



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ PORT RICHMOND HIGH SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 31R445 _____

PRINCIPAL: _____ TIMOTHY M. GANNON _____ **EMAIL:** _____ tgannon@schools.nyc.gov _____

SUPERINTENDENT: _____ AIMEE HOROWITZ _____

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
Timothy M. Gannon	*Principal or Designee	
Jeffrey Brace	*UFT Chapter Leader or Designee	
Maria Trani	*PA/PTA President or Designated Co-President	
Robert DiAngelo	DC 37 Representative, if applicable	
Sarah Dela Cruz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jessica Radenberg	Student Representative	
Zona Gurian	Member/CSA	
Steven Leslierandal	Member/UFT	
Holly Orlando	Member/UFT	
Christine Anderson	Member/Parent	
Lisa Rondon	Member/Parent	
Sheryl Ruck	Member/Parent	
Ellouise Summerville	Member/Parent	
Brian Whalen	Member/Parent	

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 30, 2012, students with disabilities in the 2012 graduating cohort shall increase the performance index from September, 2011 mark of 111 and attain a performance index in English/Language Arts of 157 meeting the safe harbor target.

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.

Students with disabilities have not met the effective AMO or the safe harbor target for the past three years for the graduating cohort in English/Language Arts.

The school's Progress Report indicated the need to address the learning needs of the lowest third population in a more aggressive and organized manner.

The JIT report emphasized the need to support SWD students in meeting graduation requirements in English.

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.

- **The principal shall identify a lead person with the key responsibility of oversight of provision and instruction for students with disabilities no later than October 1, 2011.**
- **All ISS ELA teachers will be observed and supervised by either the AP ELA, the AP ISS or as a team of these two supervisors.**
- **ISS staff members will review each student's IEP to determine if they are in the LRE and if the self contained students would benefit from a transition to one or more ICT classes. This will be completed by May, 2012.**
- **Teachers will use formative assessments (Acuity, Talent Management assessments, teacher created assessments, etc) to inform instructional decisions and determine which skills are needed by individual students.**
- **The school will identify schools with successful co-teaching models and provide teachers with peer observation opportunities to observe best practices from November 1, 2011 through May 1, 2012. Teachers will decide upon which schools and which programs to visit in order to ensure that best practices will align with our school mission.**
- **The Assistant Principal ISS and the Assistant Principal ELA shall collaborate regularly on instructional and administrative issues to ensure that students are receiving the targeted instruction necessary for academic success.**
- **To expand teachers' differentiated instructional techniques, teachers involved in the ICT setting will engage in professional development that addresses the needs of students with special needs, different learning styles and multiple intelligences.**
- **Provide tutoring services for the identified students one day a week.**

- **ICT setting provides the following benefits for some SWD students:**
 - **Common planning time for teachers involved in the ICT setting to meet weekly.**
 - **Collaboration between two teachers for lesson planning**
 - **Strong content knowledge teamed with skillful instructional techniques**
- **Use of Datacation to identify target students and provide notification to their ELA teachers of their status**
 - **Identify and target SWD students who achieved Level II on the ELA Regents exam to move to Level 3**
 - **Identify and target SWD student who have never sat for the ELA Regents exam**
 - **Identify and target SWD students who have been long-term absent students and who have failed or have never taken the ELA Regents exam**
- **Pre-assess students' previous achievement levels through analysis of previously taken ELA Regents examinations and in-class assessment instruments in order to make adaptations and modifications to current English curriculum**
- **Program 2012 SWD students who have not attained level III for a Regents ending class (either E5 self contained or E5 or E7R for IEP SETSS only)**
- **Re-institution of Wilson Reading instruction for SWD students**
- **Use of Achieve3000 by targeted students**
- **Report card conferences will be held with ninth grade students after the first marking period of each term and at the end of the first term**
- **SLC Kid Talk will provide time for ISS teachers to meet and discuss targeted students.**
- **Targeted tutoring:**
 - **SES tutoring**
 - **Targeted SWD tutoring for three weeks prior to the ELA Regents exam**
 - **Teacher tutoring every Thursday during period 9**
- **Professional development for teachers on strategies to assist SWD students in the classroom:**
 - **Achieve 3000 training**
 - **Skillful Teacher training**
- **Professional Development on Questioning skills and Effective Lesson Planning for all ELA teachers.**
- **By June 30, 2012 50% of the teaching staff (52 staff members minimum) will have received instruction in research based instructional practices in differentiation through the 37.5 hour course titled: The Skillful Teacher developed by Research for Better Teaching. Depending on when each teacher completes the course during the school year. Supervisors will note in observation reports teacher fidelity with respect to applying the principles of this course to teachers' instruction.**
 - **There will be 3-4 cohorts of teaching staff involved in taking and completing coursework and assignments for the 37.5 hour Skillful Teacher course. Teachers will write a reflection on how the course has impacted their teaching at the end of the course.**
 - **Trained teacher leaders will participate in department curriculum teams turn-keying the basic principles and integrating multiple entry points for students into the common core performance tasks.**
 - **Trained supervisors will align observation reports of trained teachers to the major themes emphasized in The Skillful Teacher course such as differentiation, effective questioning, purposeful grouping , etc. to ensure that teachers are held accountable for ensuring that learned techniques are implemented in their instruction.**
- **Teachers involved in the ICT setting and the AP ISS will conduct visits to other schools with successful ICT programs to learn best practices.**

Staff and other resources:

- **Assistant principals of English and Instructional Support**
- **SLC Assistant Principals**
- **SLC guidance counselors**
- **Teachers of SWD students in mainstream or self-contained classes**

- Skillful Teacher course
- Achieve3000 professional development course
- Department meetings
- Circular 6 common planning time daily
- Datacation, Skedula, SESIS, ARIS, STARS

Steps taken to include teachers in decision making

- Department meeting grade team meetings
- Teacher curriculum development teams
- ISS teacher meetings
- ICT team teacher co-planning periods
- SLC common time meeting daily

Timeline for implementation

- Identification and programming – by Sept. 7, 2011
- Pre-assessment/re-assessment of progress – by Sept. 20, 2011 and ongoing throughout fall term; pre-assess by Feb. 15, 2012 for student who do not pass ELA in January 2012) and ongoing throughout spring term
- Modifications to curriculum – November 8, 2011 and ongoing
- Kid-Talk – one day per week during SLC common time and once per month at SWD department conference
- Achieve 3000 – by Oct. 25, 2011
- Wilson (by Sept. 7, 2011)
- Tutoring – Teacher tutoring: every Thursday during period 9:
 - SES tutoring: ongoing
 - Regents tutoring: December 2011 – Jan. 2012
- Follow up with letters, phone calls – weekly by teachers; daily by SLC attendance aides for students not attending classes
- Parent Meeting (to be scheduled)
- Professional Development (Skillful Teacher July 2011; October, November, December 2011)
- Achieve 3000 –training (October, 2011)
- Lesson Planning PD (monthly department meetings, Sept. October, 2011)
- Questioning PD (weekly SLC and department meetings – Mondays during November)
- The entire process will begin again in February 2012 for SWD students who do not pass the ELA Regents exam in January 2012.

Strategies to increase parental involvement

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

- Through the use of inquiry, students will be targeted for academic remediation. Parents will be invited and encouraged to attend several meetings through the year. These meetings will be informational sessions along with meetings dedicated to post secondary planning for students with disabilities. Agencies will give presentations explaining options for students' success both in and beyond high school.
- Weekly Sunday night phone messages to parents from the principal on attendance and other school issues
- IEP conferences for targeted students

- Parents invited to attend SLC sponsored “whole family” events which focus on bringing the family members and students together with school community
- Monthly Student of the Month breakfasts bring parents to school for awards ceremony
- Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance
- IEP conferences provide opportunity for parents to be engaged about their child’s education

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 becomes highly qualified, in order to achieve this goal.

- All teachers who are programmed for an ISS class and/or an ELA class are highly qualified. The school continues to recruit and hire dual licensed teachers as well.

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.

- The federal SLC Grant funding is supporting the incorporation of SWD students into our SLC structure. This supports our SWD students in establishing a stronger connection to our school and their academic success.
- The federal title 1 Supplementary Educational Services (SES) supports the school in improving student achievement by providing resources for this work in working with eligible students in small groups.
- School resources and schedule are aligned to provide tutoring opportunities for students in ELA one period per week.
- School resources are aligned to provide Regents Review classes on Saturdays in the weeks prior to each administration of the Regents exams.

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.

- As a Title I Schoolwide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:
- TI Children First Network Support HS funds and TL Fair Student Funding HS funds are allocated for our support organization and support staff from New Visions PSO will provide professional development in best practices for ICT teacher teams as well as leadership for AP of ISS.
- Title I SWP funding will provide for parent involvement activities, professional Development opportunities and additional opportunities for students to build academic skills necessary for success on mandated graduation state exams.
- Eligible students will receive regular tutoring services in math and literacy support through state approved SES vendors.
- NYC DOE provides for a Talent Coach one day per week to work on the improvement of instruction within the building.
- TI Children First Network Support HS funds and TL Fair Student Funding HS funds that fund our PSO provide resources to New Visions PSO that allow for the provision of a leadership facilitator one day per week.
- Rollover Improvement Ed 59 funds provide the funding for school aides to call home, parent involvement activities, professional development opportunities, enhancement of the SLC theme for each community and resources for common time activities.

- **Network will organize and support visits to other network schools that feature successful ISS programs.**
- **TL Fair Student Funding HS funds will be allocated to create an Assistant Principal Special Education position**
- **TL Fair Student Funding HS, Title I SWP and Rollover Improvement Ed 59 funds will be used to provide for teacher per diem days and prep period coverages to allow teachers to observe successful outside programs and schools and to attend professional development trainings.**
- **Title I SWP funds will be utilized to purchase Achieve 3000 and Wilson training for appropriate staff members.**
- **TL Fair Student Funding HS funds will be allocated for teacher and supervisor per session for two (2) hour tutoring sessions on the three (3) Saturdays prior to the administration of the Regents examinations.**

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 30, 2012, students with disabilities in the 2012 graduating cohort shall increase the performance index from September, 2011 mark of 129 and attain a performance index in Mathematics of 151.3 meeting the safe harbor target.**

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.

- **Students with disabilities have not met the effective AMO or the safe harbor target for the past three years for the graduating cohort in English/Language Arts or Mathematics.**
- **The school's Progress Report indicated the need to address the learning needs of the lowest third population in a more aggressive and organized manner.**
- **The JIT report emphasized the need to support SWD students in meeting graduation requirements in Mathematics.**

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.
- **The principal shall identify a lead person with the key responsibility of oversight of provision and instruction for students with disabilities no later than October 1, 2011.**
 - **All ISS Math teachers will be observed and supervised by either the AP Math, the AP ISS or as a team of these two supervisors.**
 - **ISS staff members will review each student's IEP to determine if they are in the LRE and if the self contained students would benefit from a transition to one or more ICT classes. This will be completed by May, 2012.**
 - **The school will identify schools with successful co-teaching models and provide teachers with peer observation opportunities to observe best practices from November 1, 2011 through May 1, 2012. Teachers will decide upon which schools and which programs to visit in order to ensure that best practices will align with our school mission.**
 - **The Assistant Principal ISS and the Assistant Principal Math shall collaborate regularly on instructional and administrative issues to ensure that students are receiving the targeted instruction necessary for academic success.**
 - **To expand teachers' differentiated instructional techniques, teachers involved in the ICT setting will engage in professional development that addresses the needs of students with special needs, different learning styles and multiple intelligences.**
 - **Teachers will use formative assessments (Acuity, Talent Management assessments, teacher created assessments, etc) to inform instructional decisions and determine which skills are needed by individual students.**

- Tutoring sessions will be held one time per week for identified students with disabilities who have not yet attained a level 2 score on a state exam.
- Math Teachers will attend QTel training and turn-key strategies to teacher teams.
- ICT setting provides the following benefits for some SWD students:
 - Common planning time for teachers involved in the ICT setting to meet weekly.
 - Collaboration between two teachers for lesson planning
 - Strong content knowledge teamed with skillful instructional techniques
 - SLC Kid Talk will provide time for ISS teachers to meet and discuss targeted students.
- Targeted tutoring:
 - SES tutoring
 - Targeted SAT SWD tutoring for three weeks prior to the IA Regents exam
 - Teacher tutoring every Thursday during period 9
- Report card conferences will be held with ninth grade students after the first marking period of each term and at the end of the first term.
- By June 30, 2012 50% of the teaching staff (52 staff members minimum) will have received instruction in research based instructional practices in differentiation through the 37.5 hour course titled: The Skillful Teacher developed by Research for Better Teaching. Depending on when each teacher completes the course during the school year. Supervisors will note in observation reports teacher fidelity with respect to applying the principles of this course to teachers' instruction
 - There will be 3-4 cohorts of teaching staff involved in taking and completing coursework and assignments for the 37.5 hour Skillful Teacher course. Teachers will write a reflection on how the course has impacted their teaching at the end of the course.
 - Trained teacher leaders will participate in department curriculum teams turn-keying the basic principles and integrating multiple entry points for students into the common core performance tasks.
 - Trained supervisors will align observation reports of trained teachers to the major themes emphasized in The Skillful Teacher course such as differentiation, effective questioning, purposeful grouping , etc. to ensure that teachers are held accountable for ensuring that learned techniques are implemented in their instruction.
- Use of Datacation to identify target students and provide notification to their math teachers of their status
 - Identify and target SWD students who achieved Level II on the IA Regents exam to move to Level 3
 - Identify and target SWD student who have never sat for the IA Regents exam
 - Identify and target SWD students who have been long-term absent students and who have failed or have never taken the IA Regents exam
- Utilization of the Kaplan Test preparation program with students with disabilities in the 2012 cohort.
 - Key staff – Ms. Debra Santora, Ms. Deborah Lotito, Ms. Panyota Batsis, Ms. Sarah McCoy, Ms. Traci Ward
 - Implementation timeline – February 2012 – June 2012
 - Assessments and Evaluation – Key staff will participate in inquiry work around the effectiveness of the program as it relates to individual student success. Previous Regents exams as well as in-class examinations will be utilized to determine individual student gaps.
- Implementation of RCT Math Preparation Study Hall for students with disabilities in the 2012 cohort.
 - Key staff – Mr. James Lilling
 - Implementation timeline – November 2011 – June 2012
 - Assessments and Evaluation – Key staff will be provided with the names of those students with disabilities that are ineligible to take the RCT Math exam.
 - Mainstream teachers will be notified of the status of any student in their class so as to provide additional support
 - Practice assessments will be utilized to determine individual student gaps.
- Continued utilization of Revolution K-12 with the 2014 cohort ISS self-contained students. The program provides interventions for students struggling with remedial Mathematics and Algebra topics.
 - Key staff – Ms. Karin Crowley, Mr. James Lilling, Ms. Damaris Suarez

- Implementation timeline – January 2012 – June 2012
- Assessment and Evaluation – Key staff will create NYS Regents tests and administer online to students. Instant class and individual student analysis will provide for topic intervention.
- Professional Development on Questioning skills and Effective Lesson Planning for all ELA teachers
- Teachers involved in the ICT setting and the AP ISS will conduct visits to other schools with successful ICT programs to learn best practices.

Steps taken to include teachers in decision making:

- Department meeting grade team meetings
- Teacher curriculum development teams
- ISS teacher meetings
- ICT team teacher co-planning periods
- SLC common time meeting daily

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.

- Through the use of inquiry, students will be targeted for academic remediation. Parents will be invited and encouraged to attend several meetings throughout the year. These meetings will be informational sessions along with meetings dedicated to post-secondary planning for student with disabilities. Agencies will give presentations explaining options for students' success both in and beyond high school.
- Weekly Sunday night phone messages to parents from the principal on attendance and other school issues
- IEP conferences for targeted students
- Parents invited to attend SLC sponsored "whole family" events which focus on bringing the family members and students together with school community
- Monthly Student of the Month breakfasts bring parents to school for awards ceremony
- Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance

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 becomes highly qualified, in order to achieve this goal.

- All teachers who are programmed for an ISS class and/or a Mathematics class are highly qualified. The school continues to recruit and hire dual licensed teachers as well.

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.

- The federal SLC Grant funding is supporting the incorporation of SWD students into our SLC structure. This supports our SWD students in establishing a stronger connection to our school and their academic success.
- The federal Title 1 Supplementary Educational Services (SES) supports the school in improving student achievement by providing resources for this

work in working with eligible students in small groups.

- **School resources and schedule are aligned to provide tutoring opportunities for students in Math one period per week.**
- **School resources are aligned to provide Regents Review classes on Saturdays in the weeks prior to each administration of the Regents exams.**

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.

- **As a Title I Schoolwide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:**
- **TI Children First Network Support HS funds and TL Fair Student Funding HS funds are allocated for our support organization and support staff from New Visions PSO will provide professional development in best practices for ICT teacher teams as well as leadership for AP of ISS.**
- **Title I SWP funding will provide for parent involvement activities, professional Development opportunities and additional opportunities for students to build academic skills necessary for success on mandated graduation state exams.**
- **Eligible students will receive regular tutoring services in math and literacy support through state approved SES vendors.**
- **NYC DOE provides for a Talent Coach one day per week to work on the improvement of instruction within the building.**
- **TI Children First Network Support HS funds and TL Fair Student Funding HS funds that fund our PSO provide resources to New Visions PSO that allow for the provision of a leadership facilitator one day per week.**
- **Rollover Improvement Ed 59 funds provide the funding for school aides to call home, parent involvement activities, professional development opportunities, enhancement of the SLC theme for each community and resources for common time activities.**
- **TL Fair Student Funding HS funds will be allocated for teacher and supervisor per session for two (2) hour tutoring sessions on the three (3) Saturdays prior to the administration of the Regents examinations.**

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 June 30, 2012, the daily school wide attendance rate shall increase two points 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.

- **The school's Progress Report indicated the need to improve daily student attendance.**
- **The Federal SLC grant places strong emphasis on improving daily student attendance through personalization.**
- **Observation reports by supervisors support the need to improve daily student attendance.**

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.*
- **Use Common Planning Time to discuss specific students and follow up with outreach from Guidance, teachers and school aide.**
 - **SLC guidance counselor will bring in students and parents to counsel on attendance issues.**
 - **SLC school aide phones the homes of students who are not present 20 minutes after start of period 1.**
 - **All teachers will emphasize attendance in school and class to all students/parents in all their classes.**
 - **Each marking period there will be recognition for attendance; both perfect and 95%.**
 - **Each SLC has a personalized attendance goal reflecting improvement from past rates:**
 - Med Tech attendance goal is 95%.**
 - Culinary Arts Academy goal is 92%.**
 - PRISM goal is 95%**
 - Freshmen Academy goal is 90%**
 - Institute for Civic Leadership goal is 78%**
 - TV & Media Academy goal is 85%**
 - IBHET goal is 85%**
 - **Period 1 attendance contest each parking period.**
 - **Improved attendance and perfect attendance awards in December, February and May.**
 - **Freshmen Academy teams (2) will compete in an attendance "Race to the Top."**
 - **Instructional Support students will be closely monitored through their support staff. Attendance will be closely monitored through subject classes. Any areas of concerns will be brought to the attention of the support staff consisting of related service providers, deans, Instructional Support**

Coordinator and the Assistant Principal of Instructional Support Services.

- **Parental outreach will be conducted and parents will be strongly encouraged to attend a guidance/attendance conference in person. The conference will be held with support staff, parent and student. If needed, student will be enrolled in the GPS program for extension monitoring of attendance.**
- **Smaller Learning communities will use attendance incentives such as:**
 - **Assistant Principal recognizes students with perfect monthly attendance with a certificate, food treat or pen.**
 - **SLC is discussion strategies to improve the attendance of the 70% student and rewards.**
 - **SLC Field Day in May for students with high attendance.**
- **Smaller Learning Community teaching and support staff regularly identify students from the monthly attendance reports who have been absent more than five times. Teachers are going to “adopt” approximately 5-8 students who they teach or have a relationship with to make a parent outreach after having in-depth conversations with all of the teachers of these students. These phone calls will be made by the mentor teacher on behalf of all other content teachers. We will maintain data on the results of this outreach in order to debrief and readjust efforts if necessary.**
- **Some SLCs are working on some “welcome back” strategies to support this work—such as “bring a friend” to class (reward students who are here every day if they do this with a hw pass, extra points, etc; establish a reward system for those who come back to class and improve their attendance.**
- **The SLC School Aide will perform the following tasks to support attendance improvement:**
 - **Collect period 1 attendance**
 - **Make immediate outreach calls to homes**
 - **Place every call on ILog**
 - **Send 407 letters and other letters generated through attendance outreach office**
 - **Make calls at individual teacher requests**
 - **Follow up with Guidance Counselor**
 - **Make referrals to attendance teachers**
 - **Report all non-working numbers to the attendance office after first following up with the Nurses’ office and the Deans’ office**
 - **Aide Plan being developed to put into practice:**
 - **The information about the students from period 1 who are called does not reach the teacher of the class.**
 - **This information needs to be relayed to the teacher and to the SLC staff at common time Kid Talk**
- **Guidance counselor will:**
 - **Counsel individual students; send for them for outreach**
 - **Write letters, phone calls, conferences with parents when able to do so**
 - **Hold conferences with SLC staff during Kid Talk**
 - **Write PIF’s and other personal intervention plan**
- **New attendance strategy regardless of which SLC the students belong to:**
 - **Teachers will give out a coupon on Fridays to every student who had perfect on-time attendance in their classes that week. Students who have the coupon will receive a treat on that Friday (chips, snacks, etc.). As the student accumulates more coupons, the treat will increase. It will culminate in a pizza lunch with the SLC teachers during 9th period for students who accumulate the requisite number of coupons (TBD) during the marking period.**

Steps taken to include teachers in decision making:

- **Attendance Committee meetings**
- **School Leadership Team**
- **Kid Talk discussions by smaller learning community staff members**
- **ISS teacher meetings**
- **Department conferences and guidance meetings**

- **Report Card conferences**
- **SLC common time meeting daily**

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.

- **Weekly Sunday night phone messages to parents from the principal on attendance and other school issues**
- **IEP conferences for targeted students**
- **Parents invited to attend SLC sponsored "whole family" events which focus on bringing the family members and students together with school community**
- **Monthly Student of the Month breakfasts bring parents to school for awards ceremony**
- **Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance**

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.

All teachers of four core content areas and ISS department are highly qualified.

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.

- **The federal SLC Grant funding comes with the mandate that schools make improved attendance a priority. Monies from this funding support parent meetings, daily parent contact through SLC support staff and attendance incentive programs for students.**
- **AIDP funding is provided to the school through The United Way. New York Center for Interpersonal Development is the community based organization which will target 110 sophomores for extended services to support their improved attendance. This organization will provide guidance services, group counseling sessions, extra classes for credit accumulation and incentive programs.**
- **The Staten Island Education and Employment Continuum is the community based organization which will focus their work in servicing 70 ninth graders who had attendance records of 60-79% attendance in 8th grade. This organization will serve as a communication link between school and home. The services also provide students with tutoring sessions, counseling sessions and monetary incentives for passing all classes.**
- **School resources are aligned to provide students and parents with guidance support and the services of an attendance teacher.**
- **School resources are aligned to provide credit recovery opportunities and online courses for students who are behind in credits needed for graduation.**

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.

As a Title I Schoolwide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- **AIDP Attendance Shared funds will be allocated to fund an Attendance Teacher**
- **SLC School Aides will be funded with TL Fair Student Funding HS funds.**
- **A Parent Coordinator will be funded with TL Parent Coordinator HS funds.**
- **Guidance Counselors and other support staff will be funded with TL Fair Student Funding HS.**
- **Staff from NYCID and SI Education Continuum**
- **Rollover Improvement Ed 59 funds will be allocated for attendance incentives within each SLC.**
- **Title 1 SWP parent involvement funds**
- **Title III LEP funds will be used to increase parent involvement and for attendance incentive funding for ELLs**
- **Teacher time through common planning time (Circular 6) activity**

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 30, 2012, all pedagogues will participate in professional development activities designed to increase student engagement and improve student achievement.**

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.

The JIT report and supervisor observations found that:

- **Instruction was mostly teacher directed in lessons across the school.**
- **There was little evidence of small group or differentiated instruction being used in the instructional process in ELA and Math classes**
- **Learners were compliant rather than actively engaged.**
- **The school should provide a comprehensive PD program that focuses on evidence based practices that support differentiation and address the learning needs of all students.**
- **Professional development opportunities for all teachers should be monitored through formal and informal observations.**
- **School leaders should implement a process of regular observations that provide timely feedback to teachers noting areas of strength and weakness as well as clearly identifying areas for improvement. There is a connection from one observation to the next for each individual teacher.**

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) time-line for implementation.
- **50% of the pedagogical staff (minimum of 52 teachers) will be trained in the 37.5 hour course titled The Skillful Teacher. This program focuses on evidenced based practices that support differentiation and address the learning needs of all students, including students with disabilities.**
 - **The Principal volunteered to participate in the NYC Department of Education Talent Management Pilot Program.**
 - **The Principal and assistant principals will participate in weekly training on “norming” the Danielson ratings of lessons and discussing the competencies outlined in the City Pilot Program. This training will detail the expectations and attributes for each competency within a lesson and assure that supervisors and teachers have a solid understanding of the rubric. This training will also provide an opportunity for sharing of best practices.**
 - **Teacher Leaders involved with the Skillful Teacher program will work with supervisors and colleagues to develop curriculum and learning activities that are aligned to the common core and involve looking at student work with purpose and developing lessons with multiple entry points for students of all achievement levels.**
 - **The school’s pedagogical staff will participate in the Talent Management Pilot Program. This observation process will ensure a rigorous approach**

that will hold teachers accountable for implementing skills in their instruction learned from professional development activities.

- Teachers meet at least once per month by department to review and discuss the Danielson Competency which will be the focus of observations for the following month. Teachers are able to “break down” the competency and discuss the attributes that pertain to that competency and the 4 rating associated with it. This training will detail the expectations and attributes for each competency within a lesson and assure that all pedagogues have a solid understanding of the rubric. Teachers and supervisors will participate in this norming process for all competencies.
- All pedagogues will collaborate by department to identify best practices and the attributes associated with highly effective teaching and effective teaching for each competency in the Danielson Rubric.
- The professional development plan for the school will provide opportunities for teaching staff to “unpack” the Danielson competencies in a way that promotes deep understanding and a clear list of expectations for each competency. Talent Management office will provide a coach for one day per week to visit the school to provide professional development to the supervisors.
- Supervisors will provide feedback to teachers within three days of observation.
- Supervisors will provide a shadow rating for teachers to use as a professional development guide with the formal rating to be as deemed in the contract.
- School leaders set up and follow a schedule for teacher observation and feedback and subsequently complete a report for each lesson observed posted in ARIS Learn according to the Danielson rubric.
- The school will identify schools with successful co-teaching models and provide teachers with peer observation opportunities to observe best practices.
- *High Schools That Work, Inc.* and the *SAM Inquiry Inc.* will provide professional development to staff related to inquiry and instructional decisions as well as the use of Common Time to inform and drive instructional decisions.
- By June 30, 2012 50% of the teaching staff (52 staff members minimum) will have received instruction in research based instructional practices in differentiation through the 37.5 hour course titled: The Skillful Teacher developed by Research for Better Teaching. Depending on when each teacher completes the course during the school year. Supervisors will note in observation reports teacher fidelity with respect to applying the principles of this course to teachers’ instruction.
 - There will be 3-4 cohorts of teaching staff involved in taking and completing coursework and assignments for the 37.5 hour Skillful Teacher course. Teachers will write a reflection on how the course has impacted their teaching at the end of the course.
 - Trained teacher leaders will participate in department curriculum teams turn-keying the basic principles and integrating multiple entry points for students into the common core performance tasks.
 - Trained supervisors will align observation reports of trained teachers to the major themes emphasized in The Skillful Teacher course such as differentiation, effective questioning, purposeful grouping , etc. to ensure that teachers are held accountable for ensuring that learned techniques are implemented in their instruction.

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.

Parent activities are not involved in the attainment of this goal.

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.

All teachers in four core content areas and ISS department are Highly Qualified. Those who are studying to become highly qualified can use this opportunity with The Skillful Teacher course to apply this college credit for that purpose.

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.

- **The federal SLC grant funding will support this goal by providing funding for the Skillful Teacher course provided through the Research for Better Teaching Company.**
- **The NYC DOE is providing the funding to support the Teacher Effectiveness pilot program**

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.

As a Title I Schoolwide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:

- **Title 1 SWP professional development funding will be used to support this action plan by providing teacher per diem days to allow teachers to attend professional development trainings.**
- **Rollover Improvement Ed 59 funds will provide funding to pay the tuitions for Skillful Teacher, High Schools that Work and SAM, as well as, per diem monies for sub coverages and per session monies for classes held outside of the school day.**
- **The Office of Talent Management provides the resources for one full day of on-site training per week by a Talent Coach.**
- **New Visions PSO provides support for this work via the instructional support leader as well as the LDF.**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 30, 2012, 25% of the students with disabilities will be moved to a less restrictive environment.

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.

The JIT report cited the following needs:

The school goals need to reflect high expectations for students and staff. By reducing the number of self contained classes and increasing the number of ICT classes while also moving students to LRE as supports their learning needs, the school will raise expectations across the board.

Professional development is needed for general education teaching staff on how best to support students as they transition to less restrictive environments.

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.

- **The principal shall identify a lead person with the key responsibility of oversight of provision and instruction for students with disabilities no later than October 1, 2011.**
- **The school will increase by 50% the number of ICT classes by March 1, 2012 as compared to March 1, 2011.**
- **All ISS ELA teachers will be observed and supervised by either the AP ELA, the AP ISS or as a team of these two supervisors.**
- **ISS staff members will review each student's IEP to determine if they are in the LRE and if the self contained students would benefit from a transition to one or more ICT classes. This will be completed by May, 2012**
- **The school community will ensure that all teachers of students with disabilities are full members of the SLCs and that they have the opportunity to attend common planning time**
- **From August 1, 2011 onward, IEP reviews to be held by teacher teams, parents and supervisors to assure that students are provided access to the least restrictive learning environment.**
- **During IEP conferences, staff and parents will use the opportunity to explore the movement of the student to a less restrictive environment if the individual student data indicates such a move would bring positive results.**

- **Based on the discussions at annual IEP conference for individual students, SWD students who are found to be ready for mainstream classes and/or SETSS services will be transitioned to those classes.**
- **Assistant Principal of Special Education and ISS staff members will regularly monitor the academic success for students who have been moved from self contained classes to ICT classes to ensure that they are receiving proper support.**
- **ICT teachers will conference during common planning time at least once per week with AP ISS present to support the collaboration with guidance on appropriate instructional strategies.**
- **ISS and mainstream ICT teachers will visit schools which feature successful ICT programs.**

Via the mandated IEP conferences, ICT, self-contained and SETSS teachers will be directly involved in the decision making process to support the attainment of this goal through SBST.

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.

- **Parents will be involved in IEP conferences to support this initiative**
- **Parents will have opportunities to meet directly with SLC teachers to discuss their child's progress and collaborate on developing a plan and learning environment that supports the academic success of the child.**
- **SLC staff and supervisors will use phone messenger to keep parents advised of academic progress.**
- **Parent Coordinator will schedule and coordinate meetings with parents of SWDs in order to hear and address concerns and ideas.**

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 becomes highly qualified, in order to achieve this goal.

All ISS teachers are highly qualified.

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.

- **Community based organizations cited previously will support the strategies by providing tutoring services to students regularly as they transition to a least restrictive environment.**
- **SINI funding will support eligible students with tutoring and remedial services as they transition to a less restrictive environment.**
- **School budget and school resources provide for teachers to tutor one day per week during common time as well as provide for Regents prep classes and tutoring prior to administration of state exams.**

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.

- **As a Title I Schoolwide Program school, Conceptual consolidation will allow us to combine federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September, 2011-June, 2012 as indicated below:**

- **TL Fair Student Funding HS funds will provide human and fiscal resources to support students in transition to LRE.**
- **Title I SWP funding will support students in transition to LRE.**
- **New Visions PSO will support this initiative with training and ISS expertise.**
- **TL Fair Student Funding HS funds will be allocated for teacher and supervisor per session for two (2) hour tutoring sessions on the three (3) Saturdays prior to the administration of the Regents examinations.**
- **SINI Grant Funds will be allocated to fund teacher and supervisor per session hours to implement a PM School for credit recovery and credit accumulation.**

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	342	275	232	163	180	0	11	0
10	467	243	261	524		0	12	0
11	448	170	212	254		0	10	0
12	117	99	129	155		0	11	0

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

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Members of the 2012 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes on Saturdays or after school. • SAT prep classes will be offered on Saturdays or after school throughout the school year funded by community organizations. • Tutoring will be available for at risk students during student lunch periods, every Thursday during Period 9, and as provided within all SLC's through common time outreach. • Regents prep classes will be offered on Saturdays in the weeks prior to these exams. • Double-period literacy blocks are provided during the school day for incoming 9th grade students who scored at Level 1 or Level 2 on the 8th grade ELA examination. • The OST program will provide academic services to students after their school day is complete • The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes • Liberty Partnership program will provide academic support to students during the school day. • College readiness and targeted tutoring will be provided after school and on Saturdays for Hispanic students and English Language Learners. • The following reading intervention programs will be provided during the school day, after school and on Saturdays to targeted at-risk, Instructional Support and ESL students: Wilson Reading and Achieve 3000. • Collaborative Team Teaching classes are provided during the school day for identified students. • Flexible Credit Recovery options are available to identified students in the 2012 Cohort through the IZONE initiative.
Mathematics	<ul style="list-style-type: none"> • Tutoring during student lunch periods and during period 9 will be available for at risk students. • College Success Initiative (formerly BMI) conducted by the College of Staten Island

	<p>will support targeted black and Hispanic males and females.</p> <ul style="list-style-type: none"> • Members of the 2012 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes after school. • The OST program will provide academic services to students after their school day is complete • The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes • Liberty Partnership program will provide academic support to students during the school day. • SAT prep classes will be offered on Saturdays throughout the school year. • Regents prep classes will be offered on Saturdays in the weeks prior to these exams. • Utilization of the Kaplan Test preparation program with students with disabilities in the 2012 cohort. • Utilization if the Barron's Regents Exam preparation program with ICT students in the 2015 cohort. • Utilization of the Revolution k-12 with students with disabilities in the 2014 cohort
<p>Science</p>	<ul style="list-style-type: none"> • Additional lab activities will be offered in all Regents courses especially Living Environment and Earth Science, during class time to ensure that students complete lab requirements. • At all SLC 's Common Time students having difficulty in the sciences will be discussed and directed to the appropriate services. • All SLC's will be expected to establish peer tutoring sessions for science during the school day and after school. • Students will be able to attend tutoring sessions at least once per week during period 9 • The OST program will provide academic services to students after their school day is complete • The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes • Liberty Partnership program will provide academic support to students during the school day.

<p>Social Studies</p>	<ul style="list-style-type: none"> • After school tutoring will be available for small groups of students by grade level. • Junior Achievement High School Heroes program will support Economics instruction. • WISE partnership will support Economic instruction and Financial Literacy. • Partnership with Wagner College to support Participation in Government. • The creation of Blogs to assist teachers and students which include resources from the lessons. • The OST program will provide academic services to students after their school day is complete • The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes • Liberty Partnership program will provide academic support to students during the school day. • Students will have the opportunity to attend tutoring in small groups on a weekly basis during period 9. • Regents prep classes will be offered on Saturdays and/or Thursday evenings in the weeks prior to these exams. • College success Initiative (formerly the Black Male Initiative) conducted by College of Staten Island will support targeted students.
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • At risk students will be targeted for parent conferences with school support staff on Thursday evenings throughout the school year. • Additional guidance services for at risk students. • OST provides services to 70 at-risk ninth graders daily • NYCID targets 110 at risk 9th and 10th graders for attendance services
<p>At-risk Services provided by the School Psychologist</p>	<ul style="list-style-type: none"> • At-risk counseling and crisis intervention • Development of behavior support plans for at-risk students for implementation by classroom teachers
<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> • At-risk counseling and crisis intervention • Provide supportive mental health services to at-risk students and families • Referrals to outside agencies when warranted • Crisis counseling
<p>At-risk Health-related Services</p>	<ul style="list-style-type: none"> • In service training for staff on health related issues (HIV Aids) and drug related risk behaviors

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Port Richmond High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*

- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement –(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Port Richmond High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
 - PTA Executive Board members will be involved with District personnel through the Staten Island Federation of PTA’s

2. Port Richmond High School will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Parent members of the school leadership team will participate in the annual PASS Review of the School
 - Parents will be interviewed as part of the school’s Quality Review
 - Parent surveys will be a vital part of the School’s Progress Report process
 - Ninth and tenth grade parent councils will meet monthly with the principal to inform school improvement decisions and initiatives.

3. Port Richmond High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - Liberty Partnership Program
 - Project Success Program
 - NY Junior Tennis League Program
 - College of Staten Island Success program
 - Staten Island Education Continuum after school program
 - New York Center for Interpersonal Development – After School Advantage Program

4. Port Richmond High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - An evaluation will be conducted at a Spring PTA meeting providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.
5. Port Richmond High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State's and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A
 - how to monitor their child's progress and
 - how to work with educators.
 - The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - providing Assistant Principals at each PTA Meeting

- Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
 - Special meeting with incoming parents of Special Education students
 - Two separate parent orientations for incoming ninth grade parents
 - Pupil Path provides parents with up-to-date student academic information
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
 - Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
 - New Teacher Institute provides professional development on parent discussions
 - Teachers will use electronic grade book
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - Involving parents in the regular activities of the school
 - Involving parents in the activities pertaining specifically to their child's Smaller Learning Community.
 - Involving parents in the Student of the Month breakfast assemblies
 - Involving parents in Raider of the Month ceremonies
 - Involving parents in *Smaller Learning Communities* parent ceremonies and activities
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand:
 - school letters are translated and ELL students are provided with native language letters of school events
 - Translation services information are posted in the school lobby in the appropriate native languages
 - Phone messenger system is used regularly to inform parents
 - School website is used regularly to inform parents

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

SCHOOL-PARENT COMPACT

Port Richmond High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2010-11.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School

Responsibilities

Port Richmond High School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.

- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually. Additional parent conferences held weekly on Thursday evenings.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
Student report cards are distributed 6 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year.
New Visions student trackers will be sent home as well.

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment coordinated by Parent Coordinator. Counselors are available to parents daily.

Teachers are also available to meet with SLC parents during common time activities.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA and Athletic Director host a number of events each year that allow parents the opportunity to be involved directly in school activities. Parents are also encouraged to volunteer to assist with articulation events as well as the school's Information Night each fall.

Parent

Responsibilities

We, as parents, will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- Having regular conversations with my child on his/her individual goals (short term and long term) for each course
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school discipline policy;
- express high expectations and offer praise and encouragement or achievement;
- regularly check Pupil Path for academic information about their child.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R445 School Name: Port Richmond HS

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

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

Category: Basic Focused Comprehensive

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

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

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

Secondary level: ELA

Students enter high school with a peer index of less than 2. Often times a significant number of students demonstrate poor academic skills in Language Arts. Significant numbers of students indicate challenges with reading comprehension and teachers must spend considerable time addressing this deficiency. Students entered high school with poor writing skills which set them back academically in multiple content areas. Ninth grade students indicate a need for a second period of literacy in order to address the need to build skills.

Secondary level: Math

Students enter high school with a peer index of less than 2. Often times a significant number of students demonstrate poor academic skills in Mathematics. Students need additional opportunities for tutoring and regents prep sessions to develop skills necessary for success on Regents exams. Students entered high school with poor computational skills and poor understanding of the 8th grade curriculum which provided the foundation for the algebra curriculum.

The JIT Review identified the following findings which formed our response:

- The school and network should partner to develop curriculum for the four core areas that have clear alignment with current NYS standards.
- The school should provide PD to all teachers in the different and varied strategies that can be used for classroom instruction.
- The school should offer a PD program that focuses on evidence based practices that support differentiation.
- The school should designate a school leader to supervise the instructional support services program with the responsibility of moving students, when appropriate, to their least restrictive environment.
- The school staff should visit schools with successful co-teaching models and support this work through PD opportunities.
- Students with disabilities are to be full members of the SLCs and ISS staff are to participate in common time each day.
- The school should review the current classroom observation process to ensure a consistent and rigorous approach that holds teachers accountable for implementing skills learned from PD.
- School leaders should increase the number of computers available for students in the school library.
- Student behavior expectations are to be consistent and uniformly high. These are to be communicated regularly to students.

- A school-wide student progress database should be used to provide students and parents with the opportunity to monitor student progress.

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 of Pedagogues

During the 2011-12 school-year, more than 50% of the teaching staff participates in the 37.5 hour course titled *The Skillful Teacher* which develops teacher skill in differentiated instruction. The course provides teachers with skill building activities in the realms of instructional strategies, motivational areas, curriculum areas and management areas of performance. In addition the school is participating in the Teacher Effectiveness pilot using the Danielson Rubric and regular classroom visitations in order to improve teacher practice. Both of these programs also provide a common language on instruction which leads to more consistent instructional practice. Teachers in the Instructional Support Services department are involved in all of these PD activities.

The mathematics department focused the professional development activities for this year with emphasis on improving teacher questioning techniques, increasing the use and effectiveness of student groups in lessons and in tiering lessons to improve student engagement.

Curriculum

The curriculum in math and ELA is being revised to more closely align with the Common Core Standards as well as the learning needs of our students.

The EduChange PD company will be working with teams of ELA teachers to create and align ELA curriculum with the common core standards. This work will provide additional teacher resources/ideas which will support improved student engagement for ELA lessons for students of all achievement levels. The school has also contracted with the Atlas curriculum mapping software system in order to provide a software structure for the creation of the ELA curriculum map.

The Wilson reading program is being used with students with disabilities who benefit from this intervention.

Achieve 3000 is being used with students with disabilities, English Language Learners and some ninth grade low achieving students to assist with their reading proficiency.

In 9th grade ELA classes for the 2011-12 school-year, students will take a daily 90 minute block class. This class will provide additional time for skill building activities to improve student skills in reading and writing. Students who have failed ELA Regents exams are programmed for courses that allow for teachers to diagnose and remediate skill deficiencies.

Support

The GPS (Graduate Prepared to Succeed) program run by CBO New York Center for Interpersonal Development works with 120 at-risk ninth and tenth graders on attendance improvement and academic support. These students are monitored by staff members who make regular contact with family members and students.

The OST program, run by the Staten Island Education Consortium, monitors the progress of 70 at risk ninth graders using academic tutoring support and monetary incentives to motivate success.

The Liberty Partnership Program provides college age tutors in Math, ELA and science during the school day for all students to partner with.

The school offers extra credit bearing courses in mathematics and ELA in order to build student skills necessary for success on the ELA and Algebra Regents exams. The school also provides Regents Prep sessions (non credit bearing) in the month immediately preceding the January, 2012 and June, 2012 administration of the exams.

In order to better support the academic achievement of ninth graders, the school is reorganized to include a Freshmen Academy as a smaller learning community with two teams. All ninth grade teachers and two dedicated guidance counselors collaborate daily and focus their discussions on a specific and small group of ninth graders. This reorganization provides the organization for students to receive more personalized academic support from teaching and support staff.

ELL students receive specialized tutoring by ESL teachers each Thursday afternoon.

In order to better address the needs of SWDs in ELA and Math, an Assistant principal of ISS has been appointed. The AP is also responsible for developing more ICT teacher teams and classes in order to better address the learning needs of SWDs who would benefit from the ICT setting.

Self contained students participate in small group Algebra Regents prep sessions on weekends prior to each administration of the Regents exam. ISS students also participate in daily after school tutoring with staff members who prepare them for various RCT and Regents exams. Each Thursday Algebra teachers teach Math RCT lessons and Algebra regents lessons after school for self contained students.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The money for professional development Title 1 funding was used to support the provision of a literacy coach to work with teachers and students on literacy, an Assistant Principal of Math to support the professional development of math teachers, an Assistant Principal of ELA to support the professional development of ELA teachers, per diem payment to substitute teachers when teachers are absent for PD opportunities, professional development resources for our teacher resource center in our library and for the contract with *High Schools that Work* for professional development workshops. This funding will all serve to support our teachers in learning the different and varied strategies that can be used for classroom instruction. By raising the level of differentiation of instruction in the school, a larger percentage of students will be engaged in their learning. The result will be an increase in student achievement in ELA and Math.

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

During the 2011-12 school-year, at least 50% of the teaching staff will participate in a 37.5 hour *Research for Better Teaching* course titled: *The Skillful Teacher*. This research based course develops teaching skills within teachers that require differentiation while also providing the school staff with a common instructional vocabulary. Each day all pedagogues will also participate in common planning time activities that develop the collaborative spirit that supports our smaller learning communities while also sharing best practices of instructional techniques. This year the school is part of the pilot program for the NYCDOE Teacher Effectiveness program. With this pilot, all teachers receive professional development for 180 minutes per month on the Charlotte Danielson rubric and some of the best practices that support attaining a highly effective status on that rubric. Twice each month, teachers meet by academic content area for ninety minutes to focus their learning on one of the Danielson competencies and to develop techniques to meet the level of highly effective for that specific competency. The Talent Coach from Talent Management and the LDF from New Visions serve as experts on differentiated instruction in support of both supervisors and teachers. All new teachers are mentored by the literacy coach and assistant principals of their content area. The school has also contracted with the PD firm: *High Schools That Work* in order to develop teacher leaders and to incorporate strategies utilized by effective high schools across the nation. In addition, teacher representatives from each of the four core subject areas

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.

Parents receive mandated letters in the English and/or Spanish language. The school also uses the phone messenger system to contact parents. This system also translates into Spanish for Spanish speaking families.

**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 Debra Maldonado	District 31	Borough Staten Island	School Number 445
School Name Port Richmond			

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

Principal Timothy M. Gannon	Assistant Principal Candace McNeece
Coach Donna Ryan	Coach type here
ESL Teacher Joseph Mudgett/ESL	Guidance Counselor Joyce Lucignano
Teacher/Subject Area Kim Sievers/ESL	Parent Karin Crowley
Teacher/Subject Area Eileen Ruggiero/Social Studies	Parent Coordinator Elaine DiAngelo
Related Service Provider Frances Riozzi-Gotto	Other type here
Network Leader Alexis Penzell	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	2092	Total Number of ELLs	135	ELLs as share of total student population (%)	6.45%
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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. 

When a newcomer to the New York City school system enters Port Richmond High School, their parent/guardian completes the Home Language Identification Survey after being interviewed informally by one of a team of trained pedagogues. The team consists of the following pedagogues: K. Sievers-ESL Coordinator, N. Noto-Foreign Language Teacher, A. Roman-Foreign Language Teacher and D. Ryan-Literacy Coach. Surveys are available in English and the other DOE supported languages. Other oral language support includes the DOE telephone translation unit and teacher volunteers who speak other languages. If it is determined that the student is eligible for ESL, the family then attends an orientation session at which they view the ESL DVD that describes the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). One of the team of trained pedagogues mentioned above, ensures the parents understand the choices. Translation is provided by either one of the team of trained pedagogues or by the Direct Phone Translation Service. They also find out information about the Port Richmond ESL program and complete the Parent Selection Form. The parent coordinator then directs them to one of a team of pedagogues who have been trained for further informal student interviewing. The ESL guidance counselor/social worker will also meet with the student prior to completing their program. Placement in ESL classes is determined by the score a student receives on the New York LAB-R placement test administered within ten days by the ESL coordinator. Students who test out on the LAB-R are not eligible for ESL classes and are programmed for mainstream classes. Students who score at Beginner, Intermediate or Advanced on the LAB-R are placed in our ESL program and are given a full student program. Students advance in or exit from the ESL program based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered each spring in accordance with the guidelines outlined in the NYSESLAT Test Administrator's Manual. Students are notified by letter and phone blast messages in both English and native languages of NYSESLAT dates. Three dates are scheduled, one for each of the reading, writing and listening components of the test, by K. Sievers-ESL Teacher/Coordinator according to the NYC School calendar. The speaking component is administered by The ESL Coordinator and J. Mudgett-ESL Teacher as outlined in the NYSESLAT instructions during the allocated dates. Both ESL teacher analyze data from the RNMR and RLAT to determine student eligibility.

When a family enters Port Richmond High School for the first time and has been interviewed informally, the parent orientation meeting takes place on the same day. The family views the DOE video in their native language, if available, concerning three program choices for their child. Any questions are answered by a trained pedagogue or the parent coordinator, who has also been trained. If the parent chooses a program that we do not offer, we explain that we will keep track of their request and monitor other similar parent requests so that we can continue to meet the wishes of the parents. If the parent is not present or able to remain for the parent orientation meeting, we follow up within 24 hours with outreach by U.S. mail and by telephone in order to invite them to the school.

At the beginning of the new fall term, the ESL Coordinator mails either a continued entitlement letter, or a notice that their student has tested out of ESL, to every ELL parent/guardian whose student was in the ESL program the previous year. Letters are mailed directly to the student's home of record in English and the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement or non-entitlement if the student has tested out. The

Parent Survey and Selection forms are completed in the school during intake.

Students are placed in the ESL instructional program based on the cutoff scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. The ESL guidance counselor, ESL coordinator, ESL assistant principal, and the assistant principal of Guidance collaborate when needed on the placement. Parents are involved in these conversations either in person or by telephone. Native language support is offered to the parents.

A review of Parent Selection Forms for the past two years indicates that the majority of PRHS parents select ESL for their children. In 2009, 16 new parents chose ESL; one chose Dual Language; 2 chose Transitional Bilingual and 1 defaulted to Bilingual. In 2010, 10 chose ESL; one chose Dual Language and 1 defaulted to Bilingual Education. In 2008, 29 new parents chose ESL and 1 chose Bilingual Education .

In offering free-standing English as a Second Language Program, Port Richmond High School has been directly aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										33	35	21	46	135
Push-In														0
Total	0	0	0	0	0	0	0	0	0	33	35	21	46	135

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	56	Special Education	28
SIFE	13	ELLs receiving service 4-6 years	30	Long-Term (completed 6 years)	49

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	56	1	2	30	5	5	49	7	19	135
Total	56	1	2	30	5	5	49	7	19	135

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

C. Home Language Breakdown and ELL Programs

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

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

**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	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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										26	25	12	29	92
Chinese										1	1			2
Russian														0
Bengali														0
Urdu										2	1	2	3	8
Arabic										1	2	3	8	14
Haitian										2	1	1		4
French											1	1		2
Korean											1			1
Punjabi														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
Polish														0
Albanian										2			2	4
Other										2	3	1	2	8
TOTAL	0	36	35	20	44	135								

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?

Port Richmond provides free-standing English as a Second Language Program. The English as a Second Language program at Port Richmond provides courses that meet the NY State requirements for ESL and are aligned with New York State learning standards. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination. The levels are Beginner, Intermediate, and Advanced. Each proficiency level contains students from grades 9-12. All beginners receive 129 minutes (three 43-minute class periods) of daily English/Language Arts instruction, for a total of 645 minutes per week. Classes consist of a double-period literacy block and a single period in which cultural awareness, skills and grammar are emphasized. Intermediate level students receive 86 minutes (two 43-minute class periods) of ESL instruction daily, for a total of 430 minutes per week. There is one period of balanced literacy instruction in which the four modalities of writing, speaking, listening and reading are emphasized. The second period emphasizes skills, grammar and vocabulary building. Advanced level students receive 43 minutes of ESL and 43 minutes English/Language Arts instruction a day. The English Language Arts instruction is delivered through a grade-appropriate mainstream English course, which meets 43 minutes a day, five days a week. There are two levels within the Advanced group, with one group focusing on skills that will assist them in transitioning to the mainstream. All ESL courses address the National and New York State English as a Second Language Learning Standards. Two certified ESL teachers service the ESL program. Native Language Arts instruction is supported through translated materials, dual-language materials, a new native language library in the classroom and a circulating native language library for both parents and students in the PRHS School Library. Native language arts is also

A. Programming and Scheduling Information

supported at PRHS through a partnership with IBM, Inc., which funds a grant for Traducelo Ahora!, a website that instantly translates email and websites back and forth between English and Spanish.

ESL students are grouped in ESL Social Studies, and Mathematics and Living Environment sections for their courses according to the requirements of their individual programs. Content area teachers use pre-reading strategies including, explicit vocabulary instruction, foldables, manipulatives, English dictionaries designed for ELLs as well as bilingual dictionaries, bilingual glossaries, visual stimuli, highlighters and Smartboard technology. Materials for include texts designed for ELLs as well as literature with side by side-original and modified text. For the rest of their high school subjects, ELLs are encouraged to explore a wide variety of programs in a number of disciplines. Our ELLs become connected to fellow students, teachers and support staff by belonging to one of our smaller learning communities.

Newcomers and SIFE students are programmed according to the LAB-R or NYSESLAT and receive small group instruction within the classroom for basic reading and writing skills. Teachers provide differentiated instruction for SIFE and newcomers at every proficiency level. In addition, teaching scholars from local area colleges such as the College of Staten Island and Wagner College push-in to our ESL classrooms as teaching assistants and role models. Many of these scholars speak the native language of the students. SIFE students also receive adapted and enriched materials across the curriculum, such as text books, tests, projects, and assignments. In addition, Achieve3000 supplements their instruction. They make use of the books and magazines in our new native language in-class library and in our school library. Research shows that speakers of other languages succeed more readily when reading in their native language while acquiring a new language. The native language library promotes continuous growth in reading and comprehension skills in the native language while students develop proficiency in English. Students also use Traducelo Ahora!, a web-based Spanish translation and email program. There are dedicated computers to enhance technology skills and specialized dictionaries to support vocabulary development at all levels. Headphones and cassettes are available for individualized instruction and aural language acquisition. ELLs also receive targeted tutoring in ESL and content area courses in order to prepare them for the NYSESLAT and other grade-specific tests such as the PSAT. ELLs also participate in the DOE ELL Interim Assessment testing program so teachers can measure their success and design reteaching opportunities. After-school and Saturday tutoring sessions and clubs assist with the acquisition of American culture. Newcomers and SIFE students who are eligible for the ELA Regents or Regents examinations in the content areas are monitored by the ESL staff and attend content-specific tutoring sessions for these examinations. All English/ESL Department mid-term and final examinations are modeled on ELA Regents reading and writing tasks. ESL teachers adapt these examinations to their students' proficiency levels. Newcomers and SIFE students are also paired with a more English-proficient school buddy.

For students receiving service from 4-6 years, the program offers many of the above services and presents the students in this group with more challenging text books and writing and research assignments. Differentiated instruction takes place within the classroom and at after-school or Saturday enrichment and tutoring sessions. Students participate in literature circles utilizing books on tape, targeted small-group discussion, and reader response writing assignments. Students also use the Achieve3000 web-based individualized reading program to increase reading proficiency during school and after school for enrichment as well as Traducelo Ahora! (a web-based translation and email program). Students begin to set individual goals for achievement and take more responsibility for their own success. Special emphasis is placed on NYSESLAT, PSAT and SAT preparation. There is targeted tutoring for ELLs who are eligible for the ELA Regents Examination. ELLs participate in the Interim Assessment testing program. Mid-term and final examinations are modeled on ELA Regents reading and writing tasks. ESL teachers share a common planning period during which they analyze student work and outcomes from Achieve3000, NYSESLAT testing, mid-term and final examinations. They diagnose barriers to success and then plan instruction to meet those needs. ELLs at this level are encouraged to join and to participate in the many student-centered activities at Port Richmond, such as sports, SING, school play, band, service organizations, student government, or newspaper. High school graduation, credit accumulation and college readiness are stressed through the classroom teachers, ESL coordinator and assistant principal, and guidance counselor.

Long-Term ELLs (completed 6 years) also receive all of the previously mentioned strategies, as they continue to be integrated into the instructional model. There is an increased emphasis on guidance and individualized programming in order to determine a plan for success in attaining proficiency and completing high school and its requirements. More emphasis is placed on college readiness. Ongoing individualized conferences with ELLs, their parents and ESL staff continue. Additional liaison takes place between ESL teachers and content area teachers to enhance success for these students across the curriculum. Targeted tutoring is provided for students who have not completed their graduation requirements or passed the required Regents examinations. Advanced level long-term ELLs who have not passed the appropriate Regents examinations in English or Math are placed in corresponding Regents-ending preparation courses. After-

A. Programming and Scheduling Information

school or Saturday tutoring and Regents Preparation are also offered. Students at this level continue to use Achieve 3000 as a supplement to their instruction.

ELLs with special needs are programmed according to their IEP in either self-contained classes or mainstream classes with SETSS.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
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

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

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ELLs have equal access to all school programs. All students, including ELLs, are eligible to participate in sports, musical, dramatic, and club activities that take place after school or on Saturdays. Notices and backpacked, school-specific communiqué's are simultaneously provided in English and in the most frequent Department of Education supported languages. The ESL office, a place that ELLs call their "home", also provides information in supported languages. ELLs are members of SING, the cheerleading football, basketball, volleyball, tennis, and soccer teams. They are also offered after-school and/or Saturday targeted Regents and NYSESLAT preparation in Math and English, SES Math and English skills tutoring (if eligible), and SINI ELA and Math A Regents tutoring (if identified and pending a SINI grant). They are also offered after-school and/or supplemental ESL English tutoring and after-school cultural awareness and supplemental guidance counseling sessions.

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

Beginning

Intermediate

Advanced

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)?

Paste response to questions 1-5 here

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

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.

Professional development opportunities will be provided at the departmental and school levels to address the effective use of strategies for the teaching of reading, writing and literacy skills to all ELL personnel. Professional development sources include ESL teachers and staff, QTEL, the Office of ELLs, and New Visions, Port Richmond's PSO, as well as professional development by contracted vendor experts.

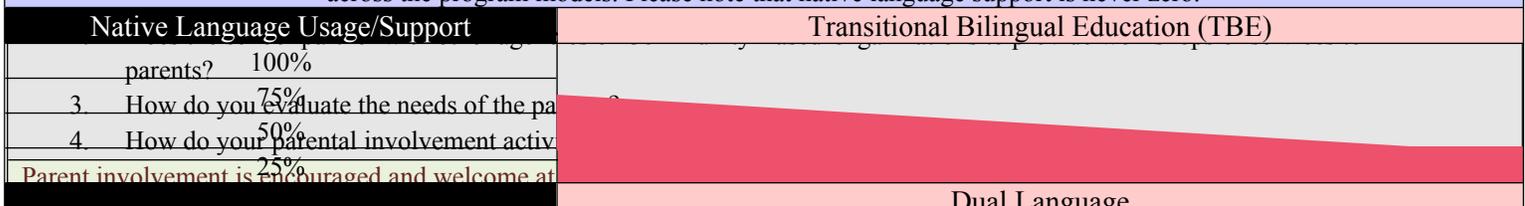
Pupil Accounting Secretary Training offered by the Office of ELLs will be attended by PRHS personnel. ESL teachers and general education teachers of ELLs in the content areas, especially Math and Social Studies, will attend QTEL training regarding teaching ELLs in the content areas as budget permits. ELL teachers will attend training to assist ELLs achieve on the ELA Regents examination. ESL teachers and general education content area teachers of ELLs will intervisit and conference. School librarians are provided with ELL training through the Library List Service and at Chancellor's Day professional development meetings sponsored by School Library Services. ESL is a topic at several monthly New Visions Network librarian meetings. The school has instituted regularly scheduled ESL staff professional development meetings which are devoted to ELL achievement. Attendees include ESL administrators and teachers. ESL teachers also will receive professional development on Achieve 3000, any new instructional programs, and interpreting ELL Interim Assessment data. ESL teachers share a common professional period and meet daily as part of ongoing professional development. The ESL coordinator will attend numerous training sessions offered by the Office of ELL Compliance.

Ninth grade teachers attend a teacher focus group during professional development in early September to support staff in assisting all students as they transition from middle to high school. Teachers of ELLs attend this meeting and conference with the ESL teachers regarding the special needs of ELLs. ESL teachers remain a resource for all teachers of ELLs during the entire school year.

In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in order to increase awareness of the needs of LEP students and to infuse ESL methodologies into general education classes. "Assisting the ESL Student in Your Classroom: ESL Strategies to Promote Student Achievement." Past workshops have included: "ESL Strategies to Promote Student Achievement," "Culture and Cultural Diversity," "Differentiated Instruction for ELLs," "Second Language Acquisition," and "The Identification and Placement of ELLs." After every administration of the ELA Regents examination, all English teachers engage in data analysis of the performance of the subgroups, including the ELLs, on the examination. English and ESL teachers are utilizing a common period one day a week to form an inquiry team around long-term ELLs who are about to graduate but who have still not passed the ELA Regent's Examination.

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.



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?

Parent involvement is encouraged and welcome at Port Richmond High School. All parents, including parents of ELLs are automatically members of the Parent Teacher Association (PTA) and are encouraged to attend activities and meetings. The Parent Center, staffed by the parent coordinator is a welcoming place for ELL parents. The school produces a quarterly parent newsletter which contains an “ESL Corner” in both English and Spanish. There is a special ESL Parent meeting immediately preceding both the fall and spring Parent Teacher Conference evenings. There are special breakout groups for ESL parents and students at Freshman Orientations in June and September and at the 9th grade Parent Orientation meeting. A Spanish Parents Council was formed last year, and all Spanish-speaking parents, including ESL parents, are invited to special meetings that are informational and assist parents in setting up web email accounts in order to communicate with the school through Traducelo Ahora! and become more aware of and involved in their students’ high school education. Parents who do not have personal computers are invited to utilize the dedicated ESL computers in our school building after school hours. Parents are invited to accompany students and chaperone for ESL-sponsored trips to cultural events (Broadway plays; museum visits) and college tours.

Port Richmond partners with several other agencies and Community Based Organizations to provide workshops and services to ELLs, including Wagner College, which is the driving force behind the “Port Richmond [area] Initiative,” St. John’s University, the Office of Community Outreach of the College of Staten Island, the Staten Island YMCA, all of which provide various forms of educational support, and the Community Health Organization, which provides speakers for parent meetings.

Parent needs and interests are assessed through the Parent Survey of the School Progress Report, through informal interviews with teachers, the parent coordinator, and school administration in English and in the native languages whenever possible, and through questionnaires distributed at PTA meetings.

B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

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The students who reach proficiency on the NYSESLAT examination are afforded continuing transitional support (2 years). They may receive testing accommodations as allowed by the State of New York for all Regents examinations. These include the use of glossaries, extended time and a separate location. In addition, PRHS former ELLs are still monitored by their guidance counselor and the ESL coordinator and are invited to participate in all ELL tutoring and academic intervention programs, cultural activities and functions. ELLs are encouraged to become a vital part of the mainstream life of Port Richmond High School, but are considered part of the ESL family as long as they are registered in the school.

For the 2011-2012 school year, Port Richmond ESL is again reviewing the RIGOR program with the intention of implementing its use in ELL classrooms to increase and accelerate reading comprehension. We also wish to pilot the use of NEO's (translation devices) in the classrooms to increase the use of technology and support students at the beginning/intermediate levels. Supplementary Educational Services (SES) tutoring for eligible ELLs will be offered in English and Math, and targeted tutoring for Hispanic ELLs and ELLs with disabilities will be offered through a pending S.I.N.I grant. We are planning a cross-cultural celebration in the spring. The number of college visits for ELLs will be increased. A Spanish-speaking mailbox has been added to the PRHS telephone service.

ELLs have equal access to all school programs. All students, including ELLs, are eligible to participate in sports, musical, dramatic, and club activities that take place after school or on Saturdays. Notices and backpacked, school-specific communiqué's are simultaneously provided in English and in the most frequent Department of Education supported languages. The ESL office, a place that ELLs call their "home", also provides information in supported languages. ELLs are members of SING, the cheerleading football, basketball, volleyball, tennis, and soccer teams. They are also offered after-school and/or Saturday targeted Regents and NYSESLAT preparation in Math and English, SES Math and English skills tutoring (if eligible), and SINI ELA and Math A Regents tutoring (if identified and pending a SINI grant). They are also offered after-school and/or supplemental ESL English tutoring and after-school cultural awareness and supplemental guidance counseling sessions.

Instructional Materials and Native Language Support - A selection of our flagship novels are ordered in various native languages to support student comprehension. Some of the languages included in our native language library are: Spanish, Chinese, Korean and French. There are many other instructional materials, including technology, to support ELLs in all content areas. The web-based Achieve 3000 program is primarily used in ESL English classes and ESL after-school enrichment, but is also used in Math, Social Studies and Science.

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.

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)?

Paste response to questions 1-5 here

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.

Professional development opportunities will be provided at the departmental and school levels to address the effective use of strategies for the teaching of reading, writing and literacy skills to all ELL personnel. Professional development sources include ESL teachers and staff, QTEL, the Office of ELLs, and New Visions, Port Richmond's PSO, as well as professional development by contracted vendor experts.

Pupil Accounting Secretary Training offered by the Office of ELLs will be attended by PRHS personnel. ESL teachers and general education teachers of ELLs in the content areas, especially Math and Social Studies, will attend QTEL training regarding teaching ELLs in the content areas as budget permits. ELL teachers will attend training to assist ELLs achieve on the ELA Regents examination. ESL teachers and general education content area teachers of ELLs will intervisit and conference. School librarians are provided with ELL training through the Library List Service and at Chancellor's Day professional development meetings sponsored by School Library Services. ESL is a topic at several monthly New Visions Network librarian meetings. The school has instituted regularly scheduled ESL staff professional development meetings which are devoted to ELL achievement. Attendees include ESL administrators and teachers. ESL teachers also will receive professional development on Achieve 3000, any new instructional programs, and interpreting ELL Interim Assessment data. ESL teachers share a common professional period and meet daily as part of ongoing professional development. The ESL coordinator will attend numerous training sessions offered by the Office of ELL Compliance.

Ninth grade teachers attend a teacher focus group during professional development in early September to support staff in assisting all students as they transition from middle to high school. Teachers of ELLs attend this meeting and conference with the ESL teachers regarding the special needs of ELLs. ESL teachers remain a resource for all teachers of ELLs during the entire school year.

In order to address the minimum 7.5 career hours of ELL training for all staff per Jose P., the school offers an ESL-themed workshop on Chancellor's Professional Development Days in order to increase awareness of the needs of LEP students and to infuse ESL methodologies into general education classes. "Assisting the ESL Student in Your Classroom: ESL Strategies to Promote Student Achievement." Past workshops have included: "ESL Strategies to Promote Student Achievement," "Culture and Cultural Diversity," "Differentiated Instruction for ELLs," "Second Language Acquisition," and "The Identification and Placement of ELLs." After every administration of the ELA Regents examination, all English teachers engage in data analysis of the performance of the subgroups, including the ELLs, on the examination. English and ESL teachers are utilizing a common period one day a week to form an inquiry team around long-term ELLs who are about to graduate but who have still not passed the ELA Regent's Examination.

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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?

Parent involvement is encouraged and welcome at Port Richmond High School. All parents, including parents of ELLs are automatically members of the Parent Teacher Association (PTA) and are encouraged to attend activities and meetings. The Parent Center, staffed by the parent coordinator is a welcoming place for ELL parents. The school produces a quarterly parent newsletter which contains an "ESL Corner" in both English and Spanish. There is a special ESL Parent meeting immediately preceding both the fall and spring Parent Teacher Conference evenings. There are special breakout groups for ESL parents and students at Freshman Orientations in June and September and at the 9th grade Parent Orientation meeting. A Spanish Parents Council was formed last year, and all Spanish-speaking parents, including ESL parents, are invited to special meetings that are informational and assist parents in setting up web email accounts in order to communicate with the school through Traducelo Ahora! and become more aware of and involved in their students' high school education. Parents who do not have personal computers are invited to utilize the dedicated ESL computers in our school building after school hours. Parents are invited to accompany students and chaperone for ESL-sponsored trips to cultural events (Broadway plays; museum visits) and college tours.

Port Richmond partners with several other agencies and Community Based Organizations to provide workshops and services to ELLs, including Wagner College, which is the driving force behind the "Port Richmond [area] Initiative," St. John's University, the Office of Community Outreach of the College of Staten Island, the Staten Island YMCA, all of which provide various forms of educational support

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Parent needs and interests are assessed through the Parent Survey of the School Progress Report, through informal interviews with teachers, the parent coordinator, and school administration in English and in the native languages whenever possible, and through questionnaires distributed at PTA meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	5	1	6	15
Intermediate(I)										16	23	13	27	79
Advanced (A)										15	7	6	13	41
Total	0	0	0	0	0	0	0	0	0	34	35	20	46	135

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	1	1	0
	I										1	4	5	8
	A										3	6	1	6
	P										27	14	8	14
READING/ WRITING	B										2	0	2	2
	I										17	21	10	17
	A										13	5	4	9
	P										0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	31		13	
Integrated Algebra	46		33	
Geometry	14		7	
Algebra 2/Trigonometry	3		2	
Math	49		33	
Biology				
Chemistry	0		0	
Earth Science	24		8	
Living Environment	43		7	
Physics				
Global History and Geography	37		12	
US History and Government	23		8	
Foreign Language	14		14	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								h

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.

The Burnes-Rowe assessment is used to measure ELL reading skills if applicable. Advanced ELLs are placed in an appropriate mainstream English class with the data from this tool.

Additional Information

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/11
	Assistant Principal		10/14/11
	Parent Coordinator		10/14/11
	ESL Teacher		10/14/11
	Parent		10/14/11
	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		10/14/11
	Coach		10/14/11
	Coach		10/14/11
	Guidance Counselor		10/14/11
	Network Leader		10/14/11
	Other		10/14/11

2011-2012 Request for Extension of Services

School District 31
School Building 445 _____

School District Address _____
School Building Principal Timothy Gannon _____

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

SE	In order to assure the continued progress of LEP students with IEPs, there will be a close coordination between ESL teachers and Special Ed. teachers, Speech/Language teacher as well as SES teachers. Teachers will meet weekly to discuss progress and practical interventions. In the ESL class students will utilize Achieve 3000, which provides leveled reading comprehension instruction according to each student's reading level. Students will also learn the writing process including drafting, revising, editing and publishing utilizing several texts such as Visions, Milestones and Step by Step Writing.
AR	LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education
RF	LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation
NL	LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language
HO	LEP students held over in grade

2011-2012 Request for Extension of Services

School District 31
 School Building 445 _____

School District Address _____
 School Building Principal Timothy Gannon _____

Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).

L	LEP students who have not met the performance standard in listening:
S	LEP students who have not met the performance standard in speaking:
R	Students who have not met the performance standard in reading will use Achieve 3000 in their ESL classes for 2 periods per week, which will provide exposure to non-fiction news articles. Students will also use a variety of texts including Visions, Milestones as well as popular novels in native languages. Students will be exposed to reading comprehension strategies in class with a focus on learning vocabulary to increase comprehension. Students will begin using glossaries for content areas for to support their learning in those classes and in preparation for regents exams.
W	LEP students who haven't met the performance standard in writing will Students will review the writing process including drafting, revising, editing and publishing utilizing several texts such as Visions, Milestones and Step by Step Writing. They will focus on developing grammar skills, sentence structure, syntax as well as the structure of various documents that students are required to write. Students will read different types of essays and forms of writing and then compose their own documents. Writing instruction will take place in classes daily.
LTA	Teachers will contact parents of LEP students who have attendance issues, in an effort to encourage the students' return to school on a regular basis. In addition to regular telephone calls by teachers, letters alerting parents to upcoming events and other important instructional dates will be sent to homes of these students. The attendance aide will also be requested to contact the parents, making home visits when appropriate.

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: Port Richmond H.S.	DBN: 31R445
Cluster Leader: Zoe Lence Calix	Network Leader: Alexis Penzell
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

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: In our regular program, we service approximately 135 ELL students in grades 9 - 12. The language of instruction is English. In concert with the choices of our Port Richmond ELL parents, PRHS provides comprehensive Free-standing English as a Second Language Program. Two NY State Certified ESL teachers provide ESL services to the students.

In addition to the above mandated services under CR Part 154, the Title III Program consists of supplementary instruction and professional development. It is based on a three-year study of ELL performance on the Regents Exams and the NYSESLAT. On Regents exams, especially the ELA, student results show that ELLs lag behind the non-ELL students in achievement. On the NYSESLAT, our ELLs show that they do not make major progress in listening, reading comprehension and writing skills. The Title III program addresses these needs through an after-school and/or Saturday Media Literacy course that includes reading and writing enrichment; Regents, NYSESLAT, PSAT and SAT preparation; and targeted tutoring in the content areas. In order to raise student expectations and to encourage them to set personal goals for high achievement, the program also includes cultural awareness components through trips to museums and local colleges such as the College of Staten Island and Wagner College, with whom Port Richmond has partnerships. The program also seeks to increase cultural and civic awareness through exposure to and participation in the production of television news programs and newspapers. By learning to process information from varied media sources, students will be better prepared to acquire English vocabulary and idioms and to meet standards on Regents examinations such as ELA, Global and American History. There is one after-school two-hour session per week and 6 two-hour Saturday sessions prior to the January and June Regents weeks. Approximately 25 students are expected to attend each session. The program will run from November through June. The target groups are: long-term ELLs in grades 9-12 who have not demonstrated significant progress on the NYSESLAT; older ELL's, newcomers and SIFE students who are reading at preliterate levels; Cohort 2012 ELLs who have not passed required Regents exams; and Cohort 2013 ELLs who are scheduled to take the ELA Regents exam this year. The language of instruction is English with native language support. The Title III teaching staff is one licensed ESL teacher and 3 content area teachers who will be team-teaching with the ESL teacher. The ESL assistant principal or another administrator will provide administrative building supervision during the program when there is no other supervision in the building. The program will begin in November, and as of now there are no other listed programs in the building, so a supervisor will be funded by Title III.

To deliver more effective instruction that will improve academic results for our ELLs, the materials for this program include flip cameras, video equipment, Milestones textbooks, Achieve 3000 web-based reading program, computer equipment, Regents and NYSESLAT preparation books, and Scope magazine

Part B: Direct Instruction Supplemental Program Information

for ELLs. Many of these materials are provided at no additional cost to the Title III program.

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: Professional development opportunities will be provided at the departmental, small learning community, and school levels to address the effective use of strategies for the teaching of reading, writing and literacy skills to all ELL personnel. Professional development sources include ESL teachers and staff, QTEL, BETAC, the Office of ELLs, New Visions (Port Richmond's SSO), and vendor-supplied training.

The Title III Professional Development program will include in-house workshops dealing with ESL methodologies, inter-visitations between ESL and General Education teachers, and common-time conferences to identify and discuss the needs of ELLs in order to increase their achievement on state assessment exams credit accumulation and graduation rate. Title III funding will also pay for substitutes to allow staff to attend professional development sessions within and outside of the building.

Workshops on ESL methodologies and strategies across the curriculum will be offered to ESL and content teachers through in-house quarterly professional development sessions. ESL teachers and content area teachers will be scheduled to meet during a common time period.

Training will be by ESL staff. These workshops are designed to increase awareness of the needs of LEP students and to infuse ESL methodologies into general education classes. The ESL Department will offer a one-hour workshop entitled, "Identifying and Meeting the Needs of ELLs in Your Classroom: ESL Strategies to Promote Student Achievement." The following workshops will also be presented: "Culture and Cultural Diversity," "Differentiated Instruction for ELLs," "Second Language Acquisition," and "The Identification and Placement of ELLs." The ESL coordinator also offers individual training on an as-needed basis and will push-in to a content area class to model ESL methodologies and strategies. After the January and June administrations of the ELA Regents examination, all English/ESL teachers engage in data analysis of the performance of the subgroups, including the ELLs, on the examination and use the data to plan future instruction. Teachers are currently being trained in the use of ARIS, Skedula and Achieve3000 to identify and assist ELLs.

Part D: Parental Engagement Activities

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: Parent workshops (approximately 10-15 parents will attend) will be conducted by in-house staff. They will be held prior to Parent Teacher Conferences and on one Saturday in the fall term and one Saturday in the Spring. The Title III program will fund the cost of the workshops and parent outreach and refreshments for the meetings.

Part E: Budget

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

Allocation Amount: \$14332.00

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

Part E: Budget

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

Allocation Amount: \$14332.00

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