



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: RICHMOND HILL HIGH SCHOOL

DBN: 27Q475

PRINCIPAL: WAYNE A. ANDERSON

EMAIL: WANDERSON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this 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
Wayne Anderson	*Principal or Designee	
Charles DiBenedetto	*UFT Chapter Leader or Designee	
Athena Maura Pappas	*PA/PTA President or Designated Co-President	
Valerie Croce	DC 37 Representative, if applicable	
Michelle Premnauth	Student Representative	
Purvi Yodh	CBO Representative, if applicable	
Yahaira Garcia-Yara	Assistant Principal	
Nicholas McDonald	Student Representative	
Craig Saunders	Member/Teacher	
Yolanda Miller	Member/Teacher	
Vishnu Mahadeo	Member/Parent	
Patricio Lopez	Member/Parent	
Arnulfo Nolasco	Member/Parent	
Lisa Joscher	Member/Parent	
Don Vilfort	Member/Parent	

** 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.

ensure students are on track and offer incentives for these students (monitored by AP/Guidance, AP Supervision and principal).

10. By October 2012 and bi-monthly thereafter, hold student success mentor meetings to address the needs of chronically absent students. (AP/PPS)
11. Beginning October 2012, monthly pupil personnel team meeting will be held to discuss individual student needs and assessments. (AP/PPS)
12. In October 2012, the School leadership Team adopted the school's mission statement as its mission.
13. By November 2012, hold a Parent Summit for chronically absent students (monitored by AP/Guidance).
14. By November 2012, each SLC will track at-risk seniors according to sub-group and content area (monitored by AP/Guidance).
15. Beginning November 2012, run failing senior conferences (monitored by assigned SLC counselor, AP Supervision and AP/Guidance).
16. By November, hold conferences with teachers that have high failure rates (monitored by AP/Data and AP/Supervision).
17. By November 2012, begin to review student records and program students for Spring 2013 based on promotion and graduation requirements. (AP/PPS)
18. Beginning November 2012, AP/PPS, AP/ISS and AP Security will meet to discuss and implement strategies to meet the social/emotional needs of students.
19. By December 2012, a comprehensive plan of extra help will be implemented school wide to address issue of student failure, credit recovery and student attendance (monitored by AP Guidance, APO and principal)
20. By January 2013, each SLC with seniors will implement a "target graduation" plan to monitor, counsel, and provide extra help to seniors at-risk for graduation (monitored by SLC counselor, AP Supervision)
21. Beginning February 2013, off-track cohort 2013 students will be met with to develop a plan for YABC/alternative programs to ensure August 2013 graduation. (APPPS)
22. By February 2013, Contract educational consultant for facilitating extended day program.
23. PF Positive Behavior Management Programs
 - 400 hourly sessions, 10 Guidance Counselors, 900 students (all grades) = PF, Title 1 Allocation
 - 10 hourly sessions, 13 Paraprofessionals = PF, Title 1 Allocation
 - 40 hourly sessions, 5 Assistant Principals = PF, Title 1 Allocation

PF Expanded Learning Time

- 1,131 sessions, 16 Teachers, 500 students(all grades), 1.5 hours per session = PF, Title 1 Allocation
- OTPS Educational Consultants (Sports and Arts Foundation) = 384 hourly sessions, 12 teachers, 125 students = PF, Title 1 Allocation
(Sports and Arts will be at RHHS for 50 days.)

PF Supporting Great Teachers and Leaders

- 195 hourly sessions, 9 School secretaries (9 secretaries average 21.5 hours for ordering; processing payroll; keeping inventory, , monitoring attendance, preparing diplomas, assisting with daily schedules and programming, disseminating IEP and other pertinent information, etc.); = PF, Title 1 Allocation

PF Common Core State Standards

- OTPS Professional Development (ASCD, JDL) = 10 sessions, 75 teachers, 40 hours = PF, Title 1 Allocation
- OTPS Non Contractual Services Includes printing for Mission Statement; parent/guardian outreach and involvement; student information and engagement

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: _____

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).
- Tax Levy FSF: Per session for teachers and guidance counselors for credit recovery (APEX, Regents Prep, PM School)
- Title III LEP: for ESL/Bilingual student support services, including parent workshop.
- SLC Extension 38559: For educational consultants for improvement of student attendance.

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.

JIT 2010-2011, p.4: Ongoing supervision and professional development and professional development (PD) should include varied teaching strategies such as the workshop model, accountable talk, cooperative learning, and activities that engage students to develop critical and analytical thinking skills.

JIT 2010-2011, p. 5: network team support should be sought in the development of a professional development plan leading to a comprehensive understanding of effective questioning techniques, including the use of Bloom's Taxonomy to foster the development of critical thinking skills among all students.

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.
- Over the course of the 2012-2013 school year, each department in the core content areas (English, Mathematics, Social Studies, and Science) will develop and/or implement two units that 1) are well aligned to the selected standards as indicated by CCLS.

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.
1. By August 2012, extend the partnership with High Schools That Work to continue the infusion of the Common Core-aligned Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC) into core content curricula. (monitored by Principal and AP, Organization.)
 2. By August 2012, designate lead teachers to collaborate with High Schools That Work literacy coach in piloting the creation of LDC modules in English, Social Studies and Science, and MDC modules in Mathematics.
 3. By August 2012, initiate discussion with network achievement coach about the type and extent of curricular supports the school needs. (Principal and AP, English).
 4. By August 2012, restructure the school's schedule to allow for weekly department meetings and thrice-weekly small learning community common planning time. (Principal)
 5. By September 2012, develop a year-long professional development plan. (AP English and Principal)

6. By September 2012, identify small learning community teacher leaders and common core instructional leads. (Principal and APs of Supervision)
7. Beginning September, all teachers take part in professional learning teams during CPT at least 1 -2 times weekly, where teachers share best practices; develop common strategies, lesson plans, and common assessments; analyze student learning; adapt instruction to meet student needs; and reflect on instruction.
8. By October 2012, launch professional development team that includes teachers and assistant principals. (Principal and AP English)
9. By October 2012, begin school wide PD focus on vocabulary acquisition, writing objective summaries, writing argumentative essays, comprehending complex text across content areas, listening/note-taking skills. (AP English, APs of Supervision)
10. Beginning November 2012, publish monthly PD meeting calendars, distributed to teacher leaders and supervisory assistant principals, outlining trainings, workshops, presentations, and meeting topics. (AP English)
11. By January 2013, develop a Common Core Literacy Implementation Plan using the Literacy Design Collaborative (LDC) Model. (APs of Supervision)
12. By February 2013, designate a second set of lead teachers to collaborate with High Schools That Work literacy coach in piloting the creation of LDC modules in English, Social Studies and Science, and MDC modules in Mathematics.(APs Supervision)
13. By February 2013, train staff on the use of a jurying tool to evaluate instructional LDC modules. (APs of Supervision)
14. By February 2013, begin school wide PD focus on annotation and note-taking strategies. (AP English)
15. By June 2013, identify and develop strategies to address areas of need within the LDC and MDC modules. (APs of Supervision)
16. By June 2013, design a plan for 2013-2014 LDC and MDC implementation. (APs of Supervision)
17. PF Inquiry Teams
 - o 633 sessions of prep period coverage, 20 teachers (average 31 prep periods per teacher) 45 minutes per session= PF, Title 1 Allocation

PF Supporting Great Teachers and Leaders

Teacher (Per Diem) = 136 daily sessions, 136 teachers = PF, Title 1 Allocation

Teacher (Per Session) = 698 hours ; 46 teachers (average 15 sessions per teacher) = PF, Title 1 Allocation

PF Expanded learning time

OTPS (Enrichment) = 8 teachers, 165 students = PF, Title 1 Allocation

OTPS (Instructional Supplies: Paper, Ink, Flip Charts, Toner, Markers, etc) = PF, Title 1 Allocation

OTPS (Equipment General) TI Inspired Navigator for 30 users; TI Inspired Navigator for 32 users includes graphing calculators with click pads, etc.)

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: _TL Transitional Relief

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).
- TL Transitional Relief for Sig HS for curriculum and staff development for teachers (HSTW)

- Title I Priority/Focus SWP: for Prep Period Coverage
- SLC Extension 38559: for curriculum writing and per session

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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.

JIT 2010-2011, p.6: The school leader should create and implement a plan for daily monitoring of instruction that includes, but is not limited to, formal and informal observations and visibility throughout the building. Joint administrative observations with APs.

Tenet #4 TEACHER 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.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- 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 teacher effectiveness with meaningful feedback and next steps from short frequent cycles of formative observations, using a research-based teaching rubric. Each teacher will receive at least 8 informal observations and 2 formal observations during the school year, except for probationary teachers who will receive 8 informal and 4 formal observations.

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
1. By August 2012, select and norm three competencies from Danielson's Framework for Teaching that will be used for formative observations (Principal and APs of Supervision).
 2. By September 2012, norm the Danielson observation protocol among the members of the Cabinet. (Principal)
 3. By September 2012, review three Danielson competencies that will be used for formative observations. (Principal and APs of Supervision)
 4. By October 2012, develop Observation tracker to monitor teacher observations. (Principal)
 5. By October 2012, teachers and administration will norm Danielson competency 1e during CPT meetings by listing examples of pedagogical practices that align with 1e. (APs of Supervision)
 6. By November 2012, standardize the observation documents, including pre-observation forms and observation reports. (Principal and APs of Supervision)
 7. By November 2012, teachers and administration will norm Danielson competency 3b during CPT meetings by listing examples of pedagogical practices that align with 3b. (APs of Supervision)
 8. By December 2012, teachers and administration will norm Danielson competency 3d during CPT meetings by listing examples of pedagogical practices that

align with 3d. (APs of Supervision)

9. By January 2013, review the observation tracker to make sure that all teachers are being observed. (Principal and APs of Supervision)
10. By January 2013, upload the observation tracker onto an online shared-document platform, such as Googledocs. (Principal)
11. By January 2013, revise lesson planning format, guides, and rubrics. (Principal and APs of Supervision)
12. By February 2013, post all observational tool to the school's Wikispace. (AP Science)

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: TL Transitional Relief

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).
- TL Transitional Relief for Sig HS for curriculum and staff development for teachers (HSTW)

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.

JIT 2010-2011, p.7: Standards of student conduct and behavior should be made public, posted and consistently implemented by all staff in the building.

More and varied enrichment activities should be made available before, during, and after school time to serve all students, especially students who are not making progress.

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.

By June 2013, a school wide behavior plan will be fully implemented in order to curtail the number of suspensions and create a safer and more secure learning environment, as evidenced by OORS, Dean's reports, and the Learning Environment Survey.

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.
1. By August 2012, renew partnerships with Partnership with Children, SAYA, Boys and Girls Club. (Principal, AP/PPS)
 2. By August 2012, hire Hindi speaking social worker to help address the needs of Hindi speaking students and families. (Principal)
 3. Beginning September 2012, make adjustments to the daily schedules of SSAs and deans to assure that areas of concern are monitored. (AP, Security).
 4. Beginning October 2012, SSA assigned to monitor cameras regularly and daily.
 5. By October 2012, all students will receive instruction regarding the Discipline Code and Student Bill of Rights. (AP Security)
 6. By October 2012, review ladder of referral with all staff members regarding protocols for student removal. (AP Security)
 7. By October 2012, work with Network Director of Safety, Security, Suspensions, and Health to assess the school's security practices and procedures. (Principal, AP Organization, and AP Security)
 8. By October 2012, develop and implement a late pass policy and an action plan for the movement of student during change of periods and instructional time. (Principal, AP Organization, and AP Security)
 9. By October 2012, explore partnerships with various youth support organizations, including Sports and Arts Foundation, NYPD Explore program, and the US

Army's Star Club. (Principal and AP)

10. Beginning November 2012, AP/PPS, AP/ISS and AP Security will meet to discuss and implement strategies to meet the social/emotional needs of students.
11. By February 2013, collaborate with Partnership with Children to ensure that at least 90 percent of the staff receive professional development in relating with students who present behavioral issues. Partnership with Children as at RHHS days a week all school day. The organization has individual student conferences regarding attendance and behavior; group counseling for students with similar struggles; daily monitoring of attendance; parent conferences; weekly breakfast club; for students; attendance incentives; meetings with staff members about student progress, etc.
12. By February 2013, review suspension data and revise and implement disciplinary action plan, based upon review findings. (AP Security)
13. Beginning February 2013, work with transitional coaches provided by the Office of Safety and Youth development to address the needs of suspended students, students returning from incarceration and also with our students in temporary housing. (AP/PPS)
14. By February 2013, hire Punjabi speaking Community associate to address the needs of South Asian-American families. (Principal)
15. By February 2013, the entire Richmond Hill High School community will be trained in the emergency responses as outlined by the DOE in the GRP. (AP Security).
16. By March 2013, develop a plan to reduce the number and rate of suspension for students with disabilities. (AP Security, AP/ISS, AP/PPS)
17. By May 2013, analyze year-long data that will be used to revise and publish the school-wide behavior plan. (Cabinet)
18. PF Positive Behavior Management Programs
 - o Guidance Counselor – per session: 400 hourly sessions, 10 Guidance Counselors, 900 students (all grades) = PF, Title 1 Allocation
 - o 10 hourly sessions, 13 Paraprofessionals = PF, Title 1 Allocation
 - o 40 hourly sessions, 5 Assistant Principals = PF, Title 1 Allocation

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: _____

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).
- SLC Extension 38559: For Partnership with Children (educational consultants)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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.

2011-2012 School Progress Report, p. 5: Attendance Rate of 81.7

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- 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 annual attendance rate by 2 percent by June 2013.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
 - Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. By August 2012, hire Hindi speaking social worker to help address the needs of Hindi speaking students and families. (Principal)
 2. By September 2012, hire an additional attendance teacher.
 3. By September 2012, hire a parent coordinator to foster a positive relationship between the school and the parent body.
 4. Beginning in September 2012, a minimum of one day per week during common planning time in Small Learning Communities (SLC) will be devoted to inquiry on student attendance and credit accumulation (Daedalus System)(monitored by AP/Supervision).
 5. By September 2012, design and implement an intensive program to enroll students on register. (AP/PPS)
 6. By September 30, 2012, collect and analyze weekly attendance data to determine average attendance rates and percentages of students at each stage of attendance (number at 100%, number between 90 and 100%, 80-90%, etc).
 7. Beginning October 2012, students with chronic attendance issues will be visited by an attendance teacher each marking period (monitored by AP/Guidance).

8. Use designated personnel to implement plan to bring students on register to school by October 31, 2012 (APPPS)
 - Attendance teachers conduct home visits based on 407 reports and guidance counselor referrals
 - Daily phone master for students who are absent
 - Guidance counselors conduct parent/student conferences regarding attendance issues/concerns
 - Guidance counselors review of Daedalus for students with attendance issues
 - Phone calls made by attendance teachers/guidance counselors based on 5 and 10 day absent report
 - During Common Planning Time one day a week, teachers and guidance counselors discuss student attendance issues outreach is made
 - Guidance Counselors issue conduct cards to students with poor attendance in order to monitor their attendance
 - Attendance teachers mail Letters to parents based on 407 reports
 - Assistant Principal Review of monthly LTA list in order establish outreach and parent/student conferences
 - Counselors hold weekly conferences with students who are designated as chronically absent through the Mayor's initiative- "Every Student Every Day"
 - Attendance office staff update biographical data on a daily basis to ensure accurate and up-to-date student contact information for outreach
 - Partnership with Children Social Workers work with a target population of students with attendance and emotional needs
 - SAYA! (South Asian Youth Action) works with 60 10th grade students who have exhibited attendance issues across all grade levels.
 - Teacher generated Attendance incentives
 - Perfect attendance bulletin boards in the main corridor and by pathway
9. By October 2012 and bi-monthly thereafter, hold student success mentor meetings to address the needs of chronically absent students. (AP/PPS)
10. Beginning October 2012, monthly pupil personnel team meeting will be held to discuss individual student needs and assessments. (AP/PPS)
11. By November 2012, hold a Parent Summit for chronically absent students (monitored by AP/Guidance).
12. Beginning November 2012, AP/PPS, AP/ISS and AP Security will meet to discuss and implement strategies to meet the social/emotional needs of students.
13. Beginning February 2013, off-track cohort 2013 students will be met with to develop a plan for YABC/alternative programs to ensure August 2013 graduation. (AP/PPS)
14. By February 2013, hire community associate fluent in Punjabi to work with parents and community in improving attendance.
15. PF Parent Engagement
 - o Guidance Counselor per session: 25 hourly sessions, 5 Guidance Counselors, 500 students = PF, Title 1 Allocation.
 - o 20 hourly sessions, 10 Teachers, 500 students = PF, Title 1 Allocation.
 - o OTPS Supplies (Parental Involvement: Paper, toner, envelopes, postage, etc.) = PF, Title 1 Allocation
 - o OTPS (Parental Involvement) = College Fair (printing, banners, incentives, etc.) = PF, Title 1 Allocation.

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: _____

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).
- TL FSF: to hire Hindi-speaking social worker.
- TL Parent Coordinator: to hire parent coordinator

- Title 1 SWP and TL FSF: to hire additional attendance teacher.

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 Rosetta Stone 3D Language Writing Program Open Book Technology Great Leaps Reading Fluency Program	Small group Small Group Small Group Small Group Small Group	During/After During/After During/After During/After During
Mathematics	Math Clinic Regents Prep RCT Prep	Peer Tutoring Small Group Small Group	During/After During/After/Saturday/Summer During/After/Summer
Science	Regents Prep RCT Prep Make-up Lab	Small Group Small Group Small Group	During/After/Summer During/After/Summer During/After
Social Studies	Regents Prep RCT Prep	Small Group Small Group	During/After/Summer During/After/Summer
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Gang Awareness Nursing services, physical therapy, occupational therapy, hearing therapy, or speech therapy.	One-on-one/Small Group Small Group/Assembly Individual/Small Group	During During During

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.

1. (Ongoing throughout 2012-2013) As openings for certified teachers become open, postings and interviews will consider only candidates who are highly qualified in the area specified in the opening.
2. By October 2012, identified teachers for and enrolled them in bilingual extension program.
3. Teaching staff will be receive in-house and differentiated external professional development throughout the year.
4. By June 2012, teaching staff not meeting HQT status will be subject to review and potential removal based on established targets.

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Martin Pejerrey	District 27	Borough Queens	School Number 475
School Name Richmond Hill High School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	2641	Total Number of ELLs	471	ELLs as share of total student population (%)	17.83%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										14	20	19	4	57
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										39	45	47	21	152
Push-In														0
Total	0	0	0	0	0	0	0	0	0	53	65	66	25	209

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	126	24	0	27	11	0	22	4	1	175
Dual Language										0
ESL	163	17	15	62	20	26	71	3	39	296
Total	289	41	15	89	31	26	93	7	40	471

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										55	63	44	13	175
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	55	63	44	13	175								

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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										49	49	32	14	144
Chinese										2				2
Russian														0
Bengali										7	6	15	3	31
Urdu										5	3	5	8	21
Arabic										7	5	6		18
Haitian										1				1
French										3				3
Korean														0
Punjabi										12	12	27	10	61
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										1	1			2
Other										5	4	2	2	13
TOTAL	0	92	80	87	37	296								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

A. Programming and Scheduling Information

comprehension of the material.

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

To meet the needs of the “long term” ELLs, RHHS offers various academic intervention services (AIS). Students considered “long-term” ESL students are identified as such on the A-11 completed by the school in the fall term. Through outreach conducted by the counselors and the teachers, these students are specifically encouraged to avail themselves of the AIS. To afford students an outlet for other pursuits, special allowances have been made to allow the ELLs to take an extra class in art or music. In addition to assistance provided by the students' teachers, RHHS offers Regents prep classes in all subject areas, tutoring, homework help and dedicated guidance services including those of a SPARK drug and alcohol prevention counselor and college advisor. Plans are in place to incorporate the use of Achieve 3000 into these students program so as to be able to further assist their development. The Achieve 3000 program was successfully used during the Spring of 2010 as a Title 3 program for long-term ELLs.

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

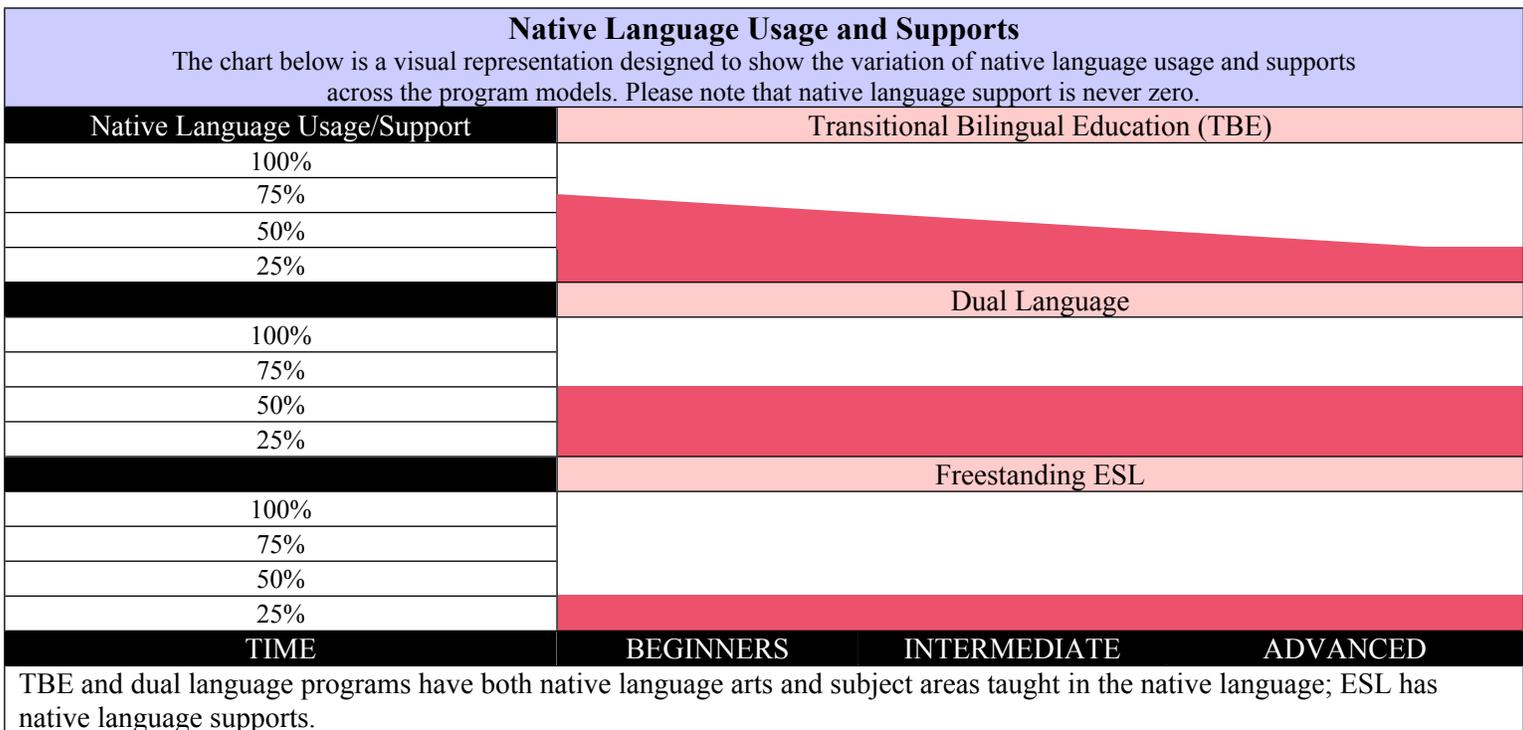
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	H7F - US Government - Spanish			
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

AIS was programmed into the ELLs schedule during for the school year to ensure that ELLs received specific assistance in ELA and math. Students were selected based on their status as long-term ELLs who were not accumulating credits. These students were scheduled to receive small-group tutoring two days a week at the same period in the same room with the same instructor. The continuity of time, place and personnel was designed to promote continuity in the instruction. Students were to report to their physical education classes during the other three days of the week.

Intermediate ELLs are being targeted for development of vocabulary and reading comprehension skills through the use of the Achieve 3000 program. Students will be exposed to the program's differentiated, content-based readings two days a week. The students will visit the computer labs to participate in program as a regular part of their program. Both of these supports will be provided in English.

Students who have reached proficiency as per the NYSESLAT are supported through school-wide AIS offerings and through the school's testing procedures that ensure the students receive time and resources accommodations. These students are specifically programmed for these state tests in the appropriate rooms.

Along with the expansion of the Achieve 3000 program, RHHS is considering the use of a bilingual literacy class for the students whose literacy skills are deficient. This program has served students of this type in the past. It is a credit-bearing course that students participate in after their normal school hours.

Plans are also underway to add a Continued Entitlement meeting at the beginning of the next school year to better inform parents of their students' NYSESLAT scores and continued entitlement.

Previously discontinued programs are the use of CTT models in the ELLs classrooms. Funding difficulties prohibited the rekindling of the team teaching approach to ESL instruction. The model effectively reduced class size and allowed for meaningful opportunities for small group literacy instruction.

ELLs are afforded equal access through universal announcements, publications, phone calls, translated progress reports, translated classroom goals and a through targeted promotion of the activities that these students might also enjoy. Ninth grade ELLs, for example, participated along with their mainstream classmates in the Fall trip to the Mets game. Similarly, ELLs are included/ targeted for the school's extra-curricular activities that include sports teams, clubs, South Asian Youth Alliance (SAYA) after-school programs and field trips. In addition, ELLs participate in art and music classes and their respective performances/ exhibitions. The same is true for science, math and history fairs.

The response here (for Questions 13) is included in Part A: Programming and Scheduling Information, Question 3

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

The response here (for question 14) is included in Part A: Programming and Scheduling Information, Question 3

Students enrolled in the Transitional Bilingual Education (TBE) program are native speakers of Spanish. They receive English language instruction in the target language and content instruction (math, science and social studies) in an environment that is meant to transition

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

The classes of the Free-Standing English as a Second Language (FS-ESL) model use native languages as a support to English acquisition only. Students of this program receive no native language arts instruction. They are provided content area instruction in an environment meant to highlight the skills, scope and sequence of the mainstream classes. These classes are to employ strategies for the development of the academic language that can be so difficult for the students to master. Teachers may group students according to linguistic needs or abilities. Teachers may employ slower speech patterns. As in the TBE program the use of bilingual dictionaries is encouraged as well as visual representations of vocabulary words and concepts. These classes also employ the vocabulary building strategies outlined in the TBE model.

All materials are geared to the adolescent/ young adult learner and are considered for age-appropriateness. All materials are appropriate to the students' grade levels.

ELLs were invited, along with other members of the RHHS community to attend an orientation meeting before the beginning of the school year. ELLs and their family members are targeted for the ELLs parent orientation in the Fall. Parents of ELLs are active participants in the PTA and have attended school-wide forums to address the Superintendent.

Language electives offered to ELLs include Spanish. Many ELLs are, in addition, afforded the opportunity to take a LOTE Regents as a step towards the Advanced Regents diploma.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										27	24	21	3	75
Intermediate(I)										52	63	56	25	196
Advanced (A)										33	23	35	13	104
Total	0	0	0	0	0	0	0	0	0	112	110	112	41	375

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	94		28	
Integrated Algebra	196	107	93	45
Geometry	26	6	13	2
Algebra 2/Trigonometry	4	0	1	0
Math <u>MXRA</u>	4	1	1	0
Biology				
Chemistry				
Earth Science	29	8	7	4
Living Environment	132	69	46	35
Physics				
Global History and Geography	112	66	40	31
US History and Government	57	36	25	23
Foreign Language	153		143	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

On the New York State English Regents 30% (down from 50%) of the ELLs scored a passing grade. Content area passing rates include 46% (up from 37%) in Integrated Algebra, 47% (up from 44%) in Geometry, 30% (down from 42%) in Earth Science, 40% (down from 45%) in Living Environment, 40% (up from 39%) in Global History and Geography, and 52% (up from 51%) in US History. More than half the students taking the Integrated Algebra and Living Environment Regents chose to take the exam in their native language (Spanish). Results varied with no discernable trend. Students are offered tutoring for math classes and receive instruction in accordance with state and regional guidelines. In addition, ongoing professional development is provided to ensure that instruction includes the use of best practices. School leadership and teachers use the results of the ELL Periodic Assessments to confirm the progress of students. Based on the results and teachers' recommendation, students' needs would be addressed (for example, a more advanced or lower level of ESL class or differentiation in the classroom).

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

The native language is used in the bilingual classroom (social studies, science and math) by the teacher and in texts for Spanish speakers.

Bilingual dictionaries and language partnering are used for all ELLs in the content and ESL classrooms as needed.

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

Additional Information

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

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

Part VI: LAP Assurances

School Name: Richmond Hill High School

School DBN: 475

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network: CFN 201**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Flyers are backpacked.

A multi-language phone master is employed repeatedly.

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

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

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: Richmond Hill High School	DBN: 27Q475
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 430	
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: 17	
# of certified ESL/Bilingual teachers: 10	
# of content area teachers: 7	

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: Instructional Program

One of our primary goals at Richmond Hill High School, is to educate our ELLs in a rigorous academic learning environment that is responsive to their cultural and linguistic backgrounds and one that fosters an ecology of bilingualism. Recognizing that the needs of our students are paramount, the Richmond Hill High School community works collaboratively to promote the academic, social, and emotional growth of our students in order to prepare them for postsecondary success and participation in the 21st century global economy. Richmond Hill High is located in the central-southern area of the New York City borough of Queens in District 27, where about 430 ELLs speaking more than 13 languages from at least 22 countries comprise of approximately 18 % of the entire student body of about 2,429 in Grades 9-12. All students classified as ELLs (Beginners, Intermediate and Advanced) have not yet met exit criteria as per their LAB-R/NYSESLAT scores or students' IEPs. All our ELLs struggle as they have very limited skills in English and in their native language, especially in reading and in writing. Based on the New York State School Accountability Report (2010-2011) our ELLS (Limited English Proficient students) did not make the AYP target in ELA and in Math.

The Title III program will assist us in providing our ELLs (grades 9-12) with supplemental instruction through an after school enrichment program. Classes will be offered to ELLS in the English language to supplement and enhance learning in: science (Living Environment), math (Algebra), social studies (Global and American History), Special Ed./ISS (Skills) and ESL (literacy). A Spanish (NLA) class will also be taught. The Spanish teacher will focus on developing parallel literacy skills and critical analysis through writing and native literature study. This program will be taught by a total of 11 certified teachers: four in ESL, one dually certified in ESL/ELA, two in science, one dually certified in social studies/ESL, one in mathematics, one in ELA, one in Special Education (ISS) and one in Spanish. The program will take place during the school week, after school, Monday through Friday for about 55 sessions, starting at the end of November through mid June. A total of about 400 hours will be dedicated towards this Instructional after school program. A certified ELA/ESL Assistant Principal will also teach some classes and will monitor the program throughout the school year. The Push-In Model will be used so that an ESL teacher will push-in the math, ISS and science classes to assure differentiated instruction to groups of students based on their needs and NYSESLAT scores. The ESL teachers will plan together with the content area teachers and provide ideas/materials and will implement for example, QTEL, RTI strategies, such as scaffolding to assist in the development of academic language in each subject area. Thus, all certified ESL and Part 154 teachers teachers in all after school classes, will scaffold instruction, through modeling, activating and bridging prior knowledge and/or experiences, text representation, metacognitive development, contextualization and building schema. They will focus on basic literacy skills, reading and essay writing aligned with the CCSS and College and Career Readiness, to supplement all of the above courses. The courses will use traditional leveled materials aligned with the CCSS, bilingual dictionaries,

Part B: Direct Instruction Supplemental Program Information

teacher-made materials, including the software programs Achieve 3000 and Rosetta Stone. Both of these software programs will provide resources (content-based readings) and enhance learning based on the students' lexile levels by offering leveled language support and tailored individualized instruction. All ELL students will be given this information and will be encouraged to attend.

We will purchase general instructional supplies for activities for instruction such as software, paper, pencils, pens, markers, transparencies, copies of handouts, etc.

Part C: Professional Development

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

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

Begin description here: Professional Development

In order for our ELLs to succeed in this supplemental program, all seventeen certified teachers (see page 1) will be attending Professional Development. Teachers will be exposed to best practices for encouraging students to reach proficiency in English. Professional Development topics will include, CCSS: Using informational texts and fiction to create an argument (standards-based learning), College and Career Readiness, Assessment Strategies, Curriculum Mapping, ELLs with Disabilities, Research and Technology. Teachers will focus on "Principles of Effective academic/vocabulary Instruction" and scaffolding as a tool to access curriculum in order to help students improve their reading, writing, listening, speaking/presentation skills. Teachers will learn about utilizing instructional modifications as well as pedagogical strategies to accelerate our ELLS academic achievement and English language acquisition. A certified ESL librarian will provide professional development on library resources, research and CCR for 3 hours, after school throughout the school year. ESL teachers who attended city-wide and regional professional development initiatives and workshops in the past, and received QTEL training (Quality Teaching of English Language Learners), will provide turn-key training to the content area and to the rest of ESL teachers (see page 1). The ESL/ELA Assistant Principal who regularly attends workshops through the Office of English Language Learners (OELL) and the ELL-Institute, will spearhead the rest of the professional development for all teachers involved with specific attention on differentiated strategies to address the learning needs of ELLs while meeting State academic achievement standards. During the workshops all teachers will collaborate with each other and engage in inquiry discussions by studying student work and literacy units/lesson plans aligned with the CCSS. All 16 teachers will also revise instructional materials to address individualized student needs.

Technology training will be included by company providers with the purchase of software programs, such as Rosetta Stone and Achieve 3000. Other technology training (IPADs, wikis, blogs) will be held by an ESL teacher and/or our School Tech. Three workshops will take place after school, for about 2 two

Part C: Professional Development

hours each, starting at the end of November through the end of June.

We may also purchase general instructional supplies for activities during the workshops such as software, paper, pencils, pens, markers, transparencies, copies of handouts, etc.

A total of about 100 hours will be dedicated towards PD.

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:

Our school has been identified by the Mayor's Initiative, as a school with chronic absenteeism. Therefore, we need to strengthen our parent and student engagement in order to support attendance and school success. In our efforts to support our ELLs, we will reach out to our parent community.

Parents of ELLs regularly request for English Language opportunities. As a result, an evening literacy class for parents of ESL/Bilingual students, will be offered twice a week, for four hours, beginning at the end of November and ending in mid June. The class will be taught by a certified ESL teacher. The course will use Rosetta Stone in addition to materials that address the parents' language needs. Parents will also be trained in understanding their child's report card, attendance patterns, transcript, ARIS and Daedalus to track the child's progress.

Title III funding will also be used to provide outreach to parents to give them the opportunity to attend parent workshops/informational meetings designed specifically for ELL parents. These workshops that will take place, go beyond the information made available at the meetings for newly enrolled ELLs. These will take place during the school year, after school, to address the following topics: Attendance and truancy, graduation requirements, College and Career Readiness, HS policies and procedures, counseling and homework. We will have two certified bilingual guidance counselors and our Parent coordinator give 2 two-hour workshops throughout the year, in the evenings, for a total of 4 hours. Information will be disseminated and translated for parents through guidance, our Parent Coordinator, through mailings, telephone calls (automated and personal) and through notices posted throughout the building.

Trips to educational and cultural institutions will take place for ELL students and their parents in this after school program. They will be invited to visit for example, The MET, and The American Museum of

Part D: Parental Engagement Activities

Natural History, and attend special events at school throughout the school year, such as the ESL Awards Ceremony, Read Aloud, Poetry Night, to name a few. Refreshments will be served. The parents participation and exposure to cultural offerings will will bring them closer to our school community and foster better communication.

A total of about 65 hours will be dedicated for parent engagement.

Part E: Budget

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

Allocation Amount: \$

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

