



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** RICHARD R. GREEN

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

**PRINCIPAL:** NIGEL PUGH **EMAIL:** NPUGH@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **MARISOL BRADBURY**



### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Nigel Pugh	*Principal or Designee	
Linda Fisch	*UFT Chapter Leader or Designee	
Joe Torcicollo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anita Rampersaud Ritu Singh Iridiane Cubias Erika Pardo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Alice Glick	Member/Parent	
Beverly Thompson	Member/Parent	
Dicla Guerrero	Member/Parent	
Jackie Mayol	Member/Administration	
Orville Ingram	Member/Administration	
Selina Serrano	Member/Parent	
Darryl Zaontz	Member/Teacher	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“School leaders should provide PD to introduce teachers to a wider range of student-centered instructional strategies that can be used in the classroom to ensure greater student participation in the learning process. Teachers should be expected to implement these strategies, and school leaders should monitor the effectiveness of the implementation and provide targeted feedback and additional PD for teachers where necessary.” (School Quality Review page 3)

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ \* 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 25% of classes will exhibit a wide range of student-centered instructional strategies daily while occasional student-centered instructional strategies will be evident in the remaining 75% of classes.

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

Principal will facilitate PD around collaborative group work that will include flexible groupings for special populations, peer mentoring, use of protocols (David Allen and Joe MacDonald) and the development of Student Activity Guides. This will occur during the monthly PD Fridays (which is the 3<sup>rd</sup> Friday of the month) from 1:20pm – 2:50pm and every Wednesday during PLC meetings from 2:50pm – 3:27pm. The entire teaching staff attends these meetings (N=47).

Instructional specialists and network instructional coach will provide coaching support for SETSS teachers (N=3) on supporting special populations that will include Universal Design for Learning (UDL) (David Rose and CAST), differentiated curriculum, pedagogical strategies for students with disabilities and the professional relationship between special and general educators in the ICT classroom (Marilyn Friend).

This job embedded support will occur every other Thursday from 8:30am -2:50pm.

The principal and AP will lead a weekly Book Study Group on *When Kids Can't Read* (Kylene Beers) and will model strategies that will create independent readers. This will take place every Tuesday from 3:30pm – 4:30pm (N=12)

The New York City Writing Project consultant will work one day a week commencing January 2013 and two days a week commencing April 1 2013 to provide job-embedded coaching to up to 10 teachers and will co-design and co-facilitate professional development with the principal for 22 Humanities teachers each Wednesday 2:50-3:30. The focus of the work will be low stakes to high stakes writing and peer feedback.

Lead Instructional Teachers (N=5) will support CCLS, Teacher Effectiveness (Charlotte Danielson) and pedagogies that support special populations in a once a week after-school one-hour session. These teachers will meet 1-2 Thursdays a month after school from 3:30pm – 4:30pm.

The principal and AP Supervision will collaborate with teachers to co-construct and articulate a shared vision around Richard R. Green's instructional framework. Framework will be articulated during Professional Fridays, Professional Periods, in observations and informal feedback, and in the new instructional weekly on-line professional magazine, *Green Market* (first issue December 19). *Green Market* is published every Friday and distributed to the entire staff via email Friday evening. (N= 56)

Short observation cycles and formal observations will give specific and timely feedback to Annual Goal #1. These observations are documented on a shared spreadsheet on GoogleDrive.

#### Targets:

Lesson Plans (and later Student Activity Guides) will be examined to see the range of student-centered activities (May-June).

Instructional Rounds (Richard Elmore), where multiple classrooms are visited in a 90 minute session, will commence in early May.

Information will be gathered during May and June to assess which teachers have designed student-centered classrooms most of the time, some of the time and not at all.

#### Time frame:

- The co-construction of a shared instructional vision commenced in January with a meeting with Instructional Leads (N= 5) (January 3), continued with selected teachers during the Retreat (January 10) (N= 12) and will take place with all teachers during a facilitated Professional Friday session on February 15<sup>th</sup>. The vision will be continually articulated in the *Green Market*
- Short cycles and formal observations commenced in late December 2012 and will continue through June.
- The New York City Writing Project consultant commenced January 9<sup>th</sup> when she met with 16 interested teachers. The coach will provide

job embedding coaching and one-to-one feedback to participating teachers every Wednesday. Collaborative group work will take place during the weekly Professional Period commencing early February.

- Support for special populations every Monday (N=7) and Book Study Group every Tuesday (N=12) will take place in the after-school sessions from the first week of February
- Humanities teachers will meet every Wednesday 2:50-3:30 with the NYCWP Consultant and Principal to look at student writing commencing 2.20.2013
- Instructional Leads (N=5) sessions will take place in 1- 2 Thursdays after-school sessions from March or April.
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**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- New York City Writing Project cost (Title I Priority OTPS Activity Code UVT8 & US6J )
- Professional development cost for AVID professional development (Title I SWP OTPS Activity Code UFX3 & VI0R)
- Provide professional development on Universal Design for Learning (Title I Priority OTPS Activity Code ULVC)
- Purchase Individualized Senior Experience, Inc. (WISE) services (Title I Priority OTPS Activity code UVXZ)
- Resources for Professional development for teachers (Title I Priority – Trainee per session Job ID # GLBCT)

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school should develop a standards-based curriculum map for writing instruction. Students should begin with collecting, thinking and drafting, then conclude with publication of written work. Students' written response to literature should incorporate critical thinking analysis and application.” (SQR 4)

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

* _____	3.2 Enacted curriculum	_____	3.4 Teacher collaboration
_____	3.3 Units and lesson plans	_____	3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Two Ninth and 10<sup>th</sup> grade ELA and/or social studies classes will develop pilot student writing portfolios. Pilot portfolios will demonstrate written work that has developed through multiple drafts from pre-writing activities through the final draft in response to peer and teacher feedback. Final writing products will be published, performed, presented and defended or otherwise made public. By June 5, 2013, portfolio evidence showing development of writing pieces will be shared with Humanities teachers as a springboard for professional development. All teachers will be supported in the development of portfolios from September 2013. . Portfolios will document process and audience of writing products.

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

Principal and New York City Writing Project Consultant will introduce the portfolio and the writing process. .

The NYCP Consultant will provide 10 teachers during the school day (every Wednesday January-June) individual coaching (March-May). 9<sup>th</sup> and 10<sup>th</sup> grade teachers will design a standards-based curriculum map for writing (May and June 2013).

The Common Core Institute will provide four full-days (8:30am – 2:50pm) of content area PD around developing CCLS-aligned lessons and

units. The sessions are scheduled for April 22 – 25. The sessions will be divided by subject (N=47)

The curriculum-in-progress will be presented by ELA (N=7) teachers to an invited group of peers as a critical friends group using a tuning protocol on Thursday, May 30<sup>th</sup>.

Principal and the NYCP Consultant will model peer feedback processes for ELA 9<sup>th</sup> and 10<sup>th</sup> grade teachers and will provide guidelines for publication, performance, presentation and defense, and other aspects of public work (Wednesdays 2:50 – 3:27 during February 2013).

Instructional Specialist and Network Achievement Coach for Special Education will facilitate professional development on Universal Design for Learning (UDL) for general and special educators (once a week February-June). This will include electronic writing programs, speech-to-text technology, and other supports for SWDs. Using a grant for the Lower Manhattan Development Corporation, additional laptops will be purchased to facilitate this (January 2013.) These workshops will take place every Monday from 3:30 – 4:30 (n=7)

Targets:

Looking at student work - teachers will periodically present student writing portfolios during PLC time (May and June 2013) and will do a critical friends protocol around one portfolio (May 2013).

Principal and AP will examine portfolios June 3-5 and document results. Portfolio evidence will be examined for the development of writing pieces in 50% of students with attendance of 80% and above in ELA classes 9-10. Portfolios will document process and audience of writing products.

Selected students will present their writing to an audience of family members, friends and teachers on Thursday, June 6.

#### **Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Priority

#### **Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

• Common Core professional development series (Title I Priority OTPS Activity Code ULVE)

• New York City Writing Project cost (Title I OTPS Activity Code UVT8)

• Resources to develop common core aligned curriculum maps (Title I Priority Per Session Job ID GLBYL)



Passwords will be distributed to all teachers who are teaching the 9<sup>th</sup> grade Achieve 3000 students in January. These teachers are licensed to obtain articles at different lexile levels to support student access to text across the content areas.

Librarian/Media Specialist will provide book talks on demand and a bi-monthly “pick of young adult fiction and non-fiction” for students and parents. Librarian/Media Specialist will do one Open Library in May for parents and family members.

Lead Instructional Teacher (Literacy) and Network Instructional Coach will demonstrate how to calculate how to determine a text’s lexile level (March).

Leadership and Learning Consultant Laurie Pendelton will facilitate a full-day PD session for the entire staff (N=47) on Universal Design for Learning (UDL) on January 28<sup>th</sup>

Instructional Specialist and Network Coach for Special Education will facilitate a series of workshops to support teachers as they support SWDs (once a week after school February-June)

Principal and AP Supervision will facilitate a Book Study Group from *When Kids Can’t Read* by Kyleene Beers (once a week after school February-June). Seven Habits of Effective Readers with supporting materials such as graphic organizers, vocabulary logs will be shared with teachers during PLC time.

A new after school professional study time will be created in February to facilitate discipline-based professional teams to focus on differentiation, common core, UDL and higher order thinking skills. This study time takes place every Wednesday at 2:50 – 3:27 by subject teams (N=47).

Commencing February, Principal and AP supervision will observe classes for evidence of differentiation, UDL, higher order thinking questions/activities and CCLS-alignment, and will provide timely feedback to teachers.

Commencing March, Principal and AP supervision will look at Lesson Plans (and later Student Activity Guides) for evidence of differentiation, UDL, higher order thinking questions/activities and CCLS-alignment.

**Budget and resource alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Priority

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Leadership and Learning Institute UDL professional development (Title I Priority OTPS Activity Code ULVC)
- Achieve 3000 differentiated instruction reading program cost (TL NYSTL OTPS Activity Code UBGB)
- Purchase books for the library to expand library resources (TL NYSTL Library OTPS Activity Code VB6K)
- Purchase textbook for English classes (TL NYSTL Textbooks OTPS Activity Code VB8Q)
- Resources for per session for academic intervention services - after school and Saturday tutoring and Regents preparation (Title I Priority Per Session Job ID GL06L &GL2QE) FSF Job ID GKWVE

The Saturday Regents Preparation Program will run for 5 sessions beginning in May, 2013, include 5 teachers, each session will be 4 hours (9am – 1pm). Students in grades 9-12 will be invited to participate. Students that did not pass the Regents in January and need to prepare for the June Regents will be invited. (N=450)

The after school Regents Preparation Program will run for 18 sessions beginning in May, 2013, include 5 teachers, each session will be 1 hour. Students in grades 9-12 will be invited to participate. (n=450)

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leader should create a formal Pupil Personnel Team (PPT) that consists of guidance counselors, a social worker, related service providers, teachers and administrative staff. The team should meet on a regular basis to discuss students' academic, emotional and social issues.” (SQR 5)

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_ 5.2 Systems and partnerships

\_\_\_ 5.4 Safety

\_\_\_\*

\_\_\_ 5.3 Vision for social and emotional developmental health

\_\_\_ 5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Increase the number of students completing 10 or more credits in the 9th grade by 5% by June 2013.

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

Four PPTs will be in place, one for each grade level (February 4-7). Each team will meet weekly for one hour during school time. Teachers will be invited to discuss select students. All teachers are involved (N=47). A process will be put in place to elicit the input of teachers who are unavailable during this time. The teams will use a strengths-based and low inference evidence-based model (Mel Levine) and will design individual interventions. Outcomes will be recorded and student progress monitored; individual interventions will be adjusted where necessary. The team will identify students for discussion and support. Special attention will be paid to students with disabilities, English Language Learners, students in the lowest third and black and Hispanic male students. Students will be identified reactively by teacher, parent and supervisor concern and proactively by data from IEPs, reading and math levels, scholarship report, and suspension data. Parents and students will be invited to PPTs when this would be helpful.

9-11 grade students (N=25) and 3 teachers will be trained (3 full Fridays in March/April) by ADL peer trainers to commence a Peer Leader Program that will address bias and discrimination.

A Peer Mentoring Program will be put in place to support identified 9<sup>th</sup> and 10<sup>th</sup> grade students (February 2013).

Peer Mediators (N=6) will be identified and will commence training (May 2013) in preparation for opening a Peer Mediation Center (September 2013).

UDL to support SWDs (for special and general educators - detailed above)

With a grant from the Office of Safety and Youth Development, specific PD supports will be given to teachers who work with specific groups including the explosive child. This is designed to reduce the number of suspensions and removals to the SAVE Room:

- Peer Mediation (6 Saturday PD sessions commencing January 5<sup>th</sup>), 3 teachers
- Collaborative Negotiation (6 Saturday PD sessions commencing January 5<sup>th</sup>), 4 teachers and 1 dean
- Restorative Circles/Justice (5 Saturday PD sessions commencing January 12<sup>th</sup>) 2 guidance counselors, 1 AP and 1 dean
- *Educating Boys of Color* symposium featuring Dr. Pedro A. Noguera at NYU, January 14 (1 speech teacher)

Guidance Counselors will read Chapters 10-13 from *A Mind at a Time* by Mel Levine in preparation for facilitating PPTs.

An advisory program will be developed for commencement September 2013. In preparation, Overcoming Obstacles will meet with 8 teachers/school leaders in April and present the program to all faculty on April 19<sup>th</sup>. A pioneer group of 8 teachers/school leaders will meet after school during May or June (one 4 hour session) and during the summer vacation (one 4 hour session) to design a pacing calendar from the Overcoming obstacles curriculum.

Guidance and Speech teacher will design and host a *Culturally Responsive* event in the Spring Semester pertaining to African-American and Hispanic young men for students and faculty

Targets:

February 4-7, 2013, PPTs will be convened by guidance counselors four times a week - once per grade level.

May 2013, a Peer Mediation teacher will identify a small team of student mediators to train as Peer Mediators to open a Peer Mediation Center in September 2013

April 2013, Principal, AP Supervision, Deans (N=3) and Teachers (N=3) will facilitate two workshops during the Wednesday professional period with teachers (N=47) that address: Working with the Explosive Child and Restorative Justice

Suspension data and removal to SAVE Room data will be reviewed once a month in Cabinet

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: Title I Priority

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Saturday Professional development series to support teachers who work with specific groups of students (grant from the Office of Youth Development)
- Resources for students in temporary housing (Title I SWP OTPS Activity Code UFNG)



- college – close to home or far away? Cultural issues
- tbd

Family Literacy Circles – there will be two family and friend reading circles one in January and one in May

Librarian/Media Specialist will host a May Library Open House

May Open Houses for prospective parents and students on college and career readiness

AVID, CFES and Future Project events will engage parents

Parent Coordinator will develop a monthly informational bulletin available online and mailed to homes with a regular *How I Can Help My Child* (written by guidance, parents, teachers and school leaders) plus details of programs to support students

Teachers make available course outlines and host an open house in October to profile curriculum.

**Budget and resource alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Priority

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Annual cost of Jupiter Grades subscription (Title I OTPS Activity Code VTS1)
- Parent workshop series facilitated by the Sports and Arts Foundation (Title I Priority OTPS Activity Code UJJC)

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000	Small groups of 9 <sup>th</sup> grade students and ELLs all grades	During school and during Extended School Day (ESD)
	7 Habits & Teaching independent reading strategies. NYCWP writing strategies	Small groups	During school and during Extended School Day (ESD) Mondays, Tuesdays and Thursdays
	ELL Institute	Small groups	ESD Tuesdays and Thursdays
Mathematics	Compass Learning	Small groups	School day
Social Studies	7 Habits & Teaching independent reading strategies. NYCWP writing strategies	Small groups	During school and during Extended School Day (ESD) Mondays, Tuesdays and Thursdays
Science	Lab Intensive	Small groups and one-on-one	During school and during Extended School Day (ESD) Mondays, Tuesdays and Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	9 <sup>th</sup> Grade PPT 10 <sup>th</sup> Grade PPT 11 <sup>th</sup> Grade PPT 12 <sup>th</sup> Grade PPT Cultural Responsiveness for Black and Hispanic Young	One-on-one One-on-one One-on-one One-on-one Large Event under design	Mondays during school Tuesdays during school Wednesdays during school Thursdays during school After-school May 2013

	Men		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

When a future vacancy is anticipated, we actively solicit through existing networks (principal email list, network HR, RGHS teachers), partnership organizations (Institute for Student Achievement) professional partnerships (New York City Writing Project), teacher graduate programs, when applicable, (Adelphi, NYU, Teachers College, Queens College, Hunter College, Brooklyn College), New Teacher Finder and Teacher Fellows Program.

Dual licensing in special education and content area is a plus.

First year teachers receive mentoring for highly qualified faculty. Many professional development opportunities addressed above.

Applicants do a group interview to enable us to see their inter-personal and collaborative skills (step 1) and successful applicants to an individual interview (step 2) with an interview committee.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

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

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

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

The assistant principal reviews all list notice information to identify ELL students articulating to the school in September. A student/parent orientation meeting is scheduled for all articulating students prior to the end of the school year. While everyone participates fully in this process, the ESL teacher provides a specific workshop orientating ELL students to DOE program options, Richard R. Green's free standing ESL program, community resources, and related student/parent supports. The assistant principal monitors ATS reports throughout the school year to identify other possible ELL students newly enrolled to the school. Similar orientation workshops are provided when necessary. The assistant principal uses appropriate ATS reports to identify NYSESLAT results to identify student programming needs.

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

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

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

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

For the 2010-2011 school year, all ELL entitled students and their families chose to remain in the ESL only program at Richard R. Green. For the 2008-2009 school year, two students chose to leave the school so that they may attend a Dual Language program not provided at our school. For the 2007-2008 school year, one student chose to leave the school for a Dual Language Program. Approximately 99% of the students and their families choose to remain at Richard R. Green in our ESL only program. The parents express their belief that their children have foundational English Language abilities and are best served in a program that immerses students in English language, yet provides support via the ESL classes. This view is supported by the fact that 90% of our entitled ELL students are identified as either Intermediate or Advanced according to the most recent NYSESLAT results.

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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										16	10	4	7	37
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

## A. Programming and Scheduling Information

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

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

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

Content area teachers are aware of ELL student's home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teachers incorporate skills based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded glossaries. Additional materials, in Spanish and English, have been purchased to support literacy in the content areas. Adapted texts have been purchased in Global Studies, U.S. History, Integrated Algebra, Geometry, Living Environment and Earth Science. All classrooms are equipped with Smartboard technology allowing for interactive lessons, visual support of content specific language and audio accompaniment.

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

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

The long term ELLs are provided specific support in scaffolded activities to foster achievement on the NYSESLAT and NYSED Regents exams. For long term ELLs, interventions include but not limited to the following: a focus on reading strategies, incorporating a variety of reading activities including both fiction and non-fiction/informational texts; a focus on a variety of writing activities that are based on both literary works as well as content area readings; the use of exemplars to model good writing; the use of graphic organizers to plan and organize for writing; and the use of revision, peer editing, and self-monitoring to model habits of good writers; a focus on listening strategies incorporating a variety of listening activities. Teachers utilize the following instructional strategies: differentiated instruction, scaffolding of instructional materials, QTEL strategies, note-taking strategies, graphic organizers, modeling of exemplary work and small group instruction in order to improve learners' linguistic and academic abilities so that they become English proficient and meet State standards and graduation requirements. Teachers concentrate on teaching the Writing Process in order to support students with their academic literacy skills with a specific focus on higher-order thinking and writing skills and literary elements and techniques. In addition, the students take advantage of the Achieve 3000 web-based differentiated-instruction reading program.

ELL and Special Education teachers of ELL-SWDs collaborate weekly regarding student progress. ELLs-SWDs attend after-school programs and after school school tutorials. All ELL-SWDs are placed in the ICT least restrictive environment to receive instruction in the content areas. Grade level materials are used in all classes. Graphic organizers are utilized to organize and chunk information. Hands-on lessons and lessons that draw upon multiple intelligences are implemented to encourage student participation and content comprehension. ELL students are taught specific organizational, study and test-taking skills. Content area teachers are provided with bi-lingual dictionaries and glossaries. ELL-SWDs receive all services mandated on their IEPs. In order to ensure that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program, a review of the IEP, and ESL reports such as the RLAT, RNMR, and RLER is conducted before students are programmed.

**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	Not Applicable		
Social Studies:	Not Applicable		
Math:	Not Applicable		
Science:	Not Applicable		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

All content area teachers are aware of ELL student status and educational needs based on NYSESLAT results and consultations with the ESL teacher. Differentiated instructional methodologies will be employed to address both those students needing further support and those ready for advancement. Individualized Learning Plans are developed for each student to establish current level of performance, set goals and establish progress throughout the year. Content teachers are aware of ELL students' home language and culture and attempt to make connections to content to establish a sense of familiarity, belonging and community. All content area teachers incorporate skill based learning strategies into their lesson, including literacy based instructional strategies such as the use of context clues, sentence structure, vocabulary development, decoding skills, and skim and scan skills. Cooperative learning and peer tutoring small group instruction are tailored to the specific needs of students. There is an increased focus on metacognitive skills and strategies and increased use of scaffolded activities.

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

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

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

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

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

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

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

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

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

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

As a way to continue to improve the instruction for ELLs, we plan to continue to analyze and evaluate data displaying credit accumulation, assessment scores, attendance, and credit accumulation. This data is being provided to help inform all staff of the needs of all ELLs and create improvement plans to address those needs. The Achieve 3000 reading program will be utilized for the upcoming year.

No programs/services will be discontinued.

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

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

Spanish and French are offered to ELLs as language electives.

### **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)?

## 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.

As a free standing ESL program, content area subjects are taught in mono-language English. However, all teacher programs allow for two periods of professional development opportunities twice each month. These twice monthly meetings allows the ELL teacher to participate in grade level and departmental meetings, to case-conference students, share instructional practices and adapt content in order to support the specific academic and language needs of each student. In addition, full day professional development opportunities will also give teachers and administrators exposure to strategies to support the needs of ELL students. The ESL teacher will provide the onsite professional development and will incorporate strategies and activities to meet the differentiated instructional needs of ELLs. All new general education teachers will be provided with seven and a half hours of professional development on ESL methodology. Professional development will be provided during twice monthly meetings and full-day staff development throughout the year (Election Day, Chancellors Day and Anniversary Day). All ELL and content area teachers and administrators will be scheduled to participate in CFN and DOE professional development offerings (e.g., Q-Tel Strategies, Enhancing Instruction for ELLs Through Scaffolds and Task Analysis ). All professional development is aligned with the school's Language Allocation Policy. The ELL teacher will receive professional development in Achieve 3000 in preparation for ELL student participation. Achieve 3000 is a computer software program that provides individualized instruction to improve student reading comprehension and writing proficiency across content areas.

Professional development for 2010/2011:

October

Data Teams/Differentiated Instruction (ELLs included)

SEGIS for Special Education including ELLs

November

Differentiated Instruction, Part II

SEGIS for Special Education including ELLs

Questioning and Discussion Techniques

Smart Board Training

Weekly PLC meeting with English and ESL teachers.

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

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

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

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

## E. Parental Involvement

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

All incoming students are provided five hours of orientation prior to the start of the school year. Parents and students of ELLs are provided orientation through our ELL teacher. Time is taken to make note of individual student needs so that appropriate support is provided immediately at the start of the school year. Parents of ELLs are encouraged to attend Open School conferences in the fall and spring to discuss their child's progress as well as the program's goals and objectives, standards and assessments, and other pertinent information. Parent participation at Open School events has been very strong and productive. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator and monthly newsletters. Bi-Lingual Parent coordinator, secretaries and school aides assist in scheduling appointments for meetings with parents when necessary. All written communication is sent to the parents in English and the native language, if possible. Parental Involvement Activities affords parents of ELLs the opportunity to meet on a regular basis with the ESL teacher.

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

Parental needs are evaluated through parent surveys. In an effort to address parent needs, we have developed a website and utilize an online grading system in an effort to better communicate with parents. We are also working with the School Leadership Team and PTA to develop initiatives to increase parent involvement and have had some small success in that there has been a slight increase in the number of parents of ELLs attending PTA meetings

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

### New York State Regents Exam

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

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

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

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

In an effort to address the issue in reading, and writing and improve academic performance, our students will partake in the reading program Achieve 3000. Next year, we plan to expand the use of the program to include more advanced students.

Students have chosen to take the Regents exams in English although they have been provided with the accommodation of taking the exams in the native language.

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

We plan to administer the ELL Periodic Assessment in the spring 2011.

We evaluate student success by measuring student growth in all four language modalities as shown on the NYSESLAT and progress in all academic classes and performance on the Regents examinations.

### **Additional Information**

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

# Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 6      **Network:** 611

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

- Reviewed home language surveys.
- Reviewed ATS report (RPOB) – Place of birth/home language indicator report
- Anecdotal information acquired as a result of parent conferences and open school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Richard R. Green	DBN: 02M580
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: 1
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Richard R. Green has a free-standing ESL program comprised of three ESL classes: We currently serve 38 students in our ELL program. We have one Intermediate level class meeting for two periods a day for 450 minutes per week and one Advanced level class meeting for one period a day for 225 minutes per week. Advanced students also receive 180 minutes of ELA instruction. For our 9th grade beginner students, an additional 90 minutes (for a total of 540 minutes) of ESL instruction is provided. Student placement in the ESL program will be based on NYSESLAT/LAB-R results. Prior to the start of the school year and at weekly intervals, appropriate ATS reports are reviewed to identify newly registered ELL students and/or students in need of LAB-R testing.

ESL instruction is fully aligned with the NYSED Learning Standards. Basic texts include the Shining Star series (Chamot, Hartman and Huizenga) which is thematically-structured and content-based with matching literary selections and Literature Connections (McDougal Littell) incorporating cross-curricular projects. Instructional practices will be based on the research-based methodologies, strategies and activities of The Cognitive Academic language Approach (CALLA) by Anna Chamot and J. Michael O'Malley and the Sheltered Instruction Model by Dr. Deborah Short. ESL instruction also includes content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. Scaffolded activities are incorporated to foster achievement on the NYSESLAT and NYSED Regents exams. ELL teacher works with supervisory staff and administration in review of teacher assessments, Regents assessments and AUCITY data to identify individual student performance deficiencies and to develop short and long term goals/objectives.

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

The Title III allocation will be used to support the implementation of an Extended Day program and a Saturday Academy. Extended Day classes will be offered at Richard R. Green and run from September to June. The program will take place two times a week, Tuesdays and Thursdays, from 3:30 pm - 4:30 pm. Saturday Academy classes will run for 10 weeks in the Spring semester. The Saturday tutorial program will be offered to students from 9:00 am -12:00 pm. The focus of the supplemental program is skills development in English as well as Math. Both the Extended Day classes and Saturday Academy will be open to all language levels of ELL students. Bilingual dictionaries as well

## Part B: Direct Instruction Supplemental Program Information

as supplementary textbooks will be purchased with Title III funding.

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

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

One certified ESL teacher and one certified Math teacher who have been receiving ongoing professional development in ELL methodology and have those students in their caseload during the normal school day will deliver the instruction. The program has two components: an ESL Academy and an Math content Area class. There is one licensed Math teacher, and one licensed English as a Second Language teacher. In both parts of the program, we expect students that participate in our Title III programs will demonstrate a 5% point gain on their NYSESLAT scores and an increase in the students' Math Regents scores.

To supplement the additional instruction and as resources for professional development, texts, such as Shining Star, Visions, , ESL Literacy, Listening to Communicate in English and Teaching Reading to ELLs will be utilized. These texts provide strategies for vocabulary development, and reading across content areas. They demonstrate how to incorporate and build on prior knowledge. To provide students with strategies for planning and note taking, Graphic Organizer Collections will be utilized. These materials already exist in the school and will be at no cost to the program.

The Achieve 3000 differentiated reading program will be utilized to supplement reading and writing instruction in the ESL classes and during our extended day tutorials. The ESL Teacher will receive Achieve 3000 professional development throughout the year. The Achieve 3000 program already exist in the school and will be at no cost to the program.

The after school ESL Academy will support one teacher. The Saturday Academy will support two teachers. One certified ESL teacher will work in the after school ESL academy. One certified ESL teacher and one certified Math teacher will work in the Saturday academy, they will coplan in order to provide effective instruction to both groups of ELLs.

All materials purchased will be supplemental in nature. The materials that will be purchased are: bilingual dictionaries, From Reading to Writing, and Focus on Grammar books.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here:

Teachers working in the Title III program are strongly encouraged to attend various Quality Teaching for English Language Learners (QTEL) sessions. The Network ELL Specialist will provide professional development to the Title III teachers and other designated staff. The ELL Specialist will model best practices of language acquisition and content area instruction. Topics will include ESL and content area methodologies, strategies and activities (best practices) based on The Cognitive Academic Language Learning Approach (CALLA), developed by Anna Chamot and the Sheltered Instruction Model by Deborah Short. It will also include content specific strategies based on the works of Richard and Joanne Vacca, Laura Robb, Jodi Reiss, Marguerite Snow and Patricia A. Richard Amato. As most of our ELLs are at the Intermediate and Advanced Levels, we will continue to focus on making academic language and content accessible, improving literacy across content areas and fostering achievement on NYS Regents Exams.

Teacher Professional Development by outside providers are listed below:

Achieve 3000 - 10/5/2012 - 9:00 am - 1:00 pm

Office of ELLs - UDL - 12/12/2012 9:00 am - 3:00 pm

Office of ELLs - UDL - 1/04/2013 9:00 am - 3:00 pm

Achieve 3000 - 1/9/2013 - 9:00 am - 1:00 pm

Additional professional development is incorporated into the school day and allows for teacher PD without any further Title III funding.

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

### Part D: Parental Engagement Activities

## 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:

We have developed a website and utilize an online grading system in an effort to better communicate with parents. We are also working with the School Leadership Team and PTA to develop initiatives to increase parent involvement and have had some small success in that there has been a slight increase in the number of parents of ELLs attending PTA meetings. Richard R. Green High School of Teaching will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- o Work with the PTA and SLT to establish a menu of activities such as, "Students and Parents' Rights, "Parents as Active Partners", "Standard One: Fostering Communication", that embrace parent involvement in the academic achievement of students.
- o Publish a calendar of events as early as possible in the school year so parents can have a lot of notice as to when activities will take place.
- o Provide, when necessary metro-cards for parents to travel to and from the school to participate in school events.

Parents will be invited to attend the workshops listed below:

NYC Parent Academy - Fostering Communication - 1/12/2013, 1/26/2013 - 9:00 am - 1:00 pm

NYC Parent Academy - Encouraging Parent Involvement - 1/12/2013, 1/26/2013 - 9:00 am - 1:00 pm

Office of Immigrant Affairs - NY Citizenship in Schools - 2/23/2013, 9:00 am - 12:00 pm

Richard R. Green High School of Teaching will give parents the opportunity to provide feedback through a mailed survey that will serve as an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

**Part D: Parental Engagement Activities**

Parental activities related to the Title III program include providing materials and training to help parents work with their children to improve their children’s academic achievement, with literacy, and using technology, as appropriate, to foster parental involvement. Parents are routinely contacted by guidance counselors and teachers to discuss student achievement and are informed of school events by the parent coordinator. The Parent coordinator, bilingual secretaries and school aides assist in scheduling appointments for meetings with parents when necessary. All written communication is sent to the parents in English and the native language, if possible. Parental involvement activities affords parents of ELLs the opportunity to meet on a regular basis with the ESL teacher.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

