TBE) model that incorporates the native language arts classes and the use of the native language in the content areas or the Free-Standing English as a Second Language model. Parent selection of one of these two programs accounts for 100% of the parental selection. The Assistant Principals of Pupil Personnel Services, ISS and the Department of Second Languages in coordination with the bilingual guidance counselor, ESL grade advisor and the LAB/BESIS coordinator are all available to students and parents to help them throughout the year should concerns arise regarding the particular program in which the student participates. Issues regarding the ELLs are made part of the School Leadership Team and Parent/ Teachers Association agendas.

The diversity of the Richmond Hill community is made evident through the many other-than-English languages that are spoken by this group of parents and students. They are Spanish, Chinese, Bengali, Urdu, Arabic, Haitian, Creole, French, Punjabi, Polish, Hindi and Albanian to name some. Translation and direct translation services are already available in Spanish, efforts are underway to provide similar assistance to parents who may benefit from the use of material in Punjabi, Bengali, Urdu and Arabic, the lower incidence languages most frequently encountered. These languages are indicated on the LAP worksheet as other commonly used languages. When direct translation services are not available through school personnel, the translation services of the Department of Education are used.

## 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 type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input 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#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										14	20	19	4	57
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										39	45	47	21	152
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	53	65	66	25	209

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	471	Newcomers (ELLs receiving service 0-3 years)	289	Special Education	81
SIFE	41	ELLs receiving service 4-6 years	89	Long-Term (completed 6 years)	93

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	126	24	0	27	11	0	22	4	1	175
Dual Language										0
ESL	163	17	15	62	20	26	71	3	39	296
Total	289	41	15	89	31	26	93	7	40	471

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										55	63	44	13	175
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
<b>TOTAL</b>	<b>0</b>	<b>55</b>	<b>63</b>	<b>44</b>	<b>13</b>	<b>175</b>								

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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										49	49	32	14	144
Chinese										2				2
Russian														0
Bengali										7	6	15	3	31
Urdu										5	3	5	8	21
Arabic										7	5	6		18
Haitian										1				1
French										3				3
Korean														0
Punjabi										12	12	27	10	61
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										1	1			2
Other										5	4	2	2	13
<b>TOTAL</b>	<b>0</b>	<b>92</b>	<b>80</b>	<b>87</b>	<b>37</b>	<b>296</b>								

## 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?

The ELLs of Richmond Hill High School are programmed according to a combination of programming models. They are programmed by grade in their content area classes. The students are programmed homogeneously by proficiency level for English as a second language classes. For the instruction of the content area classes, the ELLs are departmentalized.

Governing the school's programming of English as a Second Language classes are the Commissioner's Regulation Part 154 (CR-Part 154) that outlines the number of hours of instruction to which ELLs are entitled. ESL instruction will strictly follow the CR-Part 154 regulations for all levels of instruction—beginning, intermediate, and advanced. That is, three periods (over 540 minutes per week) of ESL instruction for the beginning level; two periods (a 90 minute block) of ESL (over 360 minutes per week) for the intermediate level, and one period of ESL (over 180 minutes per week) with another period of ELA for the advanced level. These times of instruction are based on 45 minute periods. ESL classes are “free standing” and do not require “push-in” or “pull-out” services. Students become ineligible for the CR-Part 154 services when they achieve a proficiency level as determined by the New York State English as a Second Language Assessment Test (NYSESLAT). The results of this test allow students to exit the TBE or FS-ESL programs.

The explicit instruction of ESL is conducted by appropriately licensed pedagogues trained in the delivery instruction to ELLs. These classes focus on academic language and reading and writing skills. Similarly, students are exposed to both fiction and non-fiction materials and provided with diverse tasks to appropriately interact with these resources. Students of the intermediate classes receive instruction in 90 minute blocks. All classes provide vocabulary building and relevant grammar structures. ESL instruction employs balanced literacy methodologies and differentiated strategies geared to encouraging students to develop and use new language skills. Students are provided opportunities to conduct presentations in front of the class as an additional means of demonstrating mastery of the appropriate skill and

## A. Programming and Scheduling Information

comprehension of the material.

A principal feature of the TBE is the explicit instruction of Native Language Arts (NLA). Throughout an ELL student's participation in the TBE program, he/she will study Spanish Native Language Arts to reinforce and support the transferring of linguistic skills and knowledge to the acquisition of proficiency in English. Instruction is to be conducted in the native language (Spanish) with the use of native language dictionaries, grouping students by Spanish language proficiency levels, the use of visuals, role playing, graphic organizers, word walls, manipulatives, maps, political cartoons, time lines, art, music and photography. The teacher is to employ all of the teaching strategies and methodologies of a balanced literacy classroom, and align instruction and curriculum to ELA performance standards. Students read at a progressively higher level and perform assessment tasks directly related to those assessments offered in ELA classes. Many of the participants of these classes are able to progress to the Advanced Placement level of the study of Spanish and take either the AP Spanish Language or the AP Spanish Literature courses for possible college credit. Students are also provided instruction in their first year for the requirements of the New York City LOTE Exam in Spanish to allow students to attain Regents exam experience and create the opportunity for these students to acquire an advanced Regents diploma.

Explicit instruction in ELA is provided to advanced students by pedagogues with a license in English. These classes are designed to continue to expose students to more complex fiction and non-fiction. Students are exposed to ELA Regents preparation activities that require that they respond to different genres of literature. Similarly, students are encouraged to work with newspapers, magazines, film and literary criticism as a means of preparing them for use of higher order language usage skills.

Language instruction materials include but are not limited to the use of Picture Stories, Voices in Literature, the North Star series, Frankenstein, The Picture of Dorian Gray, Wanted, Living Up the Street, A Family Apart, The Watsons at Birmingham and of other sources assembled by the ESL pedagogue. A significant investment has been made into the use of the materials published by Benchmark. The use of the RIGOR program defines the approaches at the lower level. As indicated above, texts for the NLA Spanish classes include but are not limited to the use of the Encuentros series and Abriendo Puertas I and II. Similarly, native language and bilingual dictionaries are encouraged along with the interpretation of charts, graphs, maps and other thought provoking materials. Students are encouraged to use English to interact with art, music, photography, political or humor cartoons and time lines as well. Use of technology sources such as the internet, PowerPoint, and audio-visual stimuli via Smartboards are evident in the ELL classes.

Students enrolled in the Transitional Bilingual Education (TBE) program are native speakers of Spanish. They receive English language instruction in the target language and content instruction (math, science and social studies) in an environment that is meant to transition students to an increased use in English. Lessons are to begin with a focus question in the dominant language, followed by a bilingual clearing of vocabulary and important terms for the lesson and a summary in the target language. This transition may be categorized as a process that, at first, uses the target language 30% of the time while depending on the native language 70% of the time. As the year progresses, the use of English increases while the use of Spanish decreases. Students focus on vocabulary building techniques such as word walls, word splashes, the 5-3-1 strategy for concept review and learning or the Frayer Model for vocabulary building. The use of bilingual dictionaries is encouraged. The students of the TBE also receive a course a native language arts class that is designed to allow students to take full advantage of their native language skills.

The classes of the Free-Standing English as a Second Language (FS-ESL) model use native languages as a support to English acquisition only. Students of this program receive no native language arts instruction. They are provided content area instruction in an environment meant to highlight the skills, scope and sequence of the mainstream classes. These classes are to employ strategies for the development of the academic language that can be so difficult for the students to master. Teachers may group students according to linguistic needs or abilities. Teachers may employ slower speech patterns. As in the TBE program the use of bilingual dictionaries is encouraged as well as visual representations of vocabulary words and concepts. These classes also employ the vocabulary building strategies outlined in the TBE model. Spanish speaking ELLs are evaluated by their NLA teacher upon entry into the class and on a regular basis through formative assessments leading to the Spanish Regents (or equivalent). Speakers of other home languages are assessed by staff members in the building who speak the same the language.

Students with disabilities - those who are recipients of Instructional Support Services (ISS) and SIFE are mainstreamed into general education ESL classes where possible as part of the school's efforts to promote the use of the least restrictive environment. The SIFE students who test as Beginners either on the LAB-R or the NYSESLAT are exposed to the beginning language structures and content area items in their beginning classes. SIFE students who are intermediate are exposed to our Readers/Writers workshop where they are exposed to specific reading strategies and formal, high school and college-level writing. As students become advanced, they are exposed to more non-fiction material and continue to write for a purpose - letters, persuasion, etc. As stated above, RHHS recognizes that the students must do "double the work" to be successful and often must learn how to "do school. " This circumstance is taken into account as well. All testing accommodations for students with real physical disabilities are provided (for example, large print texts) where necessary during the standardized tests. ESL/ISS students are programmed by a dedicated staff member and receive guidance from a dedicated counselor. The

## A. Programming and Scheduling Information

management of the students' IEPs is conducted by the ISS department that ensures that the students' academic programs provide the appropriate services. Similarly, appropriate para-professional services are provided where required.

Students who are newcomers, as all ELLs, are incorporated into the ESL classes by language ability with the other students of their ELL program. Newcomers are most likely beginner learners of English, these students are exposed to content-area information (social studies, science) in all three of their ESL classes. RHHS recognizes the "double the work" challenges these students face and responds to that challenge through instruction that is meant to fully incorporate content into the language learning. Instruction for these students depends on the use of numerous visual aids to facilitate vocabulary development. These students are also encouraged to avail themselves of the tutoring programs described above and the numerous school resources dedicated to help these students succeed.

Students who have been receiving services for 4 to 6 years are, for the most part, intermediate students. These students demonstrate the learning struggles of many ELLs - demonstrating progress in speaking and listening and less progress in the areas of reading and writing English. These students are exposed to balanced literacy techniques that include the use of shared readers and independent readers. In these classes students are exposed to the 7 habits of effective reading. Those habits are modelled daily by the teacher and applied by the students in their own independent reading and readers' response writing. These students are programmed to maximize their progress towards graduation and success on Regents exams by taking Regents preparation classes.

### 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)		
100%	students' teachers, RHHS offers Regents prep classes in all subject areas, tutoring, homework help and dedicated guidance services		
75%	including those of a SPARK drug and alcohol prevention counselor and college advisor. Plans are in place to incorporate the use of		
50%	Achieve 3000 into the students program so as to be able to further assist their development. The Achieve 3000 program was successfully		
25%	used during the Spring of 2010 as a Title 3 program		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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

**C. Schools with Dual Language Programs**

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)?

Not Applicable

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**D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers, including those of ELLs, meet daily in common planning time periods by Pathway. The menu of professional development in the Pathways is extensive and has included, among others, the following:

- a. Aligning ESL and social studies curricula
- b. Addressing the challenges of teaching "At risk" students
- c. Writing stimulators
- d. Tier 2 Vocabulary use and development
- e. Differentiating Instruction for student engagement
- f. Differentiating Instruction for learning styles
- g. Differentiating Instruction with data
- h. Designing rubrics
- i. Addressing the needs of the intermediate ESL learner
- j. Incorporating conflict resolution and behavioral management strategies
- k. Encouraging student effort by displaying the work
- l. Planning with strategies that specifically address the needs of the ELLs
- m. Incorporating balanced literacy strategies
- n. Inquiry around ELLs
- o. Incorporating Bloom's taxonomy as an instructional practice

These sessions expose the teachers, paraprofessionals, guidance counselors, assistant principals and the Principal to best practices for encouraging the students to reach proficiency in English. To assure quality instruction for our ELL population, members of the RHHS staff including teachers and assistant principals participate in city-wide and regional professional development initiatives and workshops. All ESL bilingual and ESL/Bilingual content area teachers participate regularly in the school's monthly study groups where best practices in balanced literacy and research based strategies are highlighted. To ensure that all professionals working with ELLs are properly trained with the most appropriate practices, RHHS will poll the staff to assess how many of the pedagogues working with ELLs have received the mandated 7.5 hours of training (10 for ISS). Staff who work with ELLs will be trained in the most important elements of the ELL experience including the language learning process (BICS/CALPS) and particular strategies to promote their learning. Specific attention will be made for communicating differentiated strategies for teachers to employ to address the learning needs of ELLs in their classroom. This training will occur in cooperation with the UFT Teachers Center and will be on-going. Attendance at these monthly faculty and department study groups is mandatory. In addition, an ESL representative attends city-wide professional development workshops and, when appropriate, provides turn-key training. Several teachers of the second language department have received training in workshops designed to promote the Quality Teaching of English Language Learners (Q-TELL). These include the delivery of instruction via the workshop

**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)
parents? 100%	
75%	

## 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?

Parents of ELLs receive information about Richmond Hill High School regularly. Progress report information and form letters are available in translated versions. Parents are notified about school events through automated phone systems that communicate in English and Spanish. Parents are invited to PTA meetings where translators are available. ELL parent orientations are held regularly and translation services in Spanish, Punjabi, Hindi and Urdu are available. The Parent Coordinator, the Guidance Counselors (including Bilingual Guidance counselors), the Grade Advisor, the LAB/BESIS coordinator and the Assistant Principals are all available to respond to the parents' questions and concerns.

## B. Programming and Scheduling Information--Continued

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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.

Procedures have been put in place to encourage parents to return the continued entitlement letters confirming their program choice, particularly for ELLs with 4 to 6 years of service, long term ELLs, and American born ELLs. This effort will confirm the school and the parents are aligned with regard to program choice and content and Native Language Arts classes.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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- n. Inquiry around ELLs
- o. Incorporating Bloom's taxonomy as an instructional practice

These sessions expose the teachers, paraprofessionals, guidance counselors, assistant principals and the Principal to best practices for encouraging the students to reach proficiency in English. To assure quality instruction for our ELL population, members of the RHHS staff including teachers and assistant principals participate in city-wide and regional professional development initiatives and workshops. All ESL bilingual and ESL/Bilingual content area teachers participate regularly in the school's monthly study groups where best practices in balanced literacy and research based strategies are highlighted. To ensure that all professionals working with ELLs are properly trained with the most appropriate practices, RHHS will poll the staff to assess how many of the pedagogues working with ELLs have received the mandated 7.5 hours of training (10 for ISS). Staff who work with ELLs will be trained in the most important elements of the ELL experience including the language learning process (BICS/CALPS) and particular strategies to promote their learning. Specific attention will be made for communicating differentiated strategies for teachers to employ to address the learning needs of ELLs in their classroom. This training will occur in cooperation with the UFT Teachers Center and will be on-going. Attendance at these monthly faculty and department study groups is mandatory. In addition, an ESL representative attends city-wide professional development workshops and,

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers, including those of ELLs, meet daily in common planning time periods by Pathway. The menu of professional development in the Pathways is extensive and has included, among others, the following:

- a. Aligning ESL and social studies curricula
- b. Addressing the challenges of teaching “At risk” students
- c. Writing stimulators
- d. Tier 2 Vocabulary use and development
- e. Differentiating Instruction for student engagement
- f. Differentiating Instruction for learning styles
- g. Differentiating Instruction with data
- h. Designing rubrics
- i. Addressing the needs of the intermediate ESL learner
- j. Incorporating conflict resolution and behavioral management strategies
- k. Encouraging student effort by displaying the work
- l. Planning with strategies that specifically address the needs of the ELLs
- m. Incorporating balanced literacy strategies
- n. Inquiry around ELLs
- o. Incorporating Bloom’s taxonomy as an instructional practice

These sessions expose the teachers, paraprofessionals, guidance counselors, assistant principals and the Principal to best practices for encouraging the students to reach proficiency in English. To assure quality instruction for our ELL population, members of the RHHS staff including teachers and assistant principals participate in city-wide and regional professional development initiatives and workshops. All ESL bilingual and ESL/Bilingual content area teachers participate regularly in the school’s monthly study groups where best practices in balanced literacy and research based strategies are highlighted. To ensure that all professionals working with ELLs are properly trained with the most appropriate practices, RHHS will poll the staff to assess how many of the pedagogues working with ELLs have received the mandated 7.5 hours of training (10 for ISS). Staff who work with ELLs will be trained in the most important elements of the ELL experience including the language learning process (BICS/CALPS) and particular strategies to promote their learning. Specific attention will be made for communicating differentiated strategies for teachers to employ to address the learning needs of ELLs in their classroom. This training will occur in cooperation with the UFT Teachers Center and will be on-going. Attendance at these monthly faculty and department study groups is mandatory. In addition, an ESL representative attends city-wide professional development workshops and, when appropriate, provides turn-key training. Several teachers of the second language department have received training in workshops designed to promote the Quality Teaching of English Language Learners (Q-TELL). These include the delivery of instruction via the workshop

## 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?

Parents of ELLs receive information about Richmond Hill High School regularly. Progress report information and form letters are available in translated versions. Parents are notified about school events through automated phone systems that communicate in English and Spanish. Parents are invited to PTA meetings where translators are available. ELL parent orientations are held regularly and translation services in Spanish, Punjabi, Hindi and Urdu are available. The Parent Coordinator, the Guidance Counselors (including Bilingual Guidance counselors), the Grade Advisor, the LAB/BESIS coordinator and the Assistant Principals are all available to respond to the parents’ questions and concerns.

# 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)										27	24	21	3	75
Intermediate(I)										52	63	56	25	196
Advanced (A)										33	23	35	13	104
Total	0	0	0	0	0	0	0	0	0	112	110	112	41	375

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										12	14	11	0
	I										16	29	29	14
	A										27	22	28	19
	P										43	29	29	8
READING/ WRITING	B										24	23	16	3
	I										45	53	50	24
	A										27	16	28	13
	P										2	2	3	1

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	23	35	2	0	60
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	94		28	
Integrated Algebra	196	107	93	45
Geometry	26	6	13	2
Algebra 2/Trigonometry	4	0	1	0
Math <u>MXRA</u>	4	1	1	0
Biology				
Chemistry				
Earth Science	29	8	7	4
Living Environment	132	69	46	35
Physics				
Global History and Geography	112	66	40	31
US History and Government	57	36	25	23
Foreign Language	153		143	
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.

Student literacy levels are assessed in their classes as a part of the instruction in their ESL and NLA classes. Students who are with literacy concerns are programmed in the LS level of ESL. These students may be recommended for the Heritage Learners foreign language track. In addition, RHHS has plans of offering an extra class (FS4PI) to students who fit into this group.

Teachers have access to the NYSESLAT results and use the information to group students as a part of their execution of differentiated instruction. As a result of the analysis of the modalities report of the NYSESLAT, it is evident that students have more difficulty with reading and writing tasks than with speaking and listening skills. These needs are reflected in instruction and curricula. The ramp-up model, for example, incorporates independent reading and writing and shared reading and writing.

On the New York State English Regents 30% (down from 50%) of the ELLs scored a passing grade. Content area passing rates include 46% (up from 37%) in Integrated Algebra, 47% (up from 44%) in Geometry, 30% (down from 42%) in Earth Science, 40% (down from 45%) in Living Environment, 40% (up from 39%) in Global History and Geography, and 52% (up from 51%) in US History. More than half the students taking the Integrated Algebra and Living Environment Regents chose to take the exam in their native language (Spanish).

Results varied with no discernable trend. Students are offered tutoring for math classes and receive instruction in accordance with state and regional guidelines. In addition, ongoing professional development is provided to ensure that instruction includes the use of best practices. School leadership and teachers use the results of the ELL Periodic Assessments to confirm the progress of students. Based on the results and teachers' recommendation, students' needs would be addressed (for example, a more advanced or lower level of ESL class or differentiation in the classroom).

ELLs' reading and writing skills progress slower than listening and speaking skills. Reading and writing need to continue to be the focus for classroom instruction.

The native language is used in the bilingual classroom (social studies, science and math) by the teacher and in texts for Spanish speakers. Bilingual dictionaries and language partnering are used for all ELLs in the content and ESL classrooms as needed.

Success is measured by comparing numerous data including attendance, course grades, and exams (NYSESLAT, ELL periodic Assessment, English Regents, and other regents). Data is periodically downloaded and analyzed by teacher, program, cohort and pathway.

## 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.

Procedures have been put in place to encourage parents to return the continued entitlement letters confirming their program choice, particularly for ELLs with 4 to 6 years of service, long term ELLs, and American born ELLs. This effort will confirm the school and the parents are aligned with regard to program choice and content and Native Language Arts classes.

## Part VI: LAP Assurances

School Name: <u>Richmond Hill High School</u>		School DBN: <u>475</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 475**      **School Name: Richmond Hill High School**

**Cluster: 2**      **Network: CFN 201**

**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**

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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.

ATS reports and the home language survey are regularly reviewed to confirm the home languages of the parents and students. The numerous speakers of the major languages (Spanish, Hindi, Punjabi, Bengali, Arabic) in the building are often used for written translations and oral translations with parents when they visit during the day and for scheduled meetings usually in the evenings. Richmond Hill High School complies with all NCLB requirements to provide translated information to the parents and guardians of its students as a means of 1) ensuring full access to information regarding the student's educational options, 2) empowering parents to help students improve and 3) optimizing the possibility of shared parent-school accountability. RHHS uses the biographical information available on admissions documents including Home Language Survey and emergency cards as well as other available data on ATS or the BESIS report to assess the diverse linguistic background of the RHHS community.

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 use of languages other than English in the RHHS community is dominated by the use of Spanish. Other major linguistic groups include Punjabi, Bengali, Urdu, Hindi and Arabic. This information is communicated to school leaders, parents, teachers and community members through major school organizational groups including the Parent/ Teachers Association, the School Leadership Team and other meetings of school staff. The ATS RPOB report indicates that the RHHS population breaks down to include 883 Spanish speaking households, 114 Punjabi speaking households, 54 Bengali speaking households, 35 Urdu speaking households, 29 Arabic speaking households, 17 Hindi speaking households, and 17 (French) Haitian Creole speaking Households.

## Part B: Strategies and Activities

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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.

RHHS provides appropriately translated documents announcing PTA meetings, school meetings, academic services, assemblies, conferences, important dates and deadlines, policies and procedures (new student handbook) in the languages that will best serve the needs of the majority of the school's families dependent upon languages other than English. Translation services will be needed for miscellaneous documents including school papers and records for various countries. Similarly, important information may be disseminated to the members of the RHHS community through the Phone Master message service. RHHS will depend on in-house translation, DOE pre-published translations and the services of the DOE translation unit. RHHS will provide its community members with the appropriate Bill of Parents Rights and Responsibilities in the necessary languages. The appropriate signs directing parents to the correct office for assistance and informing parents of their rights for translation services will be properly posted.

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.

Translators are needed to assist non-English speaking parents during Open School conferences to obtain information from teachers regarding their child's academic progress. Translators will help parents to understand the school's rules and regulations, academic standards and the types of assessments used for the evaluation of student work. Services are mostly done in-house with the backup of interpretation services available.

Translators are also needed for ELL Parent Orientation meetings held monthly. Translators will assist parents of newly enrolled ELL's to understand the various program choices available to them as well as the academic standards students must achieve to meet diploma requirements.

RHHS will seek to provide appropriate interpretation where possible to assist parents and community members. A bilingual Spanish-English guidance staff member and dean are available at all times to assist with organizational or disciplinary proceedings. RHHS will rely on in-house translation by staff for Punjabi, Urdu or Arabic interpretation needs. RHHS will also prevail upon the DOE interpretation unit to assist with lower incident languages.

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>.

Flyers are backpacked.

A multi-language phone master is employed repeatedly.

Conferences in native languages are held several times during the year.

RHHS serves a diverse community through a diverse staff. In the event that the language needs of the RHHS community member can not be met by a staff member, RHHS will prevail upon the services of the DOE translation and interpretation unit.

## 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: Richmond Hill High School	DBN: 475
Cluster Leader: Charles Admondson	Network Leader: Jie Zhang
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 480 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 12 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 12

## 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:

Richmond Hill High School serves about 500 ELLs in grades 9-12, encompassing newcomers, long-term ELLs, SIFE, and Special Education. They represent some 20 different countries and form no less than 10 language groups. Native language abilities vary greatly. Some are proficient readers and writers while others have very limited skills in their native language. Their English language skills range from absolute beginner to near proficient. Many have developed their English listening and speaking skills to proficient, yet struggle still with reading and writing. The needs of the ELLs at Richmond Hill High School are reflected in this great diversity.

Students in the 11th grade are scheduled to take the English Regents Examination, including ELLs. ELLs will need more time with the language and more practice with this exam to be successful. An after school class and a Saturday class will be formed and taught by licensed English teachers. The after school class will begin in the spring semester and meet 90 minutes twice a week through the end of the school year. The Saturday class will meet for two hours each Saturday. The course will use past tests, practice tests and new materials to prepare the ELLs for this examination.

Beginning and Intermediate ELLs in the 9th and 10th grade also need more time with the language, but with a more varied intensity. Two after school classes will be formed and taught by licensed ESL teachers. The classes will begin in the spring and meet 90 minutes twice a week through the end of the school year. The courses will use traditional materials (leveled/differentiated materials, grammar resources, vocabulary development) and Rosetta Stone. Rosetta Stone enhances learning by providing a wealth of topics (age, family, questions, greetings, time, calendar, weather, emotions, opinions, politics, business, arts, careers and problem solving, for example) within the program that can be supplemented by the teacher during traditional class time. Rosetta Stone is also differentiated, providing leveled language support and instruction tailored to each students' needs.

## 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 of ELLs depend on a wide range abilities to fully serve the ELL population and ongoing training using new tools is necessary.

Training will be provided for Rosetta Stone, new software, and ongoing training will continue for Achieve 3000. Richmond High School will soon have Smartboards in almost every classroom. Ongoing training will be provided to teachers who serve ELLs to better inform Smartboard usage for ELL students. These trainings will be provided directly from the companies who create these products.

### Part C: Professional Development

Across the curriculum professional development and planning for ESL and for content area teachers servicing ELLs in ESL and in bilingual and ESL social studies, science and, math courses will be implemented.

Teachers will be trained by guidance counselors to read student transcripts and advise ELL students and parents, in particular for the information meetings (see below).

Teachers of ELLs will review the new Common Core Standards and their impact on the classroom in ongoing sessions.

### 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

Begin description here:

Parents of ELLs regularly ask for English language learning opportunities.

An evening class will be offered twice a week beginning in the spring semester and continue through the end of the school year. The course will use Rosetta Stone in addition to materials that address the parents' language learning needs. Parents will also have the opportunity to be trained in understanding their child's report card, transcript, and using ARIS and Daedalus (Richmond Hill's system) to track their child's progress.

Informational meetings designed specifically with ELL parents and students in mine (with translation) will take place that go beyond the information made available at the meetings for newly enrolled ELLs. (transcripts, report cards, special programs, special ed, extra-curricular, guidance, etc.)

Trips to educational and cultural institutions will take place for parents in this class, and the previously mentioned student courses above.

Parents will be notified of these opportunities through mailings, notices from their children, notices on walls and bulletin boards, and telephone calls (automated and personal).

### Part E: Budget

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

Allocation Amount: \$60,500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

**Part E: Budget**

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

Allocation Amount: \$60,500

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