



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PORT RICHMOND HS  
**DBN (i.e. 01M001):** 31R445  
**Principal:** TIMOTHY M. GANNON  
**Principal Email:** TGANNON@SCHOOLS.NYC.GOV  
**Superintendent:** AIMEE HOROWITZ  
**Network Leader:** ALEXIS PENZELL

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Timothy M. Gannon	*Principal or Designee	
Daniel DeFazio	*UFT Chapter Leader or Designee	
Felicia Regina	*PA/PTA President or Designated Co-President	
Elaine DiAngelo	DC 37 Representative, if applicable	
Christine Shouldis	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Steve Leslierandal	Member/ Teacher	
Sheryl Ruck	Member/ Parent	
Christine Anderson	Member/ Parent	
Larissa Maiorana	Member/ Parent	
Karol Quintero	Member/ Parent	
Andrew Greenfield	Member/ AP	
Genesis Gonzales	Member/ Student	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

The Graduation rate for the 2014 cohort shall be a minimum of 70%

### Comprehensive Needs Assessment

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

This goal is in response to priorities determined by the analysis of the School's annual Progress Report. This goal is also in response to the school's JIT report from 2011.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. All 2014 cohort students shall be programmed for classes needed to meet graduation requirements including enrollment in the IZone online learning program and PM school as necessary.
2. SLC teaching staff and counselors shall focus on 2014 cohort students for report card conferences, transcript conferences, PM school eligibility and parent outreach as needed.
3. Principal and SLC counselors shall meet individually with "almost on track" cohort 2014 students in the Fall term to develop plans to meet graduation requirements including remedial support as needed.
4. Cohort 2014 students who need to pass one or more Regents exams in order to meet graduation requirements shall be programmed for intensive intervention support classes in the month prior to the Regents exams and will participate in a Mock Regents exam for item analysis and targeted instruction purposes. The Mock Regents exams and uniform course exams will also provide student work to be analyzed and reviewed by teachers during common planning time. This will happen during the Fall term and be repeated as needed during the spring and summer terms.
5. Cohort 2014 students who need to pass one or more core courses in order to meet graduation requirements shall be programmed for extra classes, online learning or PM school. Summer school courses will also provide support. This will happen during the Fall term and be repeated as needed during the spring and summer terms.
6. New Visions data systems will support school staff in tracking cohort 2014 students throughout the school year
7. SWD and ELL students will receive Regents prep sessions which specifically address their learning needs through staffing consideration, class size consideration, skill building emphasis and scheduling of the classes.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Counselors, programmer, IZone Coordinator, AP PPS, all APs Supervision
2. Counselors, Teachers, Principal, SLC AP, AP PPS, Parent Coordinator, New Visions coaching staff
3. Principal, Counselors, Parents, New Visions coaching staff
4. All Aps Supervision, Counselors, Parent Coordinator, Programmer, Content teachers
5. All Aps Supervision, Counselors, Parent Coordinator, Teachers of Regents courses, Programmer
6. New Visions Data Staff, counselors, Principal, AP PPS, Data Specialist, New Visions coaching staff
7. AP ISS, Programmer, AP PPS, ISS teachers, ISS Counselors, paras

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. GAR report in November, 2013 shall indicate where cohort 2014 students are with respect to graduation. The target is for 100% of eligible students to meet graduation requirements based on programming needs. Scholarship reports for each marking period and student report cards will indicate trends of success or failure.
2. GAR report in November, 2013 shall indicate where cohort 2014 students are with respect to graduation. Scholarship reports for each marking period and student report cards will indicate trends of success or failure
3. 100% of the senior cohort shall have a minimum of one individual conference to discuss their graduation status during the fall term. GAR report in November, 2013 shall indicate where cohort 2014 students are with respect to graduation. Scholarship reports for each marking period and student report cards will indicate trends of success or failure
4. Attendance reports for these classes will indicate level of student attendance in these classes. GAR report in November, 2013 shall indicate where cohort 2014 students are with respect to graduation. Scholarship reports for each marking period and student report cards will indicate trends of success or failure
5. 100% of students needing one, two or three extra course credits to graduate shall be programmed for PM school or online learning. GAR report in November, 2013 shall indicate where cohort 2014 students are with respect to graduation. Scholarship reports for each marking period and student report cards will indicate trends of

success or failure

6. GAR report in November, 2013 shall indicate where cohort 2014 students are with respect to graduation. Scholarship reports for each marking period and student report cards will indicate trends of success or failure.
7. 100% of SWD students requiring a passing grade on one or more Regents shall be enrolled in Regents prep sessions. The school will monitor SWD students on track to graduate

**D. Timeline for implementation and completion including start and end dates**

1. August, 2013 to September, 2013 with additional start dates pending the addition of new PM School courses
2. August, 2013 to September, 2013 with additional start dates pending the addition of new PM School courses
3. August, 2013 to September, 2013 with additional start dates pending the addition of new PM School courses
4. October, 2013 through November, 2013
5. October, 2013 through August, 2013 with additional start dates pending the addition of new PM School courses
6. December, 2013 to September, 2013
7. December, 2013 through August, 2013

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Counselors will review transcripts and GAR reports to monitor courses needed for graduation. AP PPS will monitor entire 2014 cohort. Tax Levy and Title 1 funding support this initiative.
2. Tax Levy and Title 1 funding support this initiative.
3. Tax levy funding will support this intervention.
4. Tax Levy and Title 1 funding will support this initiative as well as Federal SLC Grant funding.
5. Tax Levy and Title 1 funding will support this initiative.
6. New Visions Funding will support this.
7. Tax levy funding and Title I funding support this.

**Strategies to Increase Parental Involvement**

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).

- Through the use of inquiry, students will be targeted for academic remediation. Parents will be invited and encouraged to attend several meetings through the year. These meetings will be informational sessions along with meetings dedicated to post secondary planning for students with disabilities. Agencies will give presentations explaining options for students' success both in and beyond high school.
- Senior parents will receive notification from counselors on the specific graduation status of their child.
- Spring and Fall Evening Honor Roll and Merit Roll Award Ceremonies will be planned for parents and students to celebrate outstanding student scholarship
- All parents will receive promotion in doubt letters from counselors when students fall behind academically
- Parents receive a "State of the School" report from the principal in February.
- Weekly Sunday night phone messages to parents from the principal on attendance and other school issues
- IEP conferences for targeted students
- Parents invited to attend SLC sponsored "whole family" events which focus on bringing the family members and students together with school community
- Monthly Student of the Month breakfasts bring parents to school for awards ceremony
- Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance
- IEP conferences provide opportunity for parents to be engaged about their child's education

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Goal and Action Plan #2

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

### Annual Goal #2

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

The daily attendance rate for the 2013-14 school-year shall be a minimum of 87%

### Comprehensive Needs Assessment

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

The school completed a PASS Review by the Leadership Team identifying attendance as an ongoing priority. The JIT report from 2011 recommended that the school community continue to make student attendance a priority. The School's Progress Report indicates a need for ongoing focus on student attendance

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. SLC aides and counselors as well as staff members from CBOs (GPS counselors and OST counselor) shall contact homes of students with attendance issues and also conduct daily one on one student conferences as needed. Parent conferences will also be conducted by these staff members with follow-up to school guidance staff. The Y Scholars Program sponsored by the YMCA will offer students the opportunity to participate in an enrichment program that focuses on the academic, social, emotional and physical growth of each of its members.
2. Each SLC has an attendance goal reflecting improvements from past rates and will use incentive programs to meet the SLC goals.
3. Instructional Support students will be closely monitored on their attendance by support staff and areas/students of concern are brought to the attention of the support staff consisting of related service providers, deans and the Assistant Principal ISS. Many of these students are also monitored by the SLC staff.
4. Student attendance in classes will be noted in all observation reports by supervisors.
5. Attendance is recognized with Award ceremonies at the school level and at the SLC level. Freshman Academy students will be awarded certificates for outstanding recognition as attendance is one of their "keys" to success.
6. Extra-curricular clubs and school activities and events shall expand in order to strengthen student connection to the school community, especially with ninth graders transitioning to high school.
7. Athletes who attain a report card grade less than 55 (indicative of non attendance for that class) will be immediately ineligible for that athletic team.

#### B. Key personnel and other resources used to implement each strategy/activity

1. SLC Aides, counselors, CBO staff members assigned to the school, CBO Directors, YMCA staff, AP ISS, AP PPS
2. SLC Aps, counselors, SLC school Aides, SLC teachers, parent coordinator
3. ISS Support Staff, Deans, AP ISS, New Visions coaching staff
4. Principal, Assistant Principals, New Visions coaching staff
5. Principal, Parent Coordinator, SLC APs, teachers, counselors
6. COSA, Freshman Academy staff, club advisors, athletic coaches
7. Principal, Athletic Director, Coaches

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly attendance rates by SLC must be a minimum of 87% monitored by Principal and APs
2. Monthly attendance rates by SLC must be a minimum of 87% monitored by Principal and APs
3. The daily attendance goal for ISS students shall be 72%
4. Attendance in all observation reports shall be noted in component 2B: Culture for Learning
5. Schedule of events and monthly SLC attendance rates shall inform effectiveness of these incentives
6. Attendance at school events and attendance at club/team meetings will indicate level of student interest. Monthly attendance rates will be reviewed
7. Targets are 100% eligibility for all varsity athletes monitored by AD

#### D. Timeline for implementation and completion including start and end dates

1. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014
2. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014
3. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014
4. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014
5. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014

6. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014
7. This work is ongoing throughout the school-year: September 7, 2013 through June 26, 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School aides funding comes from Tax levy funding.
2. Tax Levy funding, CBO funding, SLC Grant funding and Title 1 Funding all support this.
3. AP ISS, ISS school aides, Dean and School Based Support Team are funded through Tax levy,
4. Supervisory resources are used and funded by Tax levy and Title 1 funding .
5. Tax Levy funding and Title I funding is used.
6. Tax Levy funding and student energy drive this.
7. PSAL funding support this.

**Strategies to Increase Parental Involvement**

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).

- Weekly Sunday night phone messages to parents from the principal on attendance and other school issues
- IEP conferences for targeted students
- Parents invited to attend SLC sponsored “whole family” events which focus on bringing the family members and students together with school community
- Monthly Student of the Month breakfasts bring parents to school for awards ceremony
- Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance
- Spring and Fall Evening Honor Roll and Merit Roll Award Ceremonies will be planned for parents and students to celebrate outstanding student scholarship
- All parents will receive promotion in doubt letters from counselors when students fall behind academically
- Parents receive a “State of the School” report from the principal in February.
- Organizing School events which engage and involve both parents AND students: Athletic games, Holiday Fair, Raider 5K, etc

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

There shall be two **checks for understanding** incorporated into each lesson across all subject areas.

**Comprehensive Needs Assessment**

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

The analysis of observation data organized in ARIS during the 2012-13 school-year indicated the need to support teachers in implementing formative assessment techniques on a daily basis.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Professional Development day in November will be dedicated to supporting teachers in learning about and developing effective formative assessment strategies for daily lessons
2. Supervisors will note presence or absence of formative assessments (Danielson Component 3D) for all lesson observation reports

<ol style="list-style-type: none"> <li>Teachers will use common planning time sessions and professional development sessions throughout the year to share with colleagues assessment strategies that are worthwhile and student centered in design</li> <li>Staff members will receive training in the Hochman writing program which supports students in developing writing skills and which provides teachers with templates that incorporate assessment strategies into the writing exercise.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>Talent Coach, Supervisors, Teachers, Teacher-Leaders, New Visions coaching staff</li> <li>Talent Coach, Supervisors, Teachers, Teacher-Leaders, New Visions coaching staff</li> <li>Talent Coach, Supervisors, Teachers, Teacher-Leaders</li> <li>Hochman Group, Teachers, Hochman-trained teachers</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>By Midyear with a minimum of two observation reports completed for each teacher, 40% of teachers will be rated effective or highly effective in Component 3D. In Final ratings for teachers, 75% of teachers will be rated effective or highly effective in Component 3D.</li> <li>By Midyear with a minimum of two observation reports completed for each teacher, 40% of teachers will be rated effective or highly effective in Component 3D. In Final ratings for teachers, 75% of teachers will be rated effective or highly effective in Component 3D.</li> <li>By Midyear with a minimum of two observation reports completed for each teacher, 40% of teachers will be rated effective or highly effective in Component 3D. In Final ratings for teachers, 75% of teachers will be rated effective or highly effective in Component 3D.</li> <li>By Midyear with a minimum of two observation reports completed for each teacher, 40% of teachers will be rated effective or highly effective in Component 3D. In Final ratings for teachers, 75% of teachers will be rated effective or highly effective in Component 3D.</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>November 6, 2013</li> <li>September, 2013 through May, 2014</li> <li>November 1, 2013 through June 1, 2014</li> <li>September, 2013 through May, 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Tax levy Funding, New Visions Funding for support coaches, Talent Coach allocation all support this program.</li> <li>Tax levy and Title I funding support this.</li> <li>Tax Levy and Title I Professional Development funding support this.,</li> <li>SLC Grant funding and Tax levy funding support this.</li> </ol>

**Strategies to Increase Parental Involvement**

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).
Principal and PTA officers will use PTA meetings and Raider Blasts to inform and remind parents about the importance of students understanding daily lessons and informing teachers of areas for clarification.
The Parent Coordinator shall serve as the primary communications link between staff members and parents, especially when parents contact the school looking for support when a child is falling behind academically.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<i>The passing rates for all Regents exams in January, 2014 and June, 2014 shall increase by 7- 10% as compared to 2013.</i>

## **Comprehensive Needs Assessment**

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

*The school's Progress Report and June, 2013 Regents exam scholarship report indicated a decline in Regents exam results for some content areas. The School Leadership Team identified the improvement of Regents results as a priority for this school year. The team also felt that interventions should be longer in duration and that students in 2014 cohort need to be individually targeted.*

## **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Regents prep sessions will be offered in weeks preceding Regents test administration
2. Cohort 2014 students will be targeted for intensive Regents review in excess of 25 hours of instruction in the four weeks leading to the exam.
3. The school will implement the Hochman Writing Program in English classes and across content areas in order to strengthen and develop student writing skills necessary for success on Regents exams.
4. Cohort 2014 students who need to pass one or more Regents exams in order to meet graduation requirements shall be programmed for intensive intervention and support classes in the month prior to the Regents exams and will participate in a Mock Regents exam for item analysis and targeted instruction purposes. The Mock Regents exams and uniform course exams will also provide student work to be analyzed (including item analysis) for students who need additional opportunities to pass the regents exam in the future.
5. Regents prep sessions targeted for ELLs will be provided with ELL instructor as well as content teacher provided to support students.

### **B. Key personnel and other resources used to implement each strategy/activity**

1. APs Supervision, APO, AP ISS, Counselors, Content Teachers, Parent Coordinator
2. APs Supervision, APO, AP ISS, Counselors, Content Teachers, Parent Coordinator
3. Hochman trained teachers/APs, AP Sups, teachers, ELA teachers,
4. Counselors, Teachers, APs
5. ESL Coordinator, AP Sups, AP ISS, ESL Teachers, content teachers, Parent Coordinator

### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Regents passing rates for January, 2014 Regents exams will increase by 7-10% as compared to Regents passing rates for January, 2013 test administration. Regents Scholarship data and Cohort 2014 GAR data will be used to monitor success.
2. Regents passing rates for January, 2014 Regents exams will increase by 7-10% as compared to Regents passing rates for January, 2013 test administration. Regents Scholarship data and Cohort 2014 GAR data will be used to monitor success.
3. Regents passing rates for January, 2014 Regents exams will increase by 7-10% as compared to Regents passing rates for January, 2013 test administration. Regents Scholarship data and Cohort 2014 GAR data will be used to monitor success.
4. Regents passing rates for January, 2014 Regents exams will increase by 7-10% as compared to Regents passing rates for January, 2013 test administration. Regents Scholarship data and Cohort 2014 GAR data will be used to monitor success
5. Regents passing rates for ELL students for January, 2014 Regents exams will increase by 7-10% as compared to Regents passing rates for January, 2013 test administration

### **D. Timeline for implementation and completion including start and end dates**

1. December, 2013 through August, 2014
2. December, 2013 through August, 2014
3. September, 2013 through August, 2014
4. December, 2013 through August, 2014
5. December, 2013 through August, 2014

### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Tax Levy funding and SLC Grant funding will be used to pay for full time and part time teachers to offer remedial courses.
2. Tax levy and Title I funding applies.
3. SLC Grant funding, Tax Levy and Title I funding support this work.
4. Tax Levy and title I funding will support this

5. Title III funding will support this

**Strategies to Increase Parental Involvement**

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).

- 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 11 through 15 in this CEP.
- Weekly Sunday night phone messages to parents from the principal on attendance and other school issues
- IEP conferences for targeted students
- Parents invited to attend SLC sponsored "whole family" events which focus on bringing the family members and students together with school community
- Monthly Student of the Month breakfasts bring parents to school for awards ceremony
- Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance
- Spring and Fall Evening Honor Roll and Merit Roll Award Ceremonies will be planned for parents and students to celebrate outstanding student scholarship
- All parents will receive promotion in doubt letters from counselors when students fall behind academically
- Parents receive a "State of the School" report from the principal in February
- Parents receive letters and phone messages detailing them with information on Regents prep classes and tutoring sessions.

Parent Coordinator supports parents in login onto and utilizing PupilPath system which provides parents with current information about their child's academic success.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

*By August, 2014, SWDs will show a 5% increase from 2012-13 in credit accumulation*

**Comprehensive Needs Assessment**

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

This goal is in response to priorities determined by the analysis of the School's annual Progress Report. This population represents 27% of our student population and their success is identified as a priority.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. SWD Students will be targeted for extra tutoring assistance with paras and teachers on Wednesdays during period 9.
2. SWD ninth and tenth grade students enrolled in either the GPS program or OST program will receive tutoring services and academic support daily.
3. All ninth grade SWD students shall receive learning sessions with the Achieve 3000 Reading Program.
4. SWD students in third or fourth year are eligible to take credit bearing courses in PM school and Summer School.
5. SWD students have the opportunity to attain credits through IZone classes.
6. Ongoing teacher Professional Development focus on instructional and inquiry strategies that support teachers in identifying student skill deficiencies and strategies to scaffold lessons for multiple student access . This includes work with Danielson Framework.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Paras, teachers, AP ISS, Parent Coordinator
2. AP ISS, OST staff, GPS staff, ISS teachers

3. ELA teachers, AP ELA, AP ISS
4. AP ISS, PM School Teachers, AP PPS, summer school teachers, Parent Coordinator, Counselors
5. AP ISS, Related Service Counselors, Izone Coordinator, Izone teachers
6. AP ISS, AP Sups., New Visions Coaches,

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Passing rates for SWD students in each marking period (%passing 5+ classes) and Scholarship reports after term 1, term 2 and during summer school will indicate a 5% increase in credit accumulation.
2. Passing rates for SWD students in each marking period (%passing 5+ classes) and Scholarship reports after term 1, term 2 and during summer school will indicate a 5% increase in credit accumulation
3. Passing rates for SWD students in each marking period (%passing 5+ classes) and Scholarship reports after term 1, term 2 and during summer school will indicate a 5% increase in credit accumulation
4. Passing rates for SWD students in each marking period (%passing 5+ classes) and Scholarship reports after term 1, term 2 and during summer school will indicate a 5% increase in credit accumulation
5. Passing rates for SWD students in each marking period (%passing 5+ classes) and Scholarship reports after term 1, term 2 and during summer school will indicate a 5% increase in credit accumulation
6. Passing rates for SWD students in each marking period (%passing 5+ classes) and Scholarship reports after term 1, term 2 and during summer school will indicate a 5% increase in credit accumulation

**4. Timeline for implementation and completion including start and end dates**

1. September,2013 through June, 2014
2. September,2013 through June, 2014
3. September,2013 through June, 2014
4. November, 2013 through August, 2014
5. September,2013 through June, 2014
6. September,2013 through June, 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Tax Levy funding and Title I funding will be used
2. Tax Levy funding and Title I funding will be used
3. Tax Levy funding and Title I funding will be used
4. Tax Levy funding and Title I funding will be used
5. Tax Levy funding and Title I funding will be used
6. Tax Levy funding and Title I funding will be used

**Strategies to Increase Parental Involvement**

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).

- Through the use of inquiry, students will be targeted for academic remediation. Parents will be invited and encouraged to attend several meetings through the year. These meetings will be informational sessions along with meetings dedicated to post secondary planning for students with disabilities. Agencies will give presentations explaining options for students' success both in and beyond high school.
- Weekly Sunday night phone messages to parents from the principal on attendance and other school issues
- IEP conferences for targeted students
- Parents invited to attend SLC sponsored "whole family" events which focus on bringing the family members and students together with school community
- Monthly Student of the Month breakfasts bring parents to school for awards ceremony
- Monthly Raider of the Month awards are presented at PTA meetings as an incentive for parent attendance
- IEP conferences provide opportunity for parents to be engaged about their child's education.
- Principal, Parent Coordinator and ISS AP meet regularly with ISS Parent task Force to discuss school programs that support SWDs.
- Parents receive letters and phone messages detailing them with information on Regents prep classes and tutoring sessions.
- Parent Coordinator supports parents in login onto and utilizing PupilPath system which provides parents with current information about their child's academic

success.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<p><b>ELA</b></p>	<p>6. Members of the 2014 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes on Saturdays or after school.</p> <p>7. SAT prep classes will be offered on Saturdays or after school throughout the school year funded by community organizations.</p> <p>8. Tutoring will be available for at risk students during student lunch periods, every Wednesday during Period 9, and as provided within all SLC's through common time outreach.</p> <p>9. Regents prep classes will be offered on Saturdays in the weeks prior to these exams and small group intensive review classes will be organized 3 weeks prior to the exam.</p> <p>10. Double-period literacy block during the school day for 9<sup>th</sup> grade students who scored at Level 1 or Level 2 on the 8<sup>th</sup> grade ELA examination. This period emphasizes the Hochman Writing Program and the Achieve 3000 Reading program.</p> <p>11. The OST program will provide academic services to students after their school day is complete</p> <p>12. The after school Advantage program will provide small group classes and remediation classes for</p>	<p>1. Small group</p> <p>2. Small group</p> <p>3. Small group</p> <p>4. Small group</p> <p>5. Class size</p> <p>6. One on one</p> <p>7. Small group</p>	<p>After school and weekends</p> <p>2. After school and weekends</p> <p>3. During the day</p> <p>4. Weekends</p> <p>5. During the day</p> <p>6. After school</p> <p>7. After school</p> <p>8. During the day</p>

	<p>Regents and PSAT and SAT classes</p> <p>13. Liberty Partnership program will provide academic support to students during the school day.</p> <p>14. College readiness and targeted tutoring will be provided after school and on Saturdays for Hispanic students and English Language Learners.</p> <p>15. The following reading intervention programs will be provided during the school day, after school and on Saturdays to targeted at-risk, Instructional Support and ESL students: English 3D and Achieve 3000.</p>	<p>8. one on one</p> <p>9. small group</p> <p>10. class size</p>	<p>9. after school</p> <p>10. During the day</p>
<p><b>Mathematics</b></p>	<p>1. Tutoring during student lunch periods and during period 9 will be available for at risk students.</p> <p>2. College Success Initiative (formerly BMI) conducted by the College of Staten Island will support targeted black and Hispanic males and females.</p> <p>3. Members of the 2014 Cohort will be targeted for assistance in credit bearing classes and Regents prep classes after school.</p> <p>4. The OST program will provide academic services to students after their school day is complete</p> <p>5. The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes</p> <p>6. Liberty Partnership program will provide academic support to students during the school day.</p> <p>7. Double-period math block during the school day for 9<sup>th</sup> grade students who scored at Level 1 or</p>	<p>1. Small group</p> <p>2. Small group</p> <p>3. Small group</p> <p>4. Small group and one on one</p> <p>5. Small group</p> <p>6. One on one</p> <p>7. Small group</p>	<p>During and after school</p> <p>2. During and after school</p> <p>3. After school</p> <p>4. After school</p> <p>5. After school</p> <p>6. During the day</p> <p>7. Daily</p>

	<p>Level 2 on the 8<sup>th</sup> grade math examination.</p> <p>8. SAT prep classes will be offered on selected Saturdays.</p> <p>9. Regents prep classes will be offered on Saturdays in the weeks prior to these exams.</p>	<p>8. Small group</p> <p>9. Small group</p>	<p>8. Weekends</p> <p>9. Weekends</p>
<b>Science</b>	<p>1. Additional lab activities will be offered in all Regents courses especially Living Environment and Earth Science, during class time to ensure that students complete lab requirements.</p> <p>2. All SLCs will be expected to establish peer tutoring sessions for science during the school day and after school.</p> <p>3. Students will be able to attend tutoring sessions at least once per week during period 9</p> <p>4. The OST program will provide academic services to students after their school day is complete</p> <p>5. The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes</p> <p>6. Liberty Partnership program will provide academic support to students during the school day</p>	<p>1. Small group</p> <p>2. One on one</p> <p>3. Small group</p> <p>4. Small group and one on one</p> <p>5. Small group</p> <p>6. Small group</p>	<p>1. During the school day</p> <p>2. During and after school</p> <p>3. After school</p> <p>4. After school</p> <p>5. After school</p> <p>6. During the school day</p>
<b>Social Studies</b>	<p>1. After school tutoring will be available for small groups of students by grade level.</p> <p>2. Junior Achievement High School Heroes program will support Economics instruction.</p> <p>3. WISE partnership will support Economic instruction and Financial</p>	<p>1. Small group</p> <p>2. Small group</p> <p>3. Small group</p>	<p>1. After school</p> <p>2. During the school day</p> <p>3. During the school day</p>

	<p>Literacy.</p> <ol style="list-style-type: none"> <li>4. Partnership with Wagner College to support Participation in Government.</li> <li>5. The OST program will provide academic services to students after their school day is complete</li> <li>6. The after school Advantage program will provide small group classes and remediation classes for Regents and PSAT and SAT classes</li> <li>7. Liberty Partnership program will provide academic support to students during the school day.</li> <li>8. Students will have the opportunity to attend tutoring in small groups on a weekly basis during period 9.</li> <li>9. Regents prep classes will be offered on Saturdays and/or Thursday evenings in the weeks prior to these exams.</li> <li>10. College success Initiative (formerly the Black Male Initiative) conducted by College of Staten Island will support targeted students.</li> </ol>	<ol style="list-style-type: none"> <li>4. Small group</li> <li>5. One on one</li> <li>6. Small group</li> <li>7. One on one</li> <li>8. Small group</li> <li>9. Small group</li> <li>10. Small group and one on one</li> </ol>	<ol style="list-style-type: none"> <li>4. During &amp; after the school day</li> <li>5. After school</li> <li>6. After school</li> <li>7. During the school day</li> <li>8. After school</li> <li>9. After school</li> <li>10. After school</li> </ol>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<ol style="list-style-type: none"> <li>1. At risk students will be targeted for parent conferences with school support staff on Thursday evenings throughout the school year.</li> <li>2. Additional guidance services for at risk students.</li> <li>3. OST provides services to 70 at-risk ninth graders daily</li> <li>4. NYCID targets 110 at risk 9<sup>th</sup> and 10<sup>th</sup> graders for attendance services</li> <li>5. At-risk counseling and crisis intervention</li> <li>6. Development of behavior support plans for at-risk students for implementation by classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. One on one</li> <li>2. One on one</li> <li>3. One on one</li> <li>4. One on one</li> <li>5. One on one</li> <li>6. One on one</li> <li>7. One on one</li> </ol>	<ol style="list-style-type: none"> <li>1. After school</li> <li>2. After school &amp; during the school day</li> <li>3. After school &amp; during the school day</li> <li>4. After school &amp; during the school day</li> <li>5. During the school day</li> <li>6. During the school day</li> <li>7. During the school day</li> </ol>

	<p>teachers</p> <p>7. At-risk counseling and crisis intervention</p> <p>8. Provide supportive mental health services to at-risk students and families</p> <p>9. Referrals to outside agencies when warranted</p> <p>10. Crisis counseling - In service training for staff on health related issues (HIV Aids) and drug related risk behaviors</p>	<p>8. One on one</p> <p>9. One on one</p> <p>10. One on one Small group</p>	<p>8. During the school day</p> <p>9. As needed</p> <p>10. As needed During the school day</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- 8. All elements of the *All Title I Schools* section must be completed\*.
- 8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 9. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Over the last three years, all teachers on staff were provided with the opportunity to participate in the 35 hour course (on-site) by Research for Better Teaching titled: The Skillful Teacher. More than 80% of the staff took advantage of this course. Teachers rarely look to transfer to another school so retention of effective teachers is not an issue. Our partnership with Wagner College provides us with a unique opportunity to interview their graduating seniors who wish to join the teaching profession. Our status as a Title One school provides our teachers with extra support in attaining advanced degrees and that becomes a positive for recruiting top teaching candidates. Our participation in the Teacher Effectiveness Pilot program provided teachers and supervisors with extra support in using the Danielson Framework as a common language for the improvement of instruction. Our daily 42 minute common time experiences also provide new teachers with the opportunity to meet with coaches and supervisors to improve their instructional skills in their first years of teaching. First and second year teachers will continue to receive mentor training through the Department of Education mentor program.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development for all teachers is grounded in the Danielson Framework for Teaching focusing on Lesson Planning (Clear Instructional Objectives, Multiple Entry Points, Assessment), Engagement (Meaningful Peer-to-Peer Interactions and Resource) and Assessment (Formative and Summative).

PD is also focusing on purposeful integration of the "SHIFTS" into instruction and purposeful integration of the Standards for Mathematical Practice into instruction.

The ELA dept has also been involved in PD surrounding group work protocols for getting students to engage with difficult text, annotation work, text complexity, and text-dependent questions. A team of teachers has begun work on creating common core aligned writing performance tasks to unify our ELA curriculum. ELA PD is also focusing on tiering texts for multiple entry points.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I set-aside funds are used to pay for emergency supplies (phys .ed. uniforms, school supplies, books, glasses, etc.) Funds are also used to provide after-school tutoring, evening counseling and parental involvement services.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

School Leadership Team discusses this issue of assessments at meetings with teacher representation. de New Visions supports the school with professional development on the best practices in using assessment results and data to improve instruction

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

**SCHOOL PARENTAL INVOLVEMENT POLICY**

**PART I GENERAL EXPECTATIONS**

<p><b>NOTE:</b> Each school level Parental Involvement Policy must establish the school's expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]</p>
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Port Richmond High School agrees to implement the following statutory requirements:

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

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

- *that parents play an integral role in assisting their child's learning;*

- *that parents are encouraged to be actively involved in their child’s education at school;*
- *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

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

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

1. Port Richmond High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
  - PTA Executive Board members will be involved with District personnel through the Staten Island Federation of PTA’s
2. Port Richmond High School will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Parent members of the school leadership team will participate in the annual PASS Review of the School
  - Parents will be interviewed as part of the school’s Quality Review
  - Parent surveys will be a vital part of the School’s Progress Report process
  - Ninth and tenth grade parent councils will meet monthly with the principal to inform school improvement decisions and initiatives.
3. Port Richmond High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
  - Liberty Partnership Program
  - Project Success Program
  - NY Junior Tennis League Program
  - College of Staten Island Success program
  - Staten Island Education Continuum after school program
  - New York Center for Interpersonal Development – After School Program
4. Port Richmond High School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have

limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at a Spring PTA meeting providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed through the annual PASS visit conducted by parent members of the school leadership team.

5. Port Richmond High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State's and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A
  - how to monitor their child's progress and
  - how to work with educators.
- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - providing Assistant Principals at each PTA Meeting
  - Special meetings with ESL staff designed to meet the specific literacy needs of parents of English Language Learners
  - Special meeting with incoming parents of Special Education students
  - Two separate parent orientations for incoming ninth grade parents
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
  - Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.
  - Teachers will have daily access to phone messenger automated system to allow teachers to communicate with parents in a regular and easy manner
  - New Teacher Institute provides professional development on parent discussions
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
  - Involving parents in the regular activities of the school

- Involving parents in the activities pertaining specifically to their child's Smaller Learning Community.
  - Involving parents in the Student of the Month breakfast assemblies
  - Involving parents in Raider of the Month ceremonies
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand:
    - school letters are translated and ELL students are provided with native language letters of school events
    - Translation services information are posted in the school lobby in the appropriate native languages
    - Phone messenger system is used regularly to inform parents

## SCHOOL-PARENT COMPACT

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

This School-Parent Compact is in effect during school year 2013-14.

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

### PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

<b>School Responsibilities</b>
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**Port Richmond High School will:**

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**  
Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.
- **hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**  
Parent teacher conferences are held twice annually. Additional parent conferences held weekly on Thursday evenings.
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**  
Student report cards are distributed 6 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year. Student grades will be posted on PupilPath for parents to monitor.
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**  
Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment coordinated by Parent Coordinator. Counselors are available to parents daily.  
  
Teachers are also available to meet with SLC parents during common time activities.
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**  
The PTA and Athletic Director host a number of events each year that allow parents the opportunity to be involved directly in school activities. Parents are also encouraged to volunteer to assist with articulation events as well as the school's Information Night each fall.

## Parent Responsibilities

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

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

### I. 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.

#### **SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

A.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>445</b>
School Name <b>Port Richmond H.S.</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Timothy Gannon</b>	Assistant Principal <b>Riana Hershenfeld</b>
Coach <b>Donna Ryan</b>	Coach <b>type here</b>
ESL Teacher <b>Joseph Mudgett</b>	Guidance Counselor <b>Joyce Lucignano</b>
Teacher/Subject Area <b>Kim Sievers, ESL</b>	Parent <b>Michael Thomas</b>
Teacher/Subject Area <b>Alfredo Roman/Foreign Language</b>	Parent Coordinator <b>Elaine DiAngelo</b>
Related Service Provider <b>Frances Riozzi-Gotto</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>6</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1826</b>	Total number of ELLs	<b>102</b>	ELLs as share of total student population (%)	<b>5.59%</b>
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										52	26	9	15	102
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	52	26	9	15	102

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	31
SIFE	1	ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	32

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	46		1	24		10	32	1	20	102
Total	46	0	1	24	0	10	32	1	20	102

Number of ELLs who have an alternate placement paraprofessional: 2

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										44	20	7	9	80
Chinese														0
Russian														0
Bengali														0
Urdu										1	3			4
Arabic										2	3		3	8
Haitian													1	1
French										1				1
Korean													1	1
Punjabi														0
Polish														0
Albanian												1	1	2
Other										4		1		5
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	52	26	9	15	102

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)										17	7	2		26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										11	6	5	6	28
Advanced (A)										24	13	2	9	48
Total	0	0	0	0	0	0	0	0	0	52	26	9	15	102

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	51		7	
Integrated Algebra	51		9	
Geometry	15		3	
Algebra 2/Trigonometry	3		1	
Math				
Biology				
Chemistry				
Earth Science	30		4	
Living Environment	44		7	
Physics	2		1	
Global History and Geography	36		10	
US History and Government	30		14	
Foreign Language				
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								

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We have begun to use Achieve 3000 as a tool to assess the literacy skills of our ELLs. The program's built in level-set test provides an immediate and accurate assessment of each student's reading abilities, with a breakdown of specific literacy skills, i.e. reading comprehension, vocabulary, identifying the main idea etc. This program is also very helpful for identifying needs of SIFE students. Since the data is available online it is easily shared among ESL and ELA teachers and provides a basis for discussions with other content area teachers so that instruction can be tailored to meet the needs of students who are striving to perform at grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
A cursory assessment of the results of the 2013 NYSESLAT, showed that the greatest number of ELLs showed evidence of scoring at the intermediate level of proficiency. The next largest group was advanced. An analysis of the modalities on the NYSESLAT shows that more ninth ELLs scored proficient in listening/speaking than any of the other grades. The data shows that in no grade are ELLs reaching the proficient level in reading and writing on the NYSESLAT. The data identified needs for ELLs in the following instructional areas: literacy for all ELL students. These students will also be identified for Academic Intervention services that will include, reading skills, writing skills, listening skills, note taking skills, and vocabulary skills. Instructional strategies that have contributed to overall improved student achievement in English include interactive learning experiences, read aloud, shared reading, guided reading, literature circles, mini-lessons, cooperative learning, differentiated instruction, bridging, accountable talk, daily writing experiences, vocabulary building, and teacher modeling. All will be continued. The additional implementation of the Hochman writing program will be monitored for results.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Although specifics are not yet available, what we have been able to determine regarding patterns across NYSESLAT modalities continues to show reading comprehension and writing skills to be lacking for our ELLs. In order to provide assistance in these areas, we will continue to utilize Achieve 3000. Port Richmond has also adopted the Hochman Writing program school-wide. This ensures that ELLs will receive explicit writing instruction in their ESL classes as well as in all content-area classes. In addition to the NYSESLAT results many ELLs have expressed their inability to understand teachers during classroom instruction, which is an indication that listening in English is a challenge for them as well. To assist in developing stronger listening skills, opportunities for listening to native English speakers via in-school broadcasts of Good Morning Port Richmond, and other film clips are provided in many classes.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A study of results on the Regents examinations in ELA, Mathematics, Global History, American History and Science indicates a steady upward trend in the passing percentages for ELLs. This data indicates that the majority of PRHS ELLs opt to complete their Regents examinations in English. Those who opt to take them in the native language seem to pass more often. The ELL Periodic Assessments are showing that our students continue to struggle with vocabulary and numeracy. They show gaps in their knowledge, regardless of whether or not they are SIFE students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
In response to the need for support in students' native languages, we have begun to supply content area teachers with materials in various languages. In addition we are implementing a peer-tutoring program which will allow students to be tutored by bilingual students who speak their language. We also offer a bi-lingual Global History class to help our Spanish speaking ELLs make progress in this subject. We continue to maintain and add to a rich Native Language literary library, which contains many of the titles that are taught in our ELA classes in the languages of our ELLs.
7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

In order to evaluate how well our programs are helping our ELLs make progress, we look at our Annual Yearly Progress and monitor regent's results as well as credit accumulation and graduation rates.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a newcomer to the New York City school system enters Port Richmond High School, their parent/guardian completes the Home Language Identification Survey after being interviewed informally by one of a team of trained pedagogues. Surveys are available in English and the other DOE supported languages. Other oral language support includes the DOE telephone translation unit and teacher volunteers who speak other languages. If it is determined that the student is eligible for ESL, the family then attends an orientation session at which they view the ESL DVD that describes the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). They also find out information about the Port Richmond ESL program and complete the Parent Selection Form. The parent coordinator then directs them to one of a team of pedagogues who have been trained for further informal student interviewing. The ESL guidance counselor/social worker will also meet with the student prior to completing their program. Placement in ESL classes is determined by the score a student receives on the New York LAB-R placement test administered within ten days by the ESL coordinator. Students who test out on the LAB-R are not eligible for ESL classes and are programmed for mainstream classes. Students who score at Beginner, Intermediate or Advanced on the LAB-R are placed in our ESL program and are given a full student program. Students advance in or exit from the ESL program based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered each spring in accordance with the guidelines outlined in the NYSESLAT Test Administrator's Manual.
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.  
When a family enters Port Richmond High School for the first time and has been interviewed informally, the parent orientation meeting takes place on the same day. The family views the DOE video in their native language, if available, concerning three program choices for their child. A trained pedagogue answers any questions. If the parent chooses a program that we do not offer, we explain that we will keep track of their request and monitor other similar parent requests so that we can continue to meet the wishes of the parents. If the parent is not present or able to remain for the parent orientation meeting, we follow up within 24 hours with outreach by U.S. mail and by telephone in order to invite them to the school
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Every ELL parent/guardian whose student was in the ESL program the previous year receives a continued entitlement letter at the beginning of the new fall term. Letters are mailed directly to the student's home of record in English and the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. The Parent Survey and Selection forms are completed in the school during intake.
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.

Students are placed in the ESL instructional program based on the cutoff scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. The ESL guidance counselor, ESL coordinator, ESL assistant principal, and the assistant principal of Guidance collaborate when needed on the placement. Parents are involved in these conversations either in person or by telephone. Native language support is offered to the parents. We closely monitor Parent Selection Forms to be sure we are aligning our program selection with the wishes of ELL parents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered in its entirety for all students as follows: beginning with the speaking portion of the test, ESL teachers have their classes covered so that they are able to administer the test to the students who are not directly taught by them. The listening, reading and writing sections of the test are scheduled over three consecutive days, for four periods each day. Students who are absent are able to make up the portions they miss upon their return to school.

6. 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.) 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. 
- A review of the data shows that of 37 parents whose children entered Port Richmond in the past few years, (after seeing the information video regarding programs offered by the city), 26 selected an ESL program, 6 selected a bi-lingual program and 5 selected a dual language program. Based on these numbers we are offering the program of choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
 

Port Richmond provides free-standing English as a Second Language Program. The English as a Second Language program at Port Richmond provides courses that meet the NY State requirements for ESL and are aligned with New York State learning standards. Students are grouped for their ESL classes homogeneously according to their proficiency levels as indicated on either the LAB-R or NYSESLAT examination. The levels are Beginner, Intermediate, and Advanced. Each proficiency level contains students from grades 9-12.

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)?

Two certified ESL teachers service the ESL program. All beginners receive 129 minutes (three 43-minute class periods) of daily English/Language Arts instruction, for a total of 645 minutes per week. Classes consist of a double-period literacy block and a single period in which cultural awareness, skills and grammar are emphasized. Intermediate level students receive 86 minutes (two 43-minute class periods) of ESL instruction daily, for a total of 430 minutes per week. There is one period of balanced literacy instruction in which the four modalities of writing, speaking, listening and reading are emphasized. The second period emphasizes skills, grammar and vocabulary building. Advanced level students receive 43 minutes of ESL and 43 minutes English/Language Arts instruction a day. The English Language Arts instruction is delivered through a grade-appropriate mainstream English course, which meets 43 minutes a day, five days a week. There are two levels within the Advanced group, with one group focusing on skills that will assist them in transitioning to the mainstream. All ESL courses address the National and New York State English as a Second Language Learning Standards. Native Language Arts instruction is supported through translated materials, dual-language materials, a new native language library in the classroom and a circulating native language library for both parents and students in the PRHS School Library.

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 foster language development and meet the demands of the Common Core Learning Standards.

In general ELLs are placed in content area classes according to their grade level. These classes are taught in English. Content teachers are being supplied with native language materials and bi-lingual glossaries and dictionaries to help them support ELLs. In response to recent results in Global History and because we have a Global History teacher who also holds a bi-lingual license, a bi-lingual Global history class has been formed. The results of students in this class will be monitored. As our school shifts to comply with Common Core Standards, ELLs are also being exposed to the increased rigor of all classrooms. Our ELL's become connected to fellow students, teachers and support staff by belonging to one of our smaller learning communities.:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We evaluate the ELLs' native language skills intermittently throughout the year using native language literature as a way to determine whether or not key ideas and themes are able to be communicated in English as well as in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

ESL classes are utilizing programs and texts that are specifically designed for ELLs. English 3D is being used in the Advanced classes provides lessons and activities that address all four modalities while emphasizing academic vocabulary and rigor. At the beginning and intermediate levels Milestones texts are being used. These texts also provide opportunities for all skills to be developed. In addition Common Core aligned tasks are being assigned which require the use of all four modalities.:
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Newcomers and SIFE students are programmed according to the LAB-R or NYSESLAT and receive small group instruction within the classroom for basic reading and writing skills. Teachers provide differentiated instruction for SIFE and newcomers at

every proficiency level. SIFE students also receive adapted and enriched materials across the curriculum, such as text-books, tests, projects, and assignments. In addition, Achieve3000 supplements their instruction. They make use of the books and magazines in our native language in-class library and in our school library. Research shows that speakers of other languages succeed more readily when reading in their native language while acquiring a new language. The native language library promotes continuous growth in reading and comprehension skills in the native language while students develop proficiency in English. There are dedicated iPads to enhance technology skills and specialized dictionaries to support vocabulary development at all levels. Headphones and cassettes are available for individualized instruction and aural language acquisition. ELLs also receive targeted tutoring in ESL and content area courses in order to prepare them for the NYSESLAT and other grade-specific tests such as the PSAT. ELL progress on formative assessments is monitored and all teachers are analyzing student work so teachers can measure success and design re-teaching opportunities. After-school and Saturday tutoring sessions and clubs assist with the acquisition of American culture. Newcomers and SIFE students who are eligible for the ELA Regents or Regents examinations in the content areas are monitored by the ESL staff and attend content-specific tutoring sessions for these examinations. All English/ESL Department mid-term and final examinations are modeled after ELA Regents reading and writing tasks. ESL teachers adapt these examinations to their students' proficiency levels. Newcomers and SIFE students are also paired with a more English-proficient school buddy.

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

Long-Term ELLs (completed 6 years) also receive all of the previously mentioned strategies, as they continue to be integrated into the instructional model. There is an increased emphasis on guidance and individualized programming in order to determine a plan for success in attaining proficiency and completing high school and its requirements. More emphasis is placed on college readiness. Ongoing individualized conferences with ELLs, their parents and ESL staff continue. Additional liaison takes place between ESL teachers and content area teachers to enhance success for these students across the curriculum. Targeted tutoring is provided for students who have not completed their graduation requirements or passed the required Regents examinations. Advanced level long-term ELLs who have not passed the appropriate Regents examinations in English or Math are placed in corresponding Regents-ending preparation courses. After-school or Saturday tutoring and Regents Preparation are also offered. Students at this level continue to use Achieve 3000 as a supplement to their instruction.

7. 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?

ELLs with special needs are programmed according to their IEP in either self-contained classes or mainstream classes with SETSS support. Special programs for these ELLs include Achieve 3000 a highly successful reading program focusing on differentiated, individualized instruction. This program also provides built in diagnostic and resource features. Special needs ELLs receive support from the Instructional Support Services Department, the School Based Support Team, Speech and Language related services, and the ESL team. Bi-lingual paraprofessionals and/or speech and language push-in or pull-out support are provided according to the requirements of the child's IEP. Close contact is maintained with parents and guardians to promote student success.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In order to allow ELL-SWDs to achieve their IEP goals and attain English proficiency in the least restrictive environment, these

students are programmed in general education ESL classes. This allows them to gain confidence in order to function in a more mainstream environment while having the benefits of some of the same structures that may exist in their self-contained classes.

### 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:			
Math:			
Science:			

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

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

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

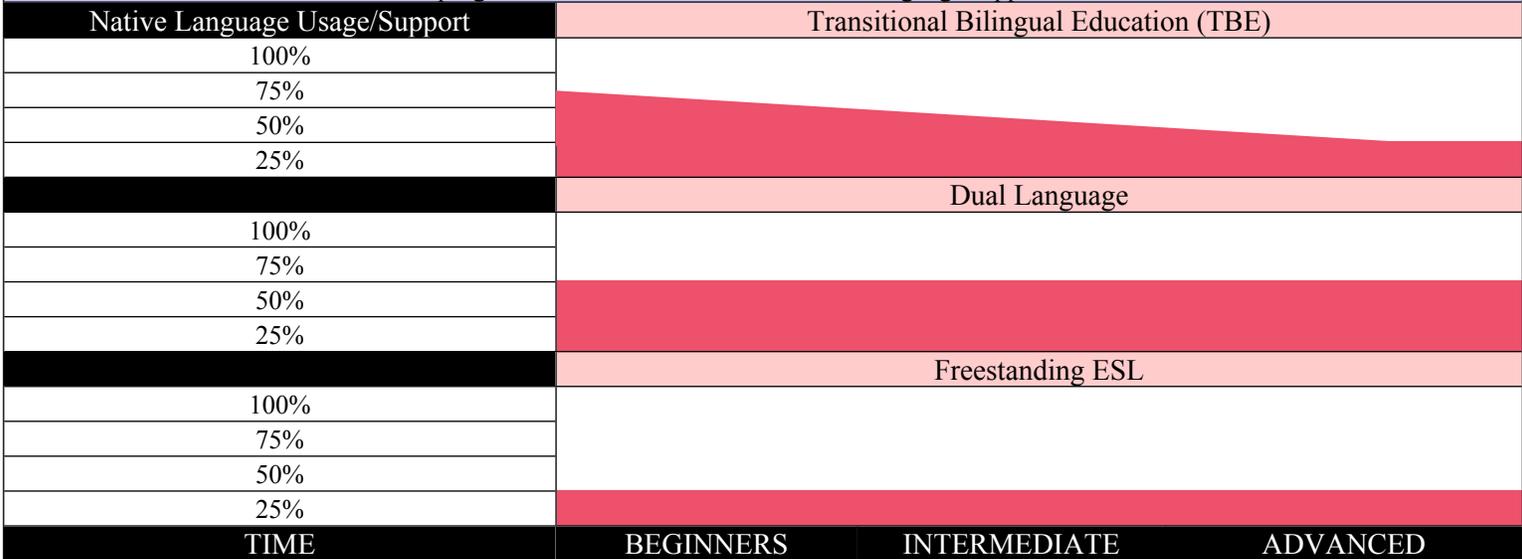
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.

Academic Intervention Services are provided for all students who have a demonstrated need in a specific academic discipline or skill. Such activities include reduced class size for more individualized instruction, Saturday school, and after-school tutoring. Intervention services include components to meet the specific needs of students in the graduating cohort who have not met the graduation requirements regarding the ELA exam and a Math Regents exam. For ELLs, PRHS offers after-school and Saturday enrichment in English Language Arts and media literacy, that addresses reading proficiency through close collaboration with the Literacy Coach, who provides reading comprehension strategies as well as the Achieve 3000 program. There is also targeted tutoring for ELLs for the NYSESLAT, ELA Regents. There is also tutoring for ELLs for Math, Global History, American History, and Living Environment Regents examinations. ELLs eligible for Supplementary Educational Services (SES) are eligible for skill-building tutoring in English and Mathematics. Specialized tutoring in English and Mathematics targeted to the subgroups of Hispanic ELLs and ELL students with disabilities who have not passed the ELA or Math Regents exams is also provided. Academic intervention services are offered in English with native language support according to budgetary restrictions and availability.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program appears to be meeting the needs of our ELLs on many levels. The small learning communities help ELLs get acclimated into the mainstream population. The alignment of all content areas to the Common Core Standards affords a greater opportunity for ELLs to benefit from more rigorous instruction throughout the day, in addition to the targeted language instruction they receive in their self-contained ESL classes. There has been an effort to encourage all teachers to provide scaffolding for ELLs in their classes. This has been done in a way that creates an increased awareness of our shared responsibility for ELLs education.

11. What new programs or improvements will be considered for the upcoming school year?

For the 2013-2014 school year, Port Richmond ESL teachers are reviewing lessons and new materials with the intent of aligning instruction with the Common Core Standards so as to increase and accelerate reading comprehension and enhance all of the language acquisition skills. Several iPad apps are being explored and utilized in the classroom in order to differentiate instruction and to increase the technological awareness of ELLs. Supplementary Educational Services (SES) tutoring for eligible ELLs will be offered in ELA and Math, and peer tutoring will be offered assigning bi-lingual tutors with ELLs who speak the same language. We are planning a cross-cultural celebration in the spring. The number of college visits for ELLs will be increased. A Spanish-speaking mailbox has been added to the PRHS telephone service.

12. What programs/services for ELLs will be discontinued and why?

In the past Port Richmond programmed ELLs into ESL content area classes, for math, history and science. It has been decided to disband these classes for a number of reasons. First, since ELLs were placed in classes regardless of English proficiency level, the disparity in English language skills made it difficult for teachers to differentiate instruction effectively impeding the progress of students. A review of Regents exam scores showed that few ELLs in these classes were passing the tests.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have equal access to all school programs. They have the opportunity to enroll in any of our Small Learning Communities: Business Entrepreneurship, Culinary Arts, Gateway Honors, JROTC, Academy for Careers in Education and Public Service, Med Tech Academy and the Television and Media Arts Academy. All students, including ELLs, are eligible to participate in sports, musical, dramatic, and other club activities that take place after school or on Saturdays. Notices and backpacked, school-specific communiqué's are simultaneously provided in English and in the most frequent Department of Education supported languages.

The ESL office, a place that ELLs call their “home”, also provides information in supported languages. ELLs are strongly encouraged to participate in specially designed after school programs such as the 'ELL Film Critic Club', which affords them the opportunity to learn about American as well as other cultures through film. Students are then encouraged to analyze the films, discuss them and critique them, which helps them to hone their English language skills. Good Morning Port Richmond, our weekly news show, features interviews and stories about teams, auditions for student theater productions, fund raising events, blood drives, our annual 5K walk and other school events. This has been extremely helpful for ELLs, since it provides faces to go with names of people they need to see in order to sign up for various school activities. ELLs are members of SING, the cheerleading, football, basketball, volleyball, tennis, and soccer teams. ELLs are also members of the classes that work on Good Morning Port Richmond, so they have the opportunity to be involved in the production of the show. ELLs are welcomed to attend general after-school and/or Saturday targeted Regents preparation in Math and English, SES Math and English skills tutoring (if eligible). They are also offered specific after-school and/or supplemental ESL English tutoring and after-school cultural awareness and supplemental guidance counseling sessions.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

There are many instructional materials, including technology, to support ELLs in all content areas. The web-based Achieve 3000 program is primarily used in ESL and ELA classes and ESL after-school enrichment, but the non-fictional articles address topics in Math, Social Studies and Science. ESL students utilize a number of supplemental texts to support learning, including the Milestones and Visions series. Books on tape, leveled classroom libraries in English, native language libraries in the classroom and the school library, and NYSESLAT preparation books all support ELL achievement. Smart boards are utilized extensively with ELLs in core subject area classes. ELLs have access to a dedicated bank of iPads in the ESL classroom, to computers in any of the four computer laboratories and the multi-media resource room, and to computers in the school library. Document cameras are used to enhance learning. ELLs also have access to video and audio technology in the classrooms. ELLs can also participate in the television media class held in Port Richmond’s television studio as well as a media literacy PM school. Some ELLs in the TV SLC, take part in producing our weekly news program, “Good Morning Port Richmond”.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided through the native language libraries, native language magazines and newspapers, the native language lending library for parents, native language translation glossaries, internet-based translation programs, translations on the DOE homepage website, translated materials provided by the Department of Education, school-specific translated materials through the Department of Education Translation Unit, DOE supported telephone translations, contracted translation services for the Student Handbook and Parent Handbook, and in-school person-to-person translation through the bi-lingual guidance counselor, bi-lingual deans and other teacher and staff volunteers.:

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

All required services support and correspond to our students, who are in grades 9-12 and who range in age from 13 – 21. The required services correspond to the requirements of the beginner, intermediate and advanced levels of ESL and to accumulating the appropriate credits and passing the required examinations for graduating from high school and the goal of attaining proficiency in English.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Prior to the beginning of the school year, there are three 9th grade orientation meetings for all incoming 9th grade students, including ELLs. There is a Freshman Orientation night in June and another Freshman Orientation night in September prior to the first day of classes. In August, there are orientation days for all 9th grade students, including ELLs, during which the students participate in inter-active activities and meet other incoming 9th grade students. Their parents meet with the principal. All of these orientations feature presentations by the Principal, student representatives, and a breakout group meetings at which they receive an overview of the high school program and particulars about the ESL program. They also meet their child’s guidance counselor and the ESL staff and tour the school building. ELL parents and students also participate in the student-run club and activity orientation session. At the beginning of the school term, ninth grade ELLs receive student buddies. There are also parent orientation and special PTA meetings in early September at which there is another ELL parent breakout group session. All breakout sessions are conducted in English and Spanish. Arabic translation is also available. Parents of all PRHS students, including ELLs, are automatically members of the PTA, which meets monthly.

18. What language electives are offered to ELLs?

ELL students may take advanced classes in Spanish as a language elective.

19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

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

## D. Parental Involvement

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

Parent involvement is encouraged and welcome at Port Richmond High School. All parents, including parents of ELLs are automatically members of the Parent Teacher Association (PTA) and are encouraged to attend activities and meetings. The Parent Center, staffed by the parent coordinator is a welcoming place for ELL parents. The school produces a quarterly parent newsletter which contains an “ESL Corner” in both English and Spanish. There is a special ESL Parent meeting immediately preceding both the fall and spring Parent Teacher Conference evenings. There are special breakout groups for ESL parents and students at Freshman Orientations in June and September and at the 9th grade Parent Orientation meeting. Parents are invited to accompany students and chaperone for ESL-sponsored trips to cultural events (Broadway plays; museum visits) and college tours.

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

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

:

## **E. 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Port Richmond H.S.**

**School DBN: 31R445**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Timothy M. Gannon	Principal		
Riana Hershenfeld	Assistant Principal		
Elaine DiAngelo	Parent Coordinator		
Kim Sievers	ESL Teacher		
Michael Thomas	Parent		
Alfredo Roman	Teacher/Subject Area		
Joseph Mudgett	Teacher/Subject Area		
Donna Ryan	Coach		
	Coach		
Joyce Lucignano	Guidance Counselor		
	Network Leader		
Frances Riozzi-Gotto	Other <u>Related Services</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 31R445      **School Name:** Port Richmond High School

**Cluster:** 5      **Network:** 563

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

**Part A: Needs Assessment Findings**

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

In order to determine our written and oral translation and interpretation needs, we have reviewed the home languages of all existing and incoming ELL, utilizing the various ATS BESIS reports. We also monitor the needs of parents of non-ELLs, who may speak other languages and who attend school functions and/or visit the school for meetings regarding their students who may speak English.

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.

It has been found that while our students are obtaining English Language abilities, there are many parents who are not English Speakers and who read in other languages, thus making it difficult for teachers to communicate issues with the students in these families. There has been an increase in Arabic and Urdu speaking parents and this has created greater need for translation. This information is generally communicated via the ESL Coordinator at SLC meetings to create an awareness for all staff.

## Part B: Strategies and Activities

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

In order to create a welcoming environment for our parents who speak other languages, Port Richmond will provide translations for all announcements and flyers for school events. All letters to parents regarding official testing dates and parent teacher conferences as well as special meetings for parents of ELLs will be sent in home languages. Some of our document translations is handled by school staff. We will acquire the services of an outside vendor or parent volunteer for any language that we do not have staff available to translate.

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.

Oral interpretation services at school events will be provided by our bi-lingual staff members. In cases where a staff member is not available for a particular language, we will seek assistance from outside vendors approved by the DOE.

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>.

Port Richmond will review current postings about the availability of translation services to ensure that they accurately represent the languages of our students and their parents. We will also review our safety plan to ensure its inclusion of language access services, so that parents will be able to get pertinent information in case of emergencies.

## 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: Port Richmond H.S.	DBN: 31R445
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In our regular program, we service approximately 110 ELL students in grades 9 - 12. The language of instruction is English. In concert with the choices of our Port Richmond ELL parents, PRHS provides comprehensive Free-standing English as a Second Language Program. One NY State Certified ESL teacher team teaches with one NYS Certified content area teacher to provide ESL services to the students.

In addition to the above mandated services under CR Part 154, the Title III Program consists of supplementary instruction and professional development. It is based on a three-year study of ELL performance on the Regents Exams and the NYSESLAT. On Regents exams, especially the ELA, student results show that ELLs lag behind the non-ELL students in achievement. On the NYSESLAT, our ELLs show that they do not make major progress in reading comprehension and writing skills. The Title III program addresses these needs through an after-school and/or Saturday Media Literacy course that includes reading and writing enrichment; Regents, NYSESLAT, PSAT and SAT preparation; and targeted tutoring in the content areas. In order to raise student expectations and to encourage them to set personal goals for high achievement, the program also includes cultural awareness components through trips to museums and local colleges such as the College of Staten Island and Wagner College, with whom Port Richmond has partnerships. The program also seeks to increase cultural and civic awareness through exposure to and participation in the production of television news programs and newspapers. By learning to process information from varied media sources, students will be better prepared to acquire English vocabulary and idioms and to meet standards on Regents examinations such as ELA, Global and American History. The after-school program meets for two-hours and 6 two-hour Saturday sessions prior to the January and June Regents weeks. Approximately 25 students are expected to attend each session. The program will run from November-June. The target groups are: long-term ELLs in grades 9-12 who have not demonstrated significant progress on the NYSESLAT; older ELL's, newcomers and SIFE students who are reading at preliterate levels; Cohort 2013 ELLs who have not passed required Regents exams; and Cohorts 2014 and 2015 ELLs who are scheduled to take the ELA Regents exam this year. The language of instruction is English with native language support. The Title III teaching staff is one licensed ESL teacher and licensed content area teachers who will be team-teaching with the ESL teacher. The ESL assistant principal or another administrator will provide administrative building supervision during the program when there is no other supervision in the building. The program will begin in November, and as of now there are no other listed programs in the building, so a supervisor will be funded by Title III.

To deliver more effective instruction that will improve academic results for our ELLs, the materials for this program include IPADS, flip cameras, video equipment, Milestones textbooks, Achieve 3000 web-

### Part B: Direct Instruction Supplemental Program Information

based reading program, computer equipment, Regents and NYSESLAT preparation books, and Scope magazine for ELLs. Many of these materials are provided at no additional cost to the Title III program.

### Part C: Professional Development

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

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

Begin description here:

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

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

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

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

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parent workshops (We expect that approximately 10-15 parents will attend.) will be conducted by in-house staff. Several students have expressed that their parents would attend Saturday meetings. We will offer opportunities for parents to become more familiar with Skedula as well as outline expectations for their children related to high school responsibilities. We will also offer information about college and scholarship opportunities that are available for their children. The Title III program will fund the cost of the workshops and parent outreach and refreshments for the meetings.

**Part E: Budget**

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

Allocation Amount: \$

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

**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.
Travel		
Other		
<b>TOTAL</b>		