



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):	27Q475
School Name:	RICHMOND HILL HIGH SCHOOL
Principal:	NEIL GANESH

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: Richmond Hill High School School Number (DBN): 27Q475
School Level: High School Grades Served: 9-12
School Address: 89-30 114 street Richmond Hill NY 11418
Phone Number: 718 846 3335 Fax: 718 847 0980
School Contact Person: Robert Schwarz Email Address: RSchwar17@schools.nyc.gov
Principal: Neil Ganesh
UFT Chapter Leader: Charles Dibenedetto
Parents' Association President: Leighton Rose
SLT Chairperson: Craig Sanders
Student Representative(s): Joseph Luna, Sophia Santiago

District Information

District: 27 Superintendent: Aimee Horowitz
Superintendent's Office Address: 715 Ocean Terrace, Room 129, Staten Island, NY 10301
Superintendent's Email Address: ahorowi@schools.nyc.gov
Phone Number: 718-420-5657 Fax: _____

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 201 Network Leader: Joseph Zaza

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Neil Ganesh	*Principal or Designee	
Charles DiBenedetto	*UFT Chapter Leader or Designee	
Leighton Rose	*PA/PTA President or Designated Co-President	
Valerie Croce	DC 37 Representative, if applicable	
Joseph Luna Sophia Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Neha Kharabanda (SAYA)	CBO Representative, if applicable	
Craig Sanders	Member/ Teacher	
Edith Rivera	Member/Parent	
Cheryl Rose	Member/Parent	
Omayra Deleon	Member/Parent	
Charnetsky Rodriguez	Member/Parent	
Albert Ramos	Member/Parent	
Kimberly Himonidis	Member/Assistant Principal	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who fail an ELA course or the ELA Regents. Students with scores below a 75 on the ELA Regents.	<p><u>Afterschool Academy</u>- Our after-school program includes a course of study in College Writing. The course is designed to allow students to earn an English credit.</p> <p><u>APEX</u>- A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision.</p> <p><u>Summer School</u> – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p>	<p><u>Afterschool Academy</u> and <u>APEX</u> are blended learning programs that offer both direct instruction and an individualized online component.</p> <p>Summer school contains both direct instruction and blended learning components.</p>	<p><u>Afterschool Academy</u> is offered from 3:45 to 5:00 Monday through Thursday.</p> <p><u>APEX</u> is offered from 3:00 to 5:00 Monday through Thursday.</p>
Mathematics	Students who fail a math course or the Integrated Algebra Regents. Students with scores below an 80 on the Integrated Algebra Regents.	<p><u>Afterschool Academy</u>- Our after-school program includes a course of study in College Algebra. The course is designed to allow students to earn an algebra credit.</p> <p><u>APEX</u>- A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision.</p> <p><u>Summer School</u> – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-</p>	<p><u>Afterschool Academy</u> and <u>APEX</u> are blended learning programs that offer both direct instruction and an individualized online component.</p> <p>Summer school contains both direct instruction and blended learning components.</p>	<p><u>Afterschool Academy</u> is offered from 3:45 to 5:00 Monday through Thursday.</p> <p><u>APEX</u> is offered from 3:00 to 5:00 Monday through Thursday.</p>

		risk students identified by cohort data.		
Science	Students who fail a science course or the Living Environment Regents.	<p>Afterschool Academy: Our after-school program includes a course of study in Conceptual Physics. The course is designed to allow students to earn a physical science credit.</p> <p>APEX: A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision.</p> <p>Summer School – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p>	<p><u>Afterschool Academy</u> and <u>APEX</u> are blended learning programs that offer both direct instruction and an individualized online component.</p> <p>Summer school contains both direct instruction and blended learning components.</p>	<p><u>Afterschool Academy</u> is offered from 3:45 to 5:00 Monday through Thursday.</p> <p><u>APEX</u> is offered from 3:00 to 5:00 Monday through Thursday.</p>
Social Studies	Students who fail a social studies course or the Global History or US History Regents.	<p>Afterschool Academy: Our after-school program includes a course of study in Global Studies. The course is designed to allow students to earn a global history credit.</p> <p>APEX: A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision.</p> <p>Summer School – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p>	<p>Afterschool Academy and APEX are blended learning programs that offer both direct instruction and an individualized online component.</p> <p>Summer school contains both direct instruction and blended learning components.</p>	<p><u>Afterschool Academy</u> is offered from 3:45 to 5:00 Monday through Thursday. <u>APEX</u> is offered from 3:00 to 5:00 Monday through Thursday.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have been identified by guidance counselors, pedagogues or other Richmond Hill staff as needing extra social and emotional supports needed for success will be targeted. Students with IEP's who have been identified as needing mandated services.	Tynique Williams, Guidance Counselor will be providing counseling and mandated services. In addition, Sarah Sawney the community associate is providing services for our Punjabi population.	One-to-one discussions.	Counseling services are offer after school daily from 3:00-5:00.

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Richmond Hill High School in conjunction with several community based organizations will focus on improving academic engagement and social and emotional development that will increase the attendance rate by 2% BY June 2015. This goal is aligned with goal #3 from our SIG Report #1 which states; “Improving the school’s four year graduation rate.”

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Based upon ELT SED regulations, all students.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Richmond Hill High School has partnered with several CBO’s including SAYA and Sports and Arts that will provide the necessary supports to meet the needs of the school population. In addition to our partnerships, we have several other programs running that are designed to meet the following SIG goals of “improving student attendance” and “improving the school’s four year graduation rate.”

- **SAYA** (South Asian Youth Association) provides our students with tutoring, dance, photography, SAT prep, Regents prep, flag football, counseling and assistance with college applications.
- **Sports and Arts** provides our students with fun and engaging activities that students enjoy to participate in.
- **College Now** courses in partnership with York College, are taught by Richmond Hill High School teachers before and after school for students seeking college credits.
- **Saturday Academy** is offered as a tutoring based program for students in need of Regents prep and assistance

in the core content areas.

- How to be successful at College workshops with a focus on personal and behavioral strategies.
- **After school Title III Enrichment** offers support classes for all ELLs and former ELLS in the content areas of English, Spanish, Math, Science and Social Studies.
- We also offer the following prep classes and tutoring sessions during our PM school.

ELA Regents Prep and tutoring – A preparatory course of study that is aligned with the New York State Core Curriculum.

Living Environment Regents Prep and tutoring – A preparatory course of study that is aligned with the New York State Core Curriculum.

Global History Regents Prep and tutoring – A preparatory course of study that is aligned with the New York State Core Curriculum.

US History Regents Prep and tutoring – A preparatory course of study that is aligned with the New York State Core Curriculum.

Integrated Algebra Regents Prep and tutoring – A preparatory course of study that is aligned with the New York State Core Curriculum.

- In addition, the library will serve as another after school resource. Students will have access to online resources.

Part 2c. Is the ELT program voluntary or compulsory?

Voluntary

X

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Key personnel that will be responsible for implementing and overseeing the ELT program: Kimberly Himonidis, AP/PPS, John Garibaldi- Sports and Arts and Neha Kharabanda-SAYA! (South Asian Youth Action)

-Scope of involvement of all community partners and how the joint ELT program is structured: The two Community Based Organizations will be the primary organizations for our after-school programs. These programs both include activities such as mentoring, leadership, dance classes and homework help. The two organizations will share students if the programs they offer are similar in nature. For example, there may be a combined SAYA! and Sports and Arts dance class since the two organizations are offering the same program. The two organizations will also deliver College and Career readiness programs. SAYA! will work with the 9th and 10th grade population for College and Career Awareness and Sports and Arts will work with the 11th and 12th grade population for the College Application process and College/Career Readiness and Exploration.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

For the after-school program, there will be classrooms designated for each program with smart boards available for use. The day school program provided by Classroom Inc. will require installation of computer software that will be used by five trained teachers across different pathways. These teachers have been trained by Classroom Inc. to deliver and implement their program within the classroom setting. Adjustments will need to be made for the five pathway teachers involved to ensure that they have access to a computer lab or computer lap top cart.

Part 3c. Timeline for implementation and completion, including start and end dates.

The College and Career readiness programs through SAYA! and Sports and Arts begun in September 2014 and will conclude in June 2015.

The SAYA! after-school program begun in October 2014 and will run through June 2015

The Sports and Arts after-school program will begin the third week in December 2014 and will run through June 2015.

There is a possibility for a summer 2015 program.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, Richmond Hill High School’s daily average attendance rate will increase by 1%. This benchmark aligns with our ELT goal by checking for our attendance progress and progress towards graduation. We will use data from the Fall 2014 term to determine if we met our benchmarks. Analysis of the benchmark will be completed by the end of February 2015. In addition, attendance data from the ELT programs will be closely monitored to check for effectiveness.

Part 5b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

RHHS works to ensure that teachers are programmed according to strength and license (content) area. As openings for certified teachers become open, postings and interviews will consider only candidates who are highly qualified in the area specified in the opening. Teaching staff will receive in-house and differentiated external professional development throughout the year. Teachers are encouraged to attend high quality outside professional development. During staff and faculty conference meetings teachers are given targeted professional development school wide in support of our shared vision.

As part of the ongoing collaborative Richmond Hill High School has done with the High School Achievement Initiative team, the following goal was developed to increase Collaborative Teachers;

1. By June 2015 targeted teacher team(s) will use analysis of student work products to modify/shift lesson plans and pedagogy in order to positively impact the academic achievement of all students.

2b. 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).

Richmond Hill High School has been receiving multi-tiered professional development from the High School Achievement Initiative team. The team conducted an initial formative Quality Review that identified areas in need of improvement. The team created an action plan based upon the data from the formative Quality review that included the following 4 goals;

1. By June 2015, targeted teachers will consistently develop academic tasks that emphasize cognitive engagement and higher order thinking skills for all students.
2. By June 2015, targeted teachers will develop a shared belief around common teaching strategies that use multiple entry points to enable students to engage in discussion and produce work products that reflect high levels of student thinking and participations.

3. By June 2015, School leaders support the development of teachers (using Danielson’s Framework for Teaching) with effective feedback and next steps through the use of frequent cycles of classroom observations and analysis of student learning outcomes, as evidenced by work products and discussions, to improve school-wide instructional practices and implement strategies that promote professional growth and reflection.
4. By June 2015, targeted teacher team(s) will use analysis of student work products to modify/shift lesson plans and pedagogy in order to positively impact the academic achievement of all students.

Additionally, the HSAI action plan includes the following outputs that relate specifically to goal #4;

- A. Participating teachers use a cyclical inquiry process to examine student work products in order to define students’ mastery of content curricula skills.
- B. Participating teachers use results of inquiry team work to modify unit plans and lessons in order to ensure access to content and content skill mastery for all students.
- C. Participating teachers integrate results of inquiry team work into pedagogical practice in order to ensure access to content and content skill mastery of all students.

The HSAI team works with participating teachers in-house every Thursday.

The Principal, the Assistant Principal of Student Progress and the Lead Teacher receive mentoring from several sources including the HSAI team through Metamorphosis “Agents of Change” training. The training is specifically focused on how coaching can impact instructional change. The training is being conducted by Lucy West. In addition, the Assistant Principal of Mathematics and numerous pedagogues are receiving specific content training through Metamorphosis.

The HSAI team is also providing WITsi training for the Assistant Principal and teachers of the Ninth Grade Academy. The training is in alignment with Richmond Hill High School’s Instructional Focus that “if teachers model close reading and research strategies in order to enable students to develop and communicate evidence based claims then all students will be cognitively engaged in tasks that promote higher order skills and the HSAI action plan.

The HSAI team also provides training to all the Assistant Principals regarding the implementation of the HSAI action plan.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

The MOSL committee met several times to determine which assessments were the best selections for the school. The Principal agreed to their selections. The information concerning MOSL selections was communicated to the staff and explained that all stakeholders were in partnership. There has been a school wide push towards the use of Data Driven Instruction and common benchmark assessments. Grade (content) teachers work in teams to develop common assessments that are then analyzed to adjust curriculum and instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	1,074,550	X	8
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	464,952	X	8
Title II, Part A	Federal			
Title III, Part A	Federal	58,180.19	X	8
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	10,126,090	X	8

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Richmond Hill High School	DBN: 27Q475
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 497
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 4
of content area teachers: 8

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: One of our primary goals at Richmond Hill High School, is to educate our ELLs in a rigorous academic learning environment that is responsive to their cultural and linguistic backgrounds and one that fosters an ecology of bilingualism. Recognizing that the needs of our students are paramount, the Richmond Hill High School community works collaboratively to promote the academic, social, and emotional growth of our students in order to prepare them for postsecondary success and participation in the 21st century global economy. Richmond Hill High is located in the central-southern area of the New York City borough of Queens in District 27, where about 497 ELLs speaking more than 18 languages from at least 30 countries comprise of approximately 22 % of the entire student body of about 2,222 in Grades 9-12. All students classified as ELLs (Beginners, Intermediate and Advanced) have not yet met exit criteria as per their NYSITELL/NYSESLAT scores or students' IEPs. All our ELLs struggle as they have very limited skills in English and in their native language, especially in reading and in writing. The Title III program will provide our ELLs with supplemental instruction through an after school enrichment program. This program will be taught by a total of 12 teachers: four certified in ESL (one is also certified in ELA), two certified in science, two certified in social studies, three certified in mathematics, and one certified in Spanish. One Assistant Principal who is certified in ELA and in ESL will instruct and also supervise the program, during the school week, Monday through Friday for about 35 sessions starting mid November through mid June. A total of about 400 hours will be dedicated towards this Instructional Program. All certified ESL and Part 154 teachers will focus on basic literacy skills and advanced reading and essay writing skills aligned with the CCSS and College and Career Readiness, to supplement day program coursework to support the necessary skills for the ELA Regents Exam and the NYSESLAT Exam. Newly arrived students, SIFE students and those failing Regents exams will be especially targeted. The certified Spanish (NLA) teacher will focus on developing parallel literacy skills and critical analysis through writing and native literature study as well as prepare for the NLA Spanish exam. Certified content area teachers in Science, Math and Social Studies will provide supplemental instruction in Regents level courses, such Living Environment, Algebra, Global and American History. All teachers will provide differentiated instruction to groups of students based on their NYSESLAT/Regents scores and will implement for example, Q-TEL, RTI strategies, such as scaffolding to assist in the development of academic language development in each subject area. The courses will use traditional leveled materials, bilingual dictionaries, teacher-made materials, including the software programs Achieve 3000 and Rosetta Stone. Both of these programs will provide resources and enhance learning based on the students' lexile levels by providing leveled language support and tailored individualized instruction. All ELL students will be given this information and will be encouraged to attend.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

All teachers (see page 1) involved with this supplemental program as with the regular school day program, will be attending Professional Development. The focus will be mainly on the CCSS, CCR, Assessment, Curriculum Mapping, research and technology. Students will as a result, expand their academic language/vocabulary, and improve their writing, speaking, listening, research and presentation skills using informational texts and fiction. Developing English proficiency in order to improve all formative and summative assessment results will allow students to meet graduation requirements and be College and Career Ready. One certified ESL/ELA supervisor will provide professional development on library resources, research and CCR for 6 hours throughout the school year. The certified content area teachers (see page 1) in Science, Math, Social Studies, (Spanish) NLA, ELA and ESL will create literacy tasks/units aligned with the CCSS for this program, through collaboration and through sharing methodologies. All teachers in this program will also revise instructional materials, and training in curricula and lessons, assessments and rubrics as needed, to address all Regents tasks and/or the NYSESLAT exam. Training will also be provided for software programs which we will purchase such as, Rosetta Stone , Achieve 3000 and for the use of other technology (IPADS, wikis, blogs) in the classroom. Three workshops will take place after school, for about two hours each, starting in mid November through the end of June. A total of about 50 hours will be dedicated towards PD. The certified ESL/ELA Assistant Principal will conduct and/or supervise the professional development.

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: In our efforts to support our ELLs we will also reach out to our parent community. Title III funding will be used to provide outreach to parents to give them the opportunity to attend parent workshops during the school year, to address the following topics: Attendance, graduation requirements, College and Career Readiness, HS policies and procedures, counseling issues, homework. We will have two certified bilingual guidance counselors give 2 two-hour workshops throughout the year, in the evenings, for a total of 4 hours. A certified Assistant Principal will oversee and supervise the workshops. All three will be be paid per session. Information will be disseminated and translated for parents through guidance,our Parent/Language Access Coordinator, through mailings, telephone calls (automated and personal) and through notices posted throughout the building. Parents

Part D: Parental Engagement Activities

of the after school program will also be invited on our cultural field trips for the day, to NY museums for example, The MET and The American Museum of Natural History, Ellis Island, and for special events throughout the year, such as the ESL Awards Ceremony, Read Aloud, Poetry Night, to name a few. Refreshments will be served.

An evening literacy class for parents of ESL/Bilingual students, will be offered once or twice a week, for two hours, beginning at the end of November and ending in mid June. The class will be taught by a bilingual (Spanish/English) social studies teacher The course will use Rosetta Stone in addition to materials that address the parents' language needs. Parents will also be trained in understanding their child's report card, transcript, ARIS and Pupil Path to track the child's progress. A total of about 65 hours will be dedicated for Parental Engagement.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 475
School Name RICHMOND HILL HIGH SCHOOL		

B. Language Allocation Policy Team Composition [i](#) 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 Mr. Neil Ganesh	Assistant Principal Ms. Maria Toskos, ESL AP
Coach Mr. Jerry Stephens	Coach Yahaira Yara-Garcia, ELA AP
ESL Teacher Ms. Carolyn Mejia	Guidance Counselor Ms. Maria Leonardo
Teacher/Subject Area Ms. Nadia Morales, NLA	Parent Mr. Jose Morillo
Teacher/Subject Area Ms. Yolanda Miller, SS	Parent Coordinator Ms. Donna Crayton
Related Service Provider Ms. Pat Troll, ISS AP	Other Mr. Ken Dornbaum, ESL teacher
Network Leader(Only if working with the LAP team)	Other Ms. Hindy Giron, ESL teacher

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.	15	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	8	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	2239	Total number of ELLs	441	ELLs as share of total student population (%)	19.70%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										51	38	36	33	158
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE										114	55	67	47	283
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	165	93	103	80	441

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	441	Newcomers (ELLs receiving service 0-3 years)	290	ELL Students with Disabilities	73
SIFE	98	ELLs receiving service 4-6 years	78	Long-Term (completed 6+ years)	73

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	142	25	1	11	4	1	5	2	0	158
Dual Language	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	148	26	6	67	19	19	68	5	46	283
Total	290	51	7	78	23	20	73	7	46	441

Number of ELLs who have an alternate placement paraprofessional: 6

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	51	38	36	33	158
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	51	38	36	33	158								

*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	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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	0	0	0	0	0	0	0	0	0	74	31	23	17	145
Chinese	0	0	0	0	0	0	0	0	0	2	0	2	0	4
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	6	4	5	8	23
Urdu	0	0	0	0	0	0	0	0	0	1	1	3	5	10
Arabic	0	0	0	0	0	0	0	0	0	11	4	6	1	22
Haitian	0	0	0	0	0	0	0	0	0	1	1	1	0	3
French	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	12	10	23	14	59
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	7	4	11	0	22
TOTAL	0	114	55	74	47	290								

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)	0	0	0	0	0	0	0	0	0	57	18	13	24	112
Intermediate(I)	0	0	0	0	0	0	0	0	0	45	31	33	28	137
Advanced (A)	0	0	0	0	0	0	0	0	0	39	26	38	18	121
Total	0	141	75	84	70	370								

NYSESLAT Modality Analysis

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

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	57	0	31	0
Integrated Algebra	74	153	64	109
Geometry	2	0	2	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	7	8	5	4
Living Environment	42	84	32	59
Physics	0	0	0	0
Global History and	17	53	10	32
Geography	0	0	0	0
US History and	52	139	30	52
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 -Achieve3000 is an online literacy assessment tool used to assess students' reading levels in the beginning and at the end of every school year. This program is also used to help teachers differentiate instruction in the classroom and to group students accordingly. Its web-based curriculum is aligned with the Common Core and College and Career Readiness Standards. ESL teachers examine monthly

reports individually and with their peers, focus on nonfiction reading and writing skills, Regents strategies, compare lexile levels and adjust their instruction. In the beginning of the school year, our ESL students' reading levels (based on the Level Set Assessment/Baseline Assessment) ranged from (B) beginner, Pre-K through grades 5- 6. Based on the Achieve 3000 reports, all of our ELLs are not reading at their grade level. By the end of the school year almost all of our students' reading levels increase by one to three years after using Achieve 3000.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
-Based on the RLER, RLAT and other data reports, on the LAB-R, across all grades, 50 % of newcomers score as I (Intermediate) and 50% as A (Advanced). A few score as B(Beginner) and a small number score as Proficient. Based on the 2013 NYSESLAT 56 students tested Proficient. The majority of the students are in grade nine the rest of the ELLs are evenly distributed in grades ten through twelve. The majority of our ninth graders are (B) Beginners who need to build on their basic skills especially reading and writing.
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 [AMAO tool](#))
The ESL Departmental schedule reflects the required amount of minutes according to students' NYSESLAT scores as per CR Part 154. Based on parent choice, students in the transitional bilingual program also take an NLA course and bilingual content area classes. More parents/guardians have selected FS-ESL than Transitional Bilingual. All ESL and Content Area teachers have received the NYSESLAT results and plan accordingly to differentiate and scaffold instruction. All teachers focus primarily on reading and writing skills (major weaknesses across all grades) to assist students with Regents Exams. Bilingual Content Area teachers are developing a bilingual curriculum in collaboration with ESL teachers and other content area teachers including the content area Assistant Principals.
-Regents exams are made available to students in their own native language. This has proved to help students succeed in science and math. Overall all FS-ESL and bilingual students struggle with social studies because of its rich content and complex essay prompts. All ESL students receive tutoring during AIS at the end of the school day and are encouraged to take Title III supplementary courses after AIS. Cohort students are programmed for APEX to make up missing credit. ESL/ELA teachers continue to prepare students for all Regents exams that require essay and paragraph writing. Scholarship reports, other assessment data and the New York State AYP report are examined and discussed with the department and the International Academy every marking period. Teachers regularly make outreach to parents/guardians, guidance and other school personnel in order to provide interventions through Daedalus (local online student information system accessible by all constituents including parents/guardians).
Our ESL program is evaluated by the number of ESL students who test proficient and progress through the NYSESLAT levels. We have met AMAO1 and AMAO2.
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?-ELLs perform better on Regents and AP exams than Regents exams in English and/or AP Exams in English. Professional Development on the ELL Periodic allows teachers to raise the bar and to tailor their instruction based on the rigor of the exam. This also allows students to familiarize themselves with the different tasks and skills required for the NYSESLAT exam. Professional Development include the access of the periodic assessment results based on each modality. Teachers examine the reports and look for patterns and trends to adjust their instruction. Our students are therefore better prepared for the new NYSESLAT exam.
RHHS offers 8 levels of FS-ESL courses based on the NYSESLAT results and upon teacher recommendations. The Achieve 3000 online differentiated reading program is used in all the courses and Rosetta Stone is used for the Beginner courses only.
- Beginner SIFE students are grouped together in a smaller class setting and receive a triple period of literacy. This course offers differentiated instruction based on a literacy program that is aligned with the Core Curriculum State Standards, Inside National Geographic.
-Newcomers are scheduled to take classes based on the Placement Test, LAB-R and transcript evaluation. We offer Literacy/SIFE, Low Beginner, Beginner, Intermediate, High Intermediate, Advanced, Transitional and Language Arts Reading and Writing classes for students who need to take the Regents.
- ELLs 4-6 years are programmed in high intermediate and advanced level classes. These courses follow the Milestones curriculum that is rigorous and aligned with the Core Curriculum standards. Juniors and Seniors also take a College Summit Course that is offered two times a week for College and Career Readiness.
- Long Term ELLs also take high intermediate, advanced and Language Arts Reading and Writing classes. In addition they take ESL Electives such as American Culture, College and Career Readiness (College Summit) and Technology for ELLs. The curricula include

scaffolding, differentiated instruction with an emphasis on argumentative writing using complex texts. Grammar is taught in context.

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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We have formed an International Academy with teachers (ESL and Bilingual) who are trained and experienced to work with ELLs. All the Bilingual and ESL content area teachers and FS-ESL teachers share the same ELLs and meet every day during Common Planning Time to collaborate and discuss achievement and progress in English and/or Spanish. Classroom libraries that include resources and bilingual dictionaries/materials are being set up in every classroom.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELLs based on Regents Exams and on growth across all levels in the NYSESLAT. We also evaluate our program based on the number of ELLs who pass the NYSESLAT/test out of ESL. Sixty ELLs tested out of ESL in 2012-2013.

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](#).)
ELLs are identified upon entry based on the information their parents provide on the Home Language Identification Survey (HLIS). The HLIS is administered by Jerry Stephens (LAB/BESIS Coordinator), Hindy Giron (Guidance Counselor) or Maria Toskos (AP ESL), all fully licensed pedagogues, at admissions. All three follow a set procedure to ensure new ELLs are admitted properly. The students are interviewed in English and their native language, and they take an informal assessment to help determine their language learning level. Home language is checked in ATS. The parents are given the Guide for Parents of English Language Learners in their home language. The parents are shown a Powerprint presentation in their home language explaining their program choices as well as the video in the home language on a computer. Translators are available to assist where necessary in the school for the major languages students and parents speak (Spanish, Punjabi, Hindi, Bengali, Urdu, Arabic, and other languages). The DOE provides services as well that are available for any other language RHHS may need to use to effectively communicate with parents. The student is then directed to an ESL/Bilingual Guidance Counselor and receives a preliminary program/schedule of classes. Students who are eligible to take the LAB-R (Language Assessment Battery – Revised) are immediately scheduled for the next (usually weekly) administration of that test to ensure they are tested within 10 days of enrollment.
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.
Parent meetings are held by Jerry Stephens (LAB/BESIS coordinator) and Maria Toskos (ESL AP) with translation where parents are informed of the ELL programs: Transitional Bilingual Education (TBE), Free-Standing English as a Second Language (ESL) and Dual Language (DL). The meetings are scheduled regularly throughout the school year as well as individually as families arrive. Parents receive orientation information verbally through school staff, in a Powerpoint presentation prepared especially for them (available in English, Spanish and Punjabi), in written form through the pamphlet "New York City Department of Education Guide for Parents of English Language Learners" (in various languages), and, through the multi-lingual video online, "A Parent Connection," so that they receive information about all the three language learning models active in the NYC system. Parents are encouraged to choose the type of program in which they wish their child participate on the Parent Survey and Program Selection Form. The preliminary

schedule is modified, if necessary, based on the results of the LAB-R and the parents' ELL program choice to properly meet the students' learning needs. Students are placed into the Bilingual or Free-Standing ESL program based on the parents' choice made on the Parent Survey and Program Selection form during the meetings for parents of newly enrolled ELLs. Parents are invited to the meeting via a letter mailed home, phone calls home, and letters in two or more of the students' classes (as described above). The letters go out with the Guide for Parents of English Language Learners in the students' home languages. Students whose parents who do not attend the meeting are placed in the bilingual program if they are Spanish speaking and into the ESL program if they speak another language. This process often involves personal consultations by phone and in the school to clarify.

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 [\[see tool kit\]](#).)

Entitlement letters are sent on a regular basis as students are admitted and determined entitled from their LAB-R results. Parent Survey and Program Selection forms are completed at new ELL parent orientation meetings, either in groups or at individual meetings, after presentations are given in the home language that include a powerpoint, watching the online video, and allowing for questions. Forms are stored in a secure in the ESL office. Copies are maintained with the counselor and records office.

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.

New students identified as ELLs through the LAB-R are placed into a Bilingual or FS-ESL program based on the parents' choice made on the Parent Survey and Program Selection Form (made available in the parents' native languages) during the regularly scheduled meetings for parents of newly enrolled ELLs. Parents are given this information and it is reviewed at registration. Translators provide oral interpretations through Power Point presentations. Parents are invited to the individual or group meetings via a letter mailed home (in different languages-See Interpretation and Translation Plan) and phone calls home. Parents are provided with The Guide for Parents of ELLs in the students' home languages. Students whose parents do not attend the meeting are placed in the bilingual program if they are Spanish speaking and into the ESL program if they speak another language. This process often involves personal consultations by phone and in person in the school to clarify. See Interpretation and Translation Plan. Students who do not pass the NYSESLAT receive Continued Entitlement Letters (translated in the identified languages) by mail and in their ESL classes in September-October. Letters are collected by all ESL teachers and Bilingual Guidance Counselor/ESL Grade Advisor and returned to the ESL Office. The letters are maintained on file in the ESL Office by the LAB/BESIS Coordinator. Parents who opt their children out of TBE (from the previous year) are given the opportunity to do so in September-early October and students' programs are changed accordingly.

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 to all ELLs on two or three separate days. The Speaking Subtest is administered in the auditorium. Students are scheduled throughout the day and assigned to an ESL licensed and trained teacher to assess them who is not their own ESL classroom teacher. The Listening, Reading and Writing Subtests are scheduled for another day. Since the test is "untimed" "overtime rooms" are scheduled. "A Late Room" is also scheduled and planned for to allow as many students as possible the opportunity to take all parts of the test. A make up test is given the following week for those students who are absent. All teachers are trained prior to the administration of the Speaking Subtest, prior to the Listening, Reading and Writing Subtests and prior to the Scoring of the NYSESLAT. This entire process is overseen by the ESL Assistant Principal, ESL LAB/BESIS Coordinator and Testing Coordinator.

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. 

The trend for Spanish speaking parents of new ELLs on the Parent Survey and Program Selection form is to choose the Transitional Bilingual Program. Fewer than 20% of Spanish speaking parents chose the Free-Standing ESL program for their student. The trend for parents who speak other languages is to choose the Free-Standing ESL Program 100% of the time.

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])?

ELLs at RHHS are programmed according to a combination of programming models. They are programmed based on NYS requirements and their interests/needs. The students are programmed homogeneously by NYSESLAT proficiency level for English As A Second Language classes. For the instruction of the content area classes, the ELLs are departmentalized. Based on assessment data, student enrollment and parent choice, ESL, NLA and bilingual/ESL content area classes are created and offered to ELLs. There are TBE Spanish content area classes in math, social studies, science as well as NLA and FS-ESL content area classes. Content area classes are heterogeneously grouped. ESL/ISS students are programmed in ICT, Self-Contained and SETSS. Bilingual ISS students receive support for paraprofessionals. All decisions are dictated by the students' IEPs. The explicit instruction of ESL is conducted by appropriately licensed pedagogues trained in the delivery instruction to ELLs. These classes focus on academic language and reading and writing skills. Similarly, students are exposed to both fiction and non-fiction materials and provided with diverse tasks to appropriately interact with these resources. Students of the intermediate classes receive instruction in 90 minute blocks. All classes provide vocabulary building and relevant grammar structures. ESL instruction employs balanced literacy methodologies and differentiated strategies geared to encouraging students to develop and use new language skills. Students are provided opportunities to conduct presentations in front of the class as an additional means of demonstrating mastery of the appropriate skill and comprehension of the material.

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)?

Governing the school's programming of English as a Second Language classes are the Commissioner's Regulation Part 154 (CR-Part 154) that outlines the number of hours of instruction to which ELLs are entitled. ESL instruction will strictly follow the CR-Part 154 regulations for all levels of instruction—beginning, intermediate, and advanced. That is, three periods (over 540 minutes per week) of ESL instruction for the beginning level; two periods (a 90 minute block) of ESL (over 360 minutes per week) for the intermediate level, and one period of ESL (over 180 minutes per week) with another period of ELA for the advanced level. These times of instruction are based on 45 minute periods. ESL classes are “free standing” and do not require “push-in” or “pull-out” services. Students become ineligible for the CR-Part 154 services when they achieve a proficiency level as determined by the New York State English as a Second Language Assessment Test (NYSESLAT). The results of this test allow students to exit the TBE or FS-ESL programs. SL students in the bilingual program receive one (45 minute) period daily of NLA. There are eight levels of NLA. Students are assessed in NLA skills (using Spanish Lab) and programmed accordingly. Bilingual content area teachers follow the Language Allocation as per CR Part 154: For Beginner classes, 60%/40%, for Intermediate 50%/50% and for Advanced 25%/75%.

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.

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

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

Students enrolled in the Transitional Bilingual Education (TBE) program are native speakers of Spanish. They receive English language instruction in the target language and content instruction (math, science and social studies). Lessons are to begin with a focus question in the dominant language, followed by a bilingual clearing of vocabulary and important terms for the lesson and a summary in the target language. This transition may be categorized as a process that, follows the Language Allocation Policy CR Part 154 based on the NYSESLAT scores. Students focus on vocabulary building techniques such as word walls, word splashes, the 5-3-1 strategy for concept review and learning or the Frayer Model for vocabulary building. The use of bilingual dictionaries is encouraged. The students of the TBE also receive a course a native language arts class that is designed to allow students to take full advantage of their native language skills.

ESL/Bilingual social studies teachers use the following ESL instructional strategies:

- Chronological approach visually enforced with a timeline.
- Symbols that encode concepts.
- Symbols build on one another and are continually developed to represent historical/geographical change.
- Total physical response to help students recall important ideas.
- Modeled paragraphs with starter, transitional, and concluding statements.
- Decorating words to convey meaning.
- Sound relationships and cognates, and rhymes.
- Guided annotation using content specific drawings and symbols.
- Numbered paragraphs.
- Fill-in missing words in multiple choice questions as well as select the answer.
- Model reading aloud.
- Scaffold writing in multiple graded steps.
- Building inference skills by guiding students to utilize context-clues.
- Empowering students to use their own materials and resources to foster independent learning.
- Providing students with opportunities to present work and practice listening and speaking skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The NLA students take the Spanish Lab and are given periodic writing assessments throughout the year. The writing assessments allow teachers to monitor student growth throughout the year. Students take the Spanish Regents Exams/AP Spanish Exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All teachers of ELLs administer a baseline assessment/Level Set designed by Achieve 3000 that is directly aligned with the CCSS. The ELL periodic Assessment is also administered to all ELLs to help teachers and students develop all four modalities and best prepare for the NYSESLAT/Regents Exam. All teachers give students a Midterm and a Final Exam that is aligned with their ESL curriculum. Use of Achieve 3000 once/twice a week is also used to monitor and evaluate students' comprehension, writing and

reading levels.

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).

RHHS offers 8 levels of FS-ESL courses based on the NYSESLAT results and upon teacher recommendations. Achieve 3000 online differentiated reading program is used in all the courses, Rosetta Stone is used for the Beginner courses only.

- Beginner SIFE students are grouped together in a smaller class setting and receive a triple period of literacy. This course offers differentiated instruction based on a literacy program that is aligned with the Core Curriculum Standards, Inside National Geographic.

-Newcomers are scheduled to take classes based on the Placement Test, LAB-R and transcript evaluation. We offer Literacy/SIFE, Low Beginner, Beginner, Intermediate, High Intermediate, Advanced, Transitional and Language Arts Reading and Writing classes for students who need to take the Regents. We also offer students ESL elective courses, such as American Culture and technology.

- ELLs 4-6 years are programmed in high intermediate and advanced level classes. These courses follow the Milestones curriculum that is rigorous and aligned with the Core Curriculum Standards. Juniors and Seniors also take a College Summit Course that is offered 2x a week for College and Career Readiness.

- Long Term ELLs also take high intermediate, advanced and Language Arts Reading and Writing classes. In addition they take ESL Electives such as American Culture, College and Career Readiness (College Summit) and Technology for ELLs. The curricula include scaffolding, differentiated instruction with an emphasis on argumentative writing using complex texts. Grammar is taught in context.

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

ISS/ESL Students- ESL/ISS Self-Contained classes have been created this school year for all levels. ESL/ISS Self-Contained students are taught by one dually licensed ESL/ISS teacher. All testing accommodations for students with disabilities are provided (for example, large print texts) as required by individual student IEPs. The management of the students' IEPs is conducted by the ISS department and ensures that the students' academic programs provide the appropriate services. Similarly paraprofessional services are provided where required.

The SIFE students who test as Beginners either on the LAB-R or the NYSESLAT are exposed to the beginning language structures and content area items in their beginning classes. SIFE students who are intermediate follow the 3D Curriculum where they are exposed to specific reading strategies and formal, high school and college-level writing. As students become advanced, they are exposed to more non-fiction material and continue to write for a purpose - letters, persuasion, etc. RHHS embodies the conceptual understanding that challenging content and well-developed learning strategies will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum. Students who are newcomers, as all ELLs, are incorporated into the ESL classes by language ability with the other students of their ELL program.

Newcomers are most likely beginner learners of English, these students are exposed to content-area information (social studies, science) in all three of their ESL classes. Teachers of the ESL Literacy classes follow the Inside-National Geographic curriculum while the rest of the teachers use a rigorous text Milestones (Heinle) both aligned with the Core Curriculum State Standards. RHHS recognizes the "double the work" (rigor) challenges these students face and responds to that challenge through instruction that is meant to fully incorporate content into the language learning. Instruction for these students depends on the use of numerous visual aids to facilitate vocabulary development. These students are also encouraged to avail themselves of the tutoring programs described above and the numerous school resources dedicated to help these students succeed.

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

classes.

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?

ESL/ISS teachers currently use grade and age-appropriate materials/texts used in the content areas and are adapted based on students' IEPs. ISS/ESL teachers will be trained to utilize SIOP and QTEL methodologies. Students in ISS/ESL classes are grouped by ESL level using data and students' referencing IEPs. Teachers therefore differentiate and scaffold content area instruction and provide more individualized instruction. Achieve 3000 is also used in ISS/ESL classes to monitor and develop students' language acquisition skills.

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?

There are ISS/ESL students programmed in Self-Contained, ICT and SETSS classes based on their IEPs. Bilingual ISS students receive extra support from bilingual paraprofessionals and their teachers. Coursework is aligned to all the content areas and adapted to the instructional needs of students. ISS teachers differentiate instruction by using scaffolding techniques, varied learning modalities, vocabulary focus and other ESL/ISS instructional strategies.

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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
FOR TBE /DL PROGRAMS: 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

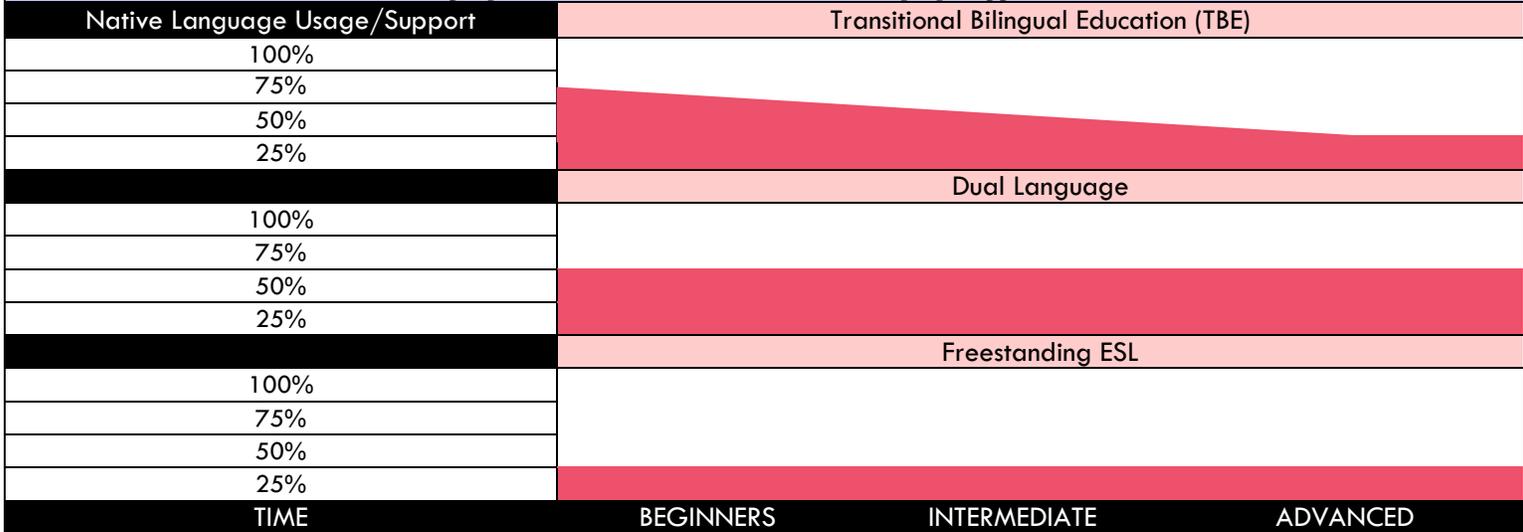
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

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.
- After School Enrichment Courses (Title III) are offered by ESL/Bilingual (Spanish) Content Area teachers. Achieve 3000, Rosetta Stone and APEX are online intervention programs that differentiate instruction during and/or after school to help students build their academic skills. AIS was programmed into the ELLs schedule during for the school year to ensure that ELLs received specific assistance in ELA and math. Students were selected based on their status as long-term ELLs who were not accumulating credits. These students were scheduled to receive small-group tutoring three days a week, at the end of the school day.
- Rosetta Stone will be used with the Literacy, Low Beginner and Beginner classes to help students develop all four modalities. Intermediate ELLs are being targeted for development of vocabulary and reading comprehension skills through the use of the Achieve 3000 program. Students will be exposed to the program's differentiated, content-based readings two days a week. The students will visit the computer labs to participate in program as a regular part of their program. Both of these supports will be provided in English.
- Students who have reached proficiency as per the NYSESLAT are supported through school-wide AIS offerings and through the school's testing procedures that ensure the students receive time and resources accommodations. These students are specifically programmed for these state tests in the appropriate rooms.
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 FS-ESL and bilingual program in the content area classes including NLA is very effective. Student needs are met by properly scheduling students in FS-ESL classes based on their NYSESLAT scores. Students are progressing through the levels and their modalities are developing. For example in order for students to succeed in science, we have programmed ELLs by content with a specialty teacher: ESL The Living Environment, Bilingual The Living Environment and ESL and Bilingual Earth Science. All teachers use ELL strategies to differentiate and scaffold rigorous instruction aligned with the CCSS.
11. What new programs or improvements will be considered for the upcoming school year?
- SLOP, RTI and UDL training/Professional development and using the Danielson Framework to improve instruction. There will be more Push-In of ESL teachers in the Content Areas classes. There will be Transitional courses in ELA for up to two years for ESL students who test out of ESL.
12. What programs/services for ELLs will be discontinued and why?
- Lack of funding does not allow for ESL/Bilingual classes to be capped at 20-25 students per class. Our average class size is 30 students per class.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All after-school activities such as SAYA, Sports and Arts, Leadership, clubs, art, music and theatre are open to all students and invite them to attend. The Library has an Open Access schedule for all. ELLs are afforded equal access through announcements publications, phone calls, translated progress reports, translated classroom goals and a thorough targeted promotion of the activities that students might enjoy. For example ELL students are included in the Study Abroad Programs in collaboration with EFT Tours (Educational Tours). Ells participate in field trips and take elective classes in all subject areas.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs utilize Achieve 3000, Rosetta Stone (for Literacy/Beginners) to differentiate instruction and improve language acquisition. All teachers use a variety of texts in both English and Spanish aligned with the CCSS. Our school library has databases and other resources that are made available for research in many native languages. In Science ESL and Bilingual teachers are using a separate curriculum for the ELLs. Teachers are also using glossaries and dictionaries. The following are the textbooks used: Holt-The Living Environment and AGS Biology-Cycles of Life. Some of the textbooks used in social studies are: AGS World History & Prentice Hall Global History and Geography (review book). Bilingual students use Historia del Mundo, Claves and AGS World History. Language instruction materials include but are not limited to the use of of other sources assembled by the ESL pedagogues. A significant investment has been made into the use of the materials published by Benchmark. As indicated above, texts for the NLA Spanish classes include but are not limited to the use of the Encuentros series and Abriendo Puertas I and II. Other texts used are: Don Quijote de la Mancha (Adaptation) by Miguel de Cervantes, short stories and poems from different sources: Aventuras literarias, Encuentros Maravillosos, Tesoro Literario, Crónica de una muerte anunciada by Gabriel García Márquez and Como agua para chocolate by Laura Esquivel. Similarly, native language and bilingual dictionaries are encouraged along with the interpretation of charts, graphs, maps and other thought provoking materials. Students are encouraged to use English to interact

with art, music, photography, political or humor cartoons and time lines as well. Use of technology sources such as the internet, PowerPoint, and audio-visual stimuli via Smartboards are evident in the ELL classes.

Currently, former ELL's in grades 9, 10, and 12 are using The New Prentice Hall Literature Common Core Edition. It is a comprehensive literacy program that teaches the new standards and helps students become better readers, writers, and thinkers so that they are better prepared for the future. These texts, and the accompanying curriculum created by the English Department, provide a scaffolded approach to rigorous instruction. The texts and curriculum give them exposure to rich literature selections with increasing text complexity across genres. The curriculum includes: leveled selection pairs to let the teacher choose the right text without skipping essential skills, text complexity rubrics to guide teachers in choosing the selection that is appropriate for each student, and reader and task suggestions to offer support to ensure all readers meet achievable challenges. The student workbooks also include versions for English Language Learners, a Spanish version, and an adapted version to meet the needs of all students in the classroom.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Bilingual students receive one period (45 minutes) a day of NLA instruction by a licensed NLA teacher. There are __ levels of NLA. Bilingual teachers follow the Language allocation Policy as Per CR Part 154 depending on their students' NYSESLAT levels: 60%/40%, 50%/50% and 25%/75%. All ESL teachers are licensed to teach ELLs. Students enrolled in TBE are mostly native speakers of Spanish. They receive language instruction in the target language and in English according to the Language Distribution Policy CR Part 154. Lessons typically begin with a focus question in the dominant language, followed by a bilingual clearing of vocabulary and important terms for the lesson and a summary in the target language. As the year progresses, the use of English increases while the use of Spanish decreases depending on the students NYSESLAT levels/needs. Students focus on vocabulary building techniques such as word walls, and the use of the Frayer Model. The use of bilingual is encouraged. The students of TBE also receive a native language arts class that is designated to allow students to take full advantage of their native language skills. The FS-ESL classes use native languages as support to english acquisition only. Students in this program receive no native language arts instruction. They are provided content area instruction in an environment meant to highlight the academic skills, scope and sequence of the mainstream classes. These classes are to employ strategies in the development of the academic language that can be difficult for the students to master. Teachers group students according to their linguistic needs/abilities. As in the TBE the use of bilingual dictionaries/classroom libraries is encouraged as well as visual representations of vocabulary words and concepts. These classes also employ the vocabulary building strategies outlined in the TBE model.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials are aligned with the CCSS and NY State Regents Exams. Services/resources are age-appropriate and high-school appropriate. All services support students for academic course preparation.
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.
All ELLs and their parents are asked to attend an orientation meeting before the beginning of the school year. Freshman Orientation is held for all ESL students in the beginning of the school year. In addition there is an ELL Orientation for parents and students in September. Interpreters are available. Parents of ELLs are encouraged to attend in the PTA meetings held throughout the year and attend other school-wide forums. See ELL Identification Process IV.
18. What language electives are offered to ELLs?
All bilingual students take an NLA, Spanish course. Language electives offered to FS-ESL include Spanish. Many ELLs are, in addition afforded the opportunity to take a LOTE Regents class as a step to the Advanced Regents diploma. There are also Spanish AP classes offered to students who excel in their Spanish classes.
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)?

N/A

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.

Our school has formed Smaller Learning Communities and all teachers meet together by "Pathway/Academy" during Common Planning Time. All ESL and bilingual teachers meet everyday in the International Academy. The menu of professional development in the Pathways is extensive and has included, among others, the following:

- a. The Danielson Framework of Instruction-All 4 domains and 22 competencies
- b. Academic Vocabulary
- c. Addressing the challenges of teaching "At risk" students
- d. Incentives for Attendance/Academic Performance
- d. Common Core Standards and Curriculum Mapping/Unit-Modules
- e. Differentiating Instruction for student engagement
- f. Differentiating Instruction using data
- h. Addressing the needs of SIFE students
- j. SIOP/RTI
- k. Scaffolding Instruction
- m. Universal Design For Learning
- n. Inquiry around ELLs
- o. Incorporating Webb's taxonomy-Rigor in questioning
- p. Using Assessment in Instruction
- q. Sharing best practices such as QTEL

These workshops promote high quality instruction as they are aligned with the new Core Curriculum Standards. These assure quality instruction for our ELL population, members of the RHHS staff including teachers and assistant principals who participate in city-wide and regional professional development initiatives and workshops. All ESL bilingual and ESL/Bilingual content area teachers participate regularly in the school's monthly study groups where best practices in balanced literacy and research based strategies are highlighted. To ensure that all professionals working with ELLs are properly trained with the most appropriate practices, RHHS will poll the staff to assess how many of the pedagogues working with ELLs have received the mandated 7.5 hours of training (10 for ISS). Staff who work with ELLs will be trained in the most important elements of the ELL experience including the language learning process (BICS/CALPS), Language Distribution in the bilingual classes and particular strategies to promote their learning. Specific attention will be made for communicating differentiated strategies and scaffolding for teachers to employ to address the learning needs of ELLs in their classroom. This training will occur in cooperation with the UFT Teachers Center/Network (CFN 201) and will be on-going. Attendance at these monthly faculty and department study groups is mandatory. In addition, an ESL representative attends city-wide professional development workshops and, when appropriate, provides turn-key training. Several teachers of the second language department have received training in workshops designed to promote the Quality Teaching of English Language Learners (Q-TELL). These include the delivery of instruction via the workshops.

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?

About ten PTA General Meetings are held throughout the year, two Parent-Teacher Conferences, one in the fall and one in the spring, individual/small group parent/guardian meetings with teachers, APs, guidance counselors and other faculty members based on need. In addition, several ELL parent orientations take place accordingly. See "Identification Process." We hired a Punjabi/Hindi speaking Community Associate to assist with various activities/services during the school day and after school. ESL classes for Parents are held throughout the year funded by Title III. A Parents' Resource Room was established to provide various resources such as access to computers. Several events and assemblies are held in collaboration with our Community Based Organizations. Daedalus is an online communication system used to make outreach (send letters, list interventions) for parents/guardians. See last paragraph for more detailed information.

We partner with the following Community Based Organizations: South Asian Council for Social Services (SACSS) to provide for example workshops in parenting, socio-emotional conflicts etc., OACE (Office of Adult and Continuing Education) provides ESL classes at night for parents/guardians, Office of Immigrant Affairs & NYPD offer workshops on citizenship and safety for immigrant parents.

Needs of parents/guardians are evaluated using information based on the NYCDOE School Survey (Parent Survey) and on an In-House survey conducted by the Parent Coordinator. The RPOB (ATS) report was used to identify the top languages spoken by parents/guardians of the entire student population at Richmond Hill High School. The RLER (ATS) report was also used to identify the top languages spoken by the parents/guardians of ESL students only. Based on our findings the top five languages are: Spanish, Punjabi/Hindi, Bengali, Arabic and Urdu. These reports including biographical information made available on admissions documents, the "Emergency Cards" and the on-going Home Language Surveys of new admits are closely monitored to confirm and assess the diverse linguistic background of parents/guardians and students. A survey was also conducted in the school to identify staff (interpreters/translators) in the building who speak and/or write the aforementioned languages. Once identified, the staff began providing written and oral translations as needed, for example during Parent Teacher Conferences, visitations during the day and for scheduled meetings usually in the evenings. Translations are also provided, for example, for important documents that contain information related to achieving high academic standards, individual, student-specific information regarding health, safety, legal/disciplinary matters and placement/entitlement in ISS/ESL program. Richmond Hill High School complies with all NCLB requirements to provide translated information to the parents and guardians of its students as a means of 1) ensuring full access to information regarding the student's educational options, 2) empowering parents to help students improve and 3) optimizing the possibility of shared parent-school accountability. See Translation and Interpretation Plan. Parents of ELLs receive information about Richmond Hill High School regularly. Progress report information and form letters are available in translated versions. Parents are notified about school events through automated phone systems that communicate in English and Spanish. Parents are invited to PTA meetings where translators are available. ELL parent orientations are held regularly and translation services in Spanish, Punjabi, Hindi and Urdu are available. The Parent Coordinator, the Guidance Counselors (including Bilingual Guidance counselors), the Grade Advisor, the LAB/BESIS Coordinator and the Assistant Principals are all available to respond to the parents' questions and concerns. Parent Coordinator and Community Associate utilize mail, email and the School Messenger (phone) to relay information to students and parents regarding meetings, workshops, and special school events. ESL Parent classes are offered through Title III Funding for the school year. The ESL teacher/instructor utilizes Rosetta Stone to help parents build their language acquisition skills.

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: Richmond Hill High School**School DBN: 27Q475**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Neil Ganesh	Principal		11/13/13
Ms. Maria Toskos	Assistant Principal		11/13/13
Ms Donna Crayton	Parent Coordinator		11/13/13
Ms. Carolyn Mejia	ESL Teacher		11/13/13
Mr. Jose Morillo	Parent		11/13/13
Ms. Yolanda Miller	Teacher/Subject Area		11/13/13
Ms. Nadia Morales	Teacher/Subject Area		11/13/13
Mr. Jerry Stephens	Coach		11/13/13
Ms. Yahaira Yara-Garcia	Coach		11/13/13
Ms. Maria Leonardo	Guidance Counselor		11/13/13
Mr. Joseph Zaza	Network Leader		
Ms. Hindy Giron	Other <u>ESL Teacher</u>		11/13/13
Mr. Ken Dornbaum	Other <u>ESL Teacher</u>		11/13/13
Ms. Patricia Troll	Other <u>ISS AP</u>		11/13/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: Q475 School Name: Richmond Hill High School

Cluster: 2 Network: CFN 201

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

Part A: Needs Assessment Findings

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

The RPOB (ATS) report was used to identify the top languages spoken by parents/guardians of the entire student population at Richmond Hill High School. The RLER (ATS) report was also used to identify the top languages spoken by the parents/guardians of ESL students only. Based on our findings the top five languages are: Spanish, Punjabi/Hindi, Bengali, Arabic and Urdu. These reports including biographical information made available on admissions documents, the "Emergency Cards" and the on-going Home Language Surveys of new admits are closely monitored to confirm and assess the diverse linguistic background of parents/guardians and students. A survey was also conducted in the school to identify staff (interpreters/translators) in the building who speak and/or write the aforementioned languages. Once identified, the staff began providing written and oral translations as needed, for example during Parent Teacher Conferences, visitations during the day and for scheduled meetings usually in the evenings. Translations are also provided, for example, for important documents that contain information related to achieving high academic standards, individual, student-specific information regarding health, safety, legal/disciplinary matters and placement/entitlement in ISS/ ESL program. Richmond Hill High School complies with all NCLB requirements to provide translated information to the parents and guardians of its students as a means of 1) ensuring full access to information regarding the student's educational options, 2) empowering parents to help students improve and 3) optimizing the possibility of shared parent-school accountability.

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.

812 out of 2,305 parents speak Spanish at home (approx. 35%). This is more than 10% of the parents of the students here at RHHS. Other major linguistic groups include Punjabi, Bengali, Arabic, Urdu and Hindi. This information is communicated to Cabinet members, parents/guardians, teachers and community members through major school organizational groups including the Parent/ Teachers Association, the School Leadership Team and other meetings of school staff. The ATS RPOB report indicates that the RHHS population breaks down to include 812 Spanish speaking households, 127 Punjabi/Hindi speaking households, 35 Bengali speaking households, 31 Arabic speaking

households, 30 Urdu speaking households, 21 (French) Haitian Creole speaking households, 10 Chinese speaking households, 7 Dutch and Tagalog speaking households, 3 Hungarian speaking households, 2 Malayalam speaking households, 1 from each of the following: Russian, Turkish, Sinhalese, Polish, Portuguese, Tamil, Pushto, Indonesian speaking households. In total, 21 languages are spoken by students and/or parents in our school. See Attachment.

-Content Area departments have grading policies, assessment information, tutoring, letters of academic progress, special announcements for events that need to be translated.

-Content Area teachers need to speak to parents face-to-face or over the phone to inform them of course requirements and academic progress.

-Critical information regarding students and student specific information regarding health, safety disciplinary/legal matters and entitlement of services need to be translated verbally and in writing via guidance, attendance, deans, parent coordinator, nurse, principal and departemnt offices.

Translation needs have been surveyed via emails, cabinet meetings, department and pathway meetings as well as through requests made by faculty to the ESL Department and /or the Parent Coordinator.

Part B: Strategies and Activities

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

RHHS faculty members were surveyed to find out what languages they speak and/or write fluently. A list of 64 staff members and the languages they could translate was compiled and distributed to all faculty for in-house translation and interpretation services. See attachment of "Staff Languages 2013-2014." Faculty was also informed for over-the-phone interpretation services through DOE's Interpretation Unit. RHHS provides in-house appropriately translated documents announcing PTA meetings, school meetings, academic services, assemblies, conferences, important dates and deadlines, policies and procedures (new student handbook) in the languages that will best serve the needs of the majority of the school's families dependent upon languages other than English. Translation services will be needed via the DOE's Translation unit for miscellaneous documents including school papers and records for various countries. Similarly, important information may be disseminated to the members of the RHHS community through the Phone Master message service. RHHS will depend on in-house translation, DOE pre-published translations and the services of the DOE translation unit. RHHS will provide its community members with the appropriate Bill of Parents Rights and Responsibilities in the necessary languages. The appropriate signs directing parents to the correct office for assistance and informing parents of their rights for translation services will be properly posted.

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

Based on our survey, identified staff will act as interpreters to assist non-English speaking parents, for example during Open School conferences regarding students' academic progress. Interpreters will help parents to understand the school's rules and regulations, academic standards and the types of assessments used for the evaluation of student work. Services are mostly done in-house with the backup of interpretation services available through the DOE's phone service.

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

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

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

A Language Access Coordinator has been designated to coordinate language access in our school. The Language Access Coordinator who is also the Parent Coordinator, will identify and support parents as needed.

AP ESL, AP PPS and Parent Coordinator/Language Access Coordinator will obtain and disseminate Parents' Bill of Rights to parents/guardians as they visit the school.

Flyers are disseminated to students and mailed home.

DOE interpretation notice signs will be posted by all the main offices in the building. Security at the front desk will refer to interpretation list to provide assistance to parents/guardians.

A multi-language phone master is employed repeatedly.

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

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