



# 2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

<b>DBN: (i.e. 01M001):</b>	<b>31R445</b>
<b>School Name:</b>	<b>PORT RICHMOND HS</b>
<b>Principal:</b>	<b>TIMOTHY M. GANNON</b>

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 31R445  
School Type: High School Grades Served: 9-12  
School Address: 85 St. Joseph's Avenue, Staten Island, NY 10302  
Phone Number: 718-420-2100 Fax: 718- 981-6203  
School Contact Person: \_\_\_\_\_ Email Address: tgannon@schools.nyc.gov  
Principal: Timothy M. Gannon  
UFT Chapter Leader: Daniel Defazio  
Parents' Association President: Edna Bobe  
SLT Chairperson: Andrew Greenfield  
Student Representative(s): Genesis Gonzalez & Pedro Santiago

**District Information**

District: 31 Superintendent: Aimee Horowitz  
Superintendent's Office Address: Petrides Complex, Building A, Rm 141, 715 Ocean Terrace, S.I., NY 10301  
Superintendent's Email Address: ahorowi@schools.nyc.gov  
Phone Number: 718-420-5657 Fax: 718-420-5677

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 563 Network Leader: Lorraine Boyhan

## 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 Comprehensive Educational Plan (CEP) 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:**

- 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\*.
- 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.\*\*
- 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)
Timothy M. Gannon	*Principal or Designee	
Daniel DeFazio	*UFT Chapter Leader or Designee	
Edna Bobe	*PA/PTA President or Designated Co-President	
James Parisi	DC 37 Representative, if applicable	
Genesis Gonzalez Pedro Santiago	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kerry Spillane	Member/ UFT	
Steve Leslierandal	Member/ UFT	
Andrew Greenfield	Member/ CSA	
Christine Anderson	Member/ / Parent	
Larissa Maiorana	Member/ Parent	
Karol Quintero	Member/ Parent	
Sheryl Ruck	Member/ Parent	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool 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 CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

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 Comprehensive Educational Plan (CEP) will reflect this focus and 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 expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> <li>● <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Trust:</b> 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</li> </ul>

and administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 CEP Development**

School Leadership Teams should engage in the following steps:

- **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:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** 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 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Port Richmond High School is a diverse school community of 1700 students who hail from all across Staten Island. We celebrate our diversity and take pride in our Raider Spirit which unifies us in our journey to success. We are a Title I school with more than 65% of our students qualifying for free/reduced lunch. Our school is organized into Smaller Learning Communities which allows us to provide all students with personalized interest based learning experiences. Our ninth graders begin their high school experience as members of our Freshmen Academy. The Freshmen Academy organization supports students in transitioning to high school through activities and a curriculum which supports their growth and academic success. Beginning in tenth grade, students transition to our other academies which are: Gateway Science Honors Academy, Collegiate Honors Academy, Med Tech Academy, Culinary Arts Academy, Institute for Business, Hospitality, Entrepreneurship & Technology (IBHET) and The TV & Media Arts Academy. These academies are linked to outside agencies, colleges and organizations connected to the specific area of interest for each academy.

For many of our students and families, every day life can be overwhelming and stressful. Many of our parents lack employment or work multiple jobs and find connection to the school a challenge. The 2014-15 school year brings us to the start of our journey as a *Community School*. We are excited about our status as a Community School and we are enthusiastic about expanding our partnerships with our community agencies and local leaders on behalf of our students and their families. Our new state-of-the-art Student Wellness Center will open in early 2015 affording our students with additional health care and mental health services. Our Community School Director and our Parent Coordinator will be organizing activities opening the school to parents for a broad spectrum of activities (yoga, life skills class, college financial aid sessions, Zumba classes, spin classes, etc) designed to engage parents and family members in the daily life of the school. The Director is also beginning the work of partnering with community organizations to bring job training opportunities to our school to support our parents in developing job skills.

Our students will obviously benefit the most from our community school status as we will increase the number of staff members who are working closely with students to improve daily attendance and student achievement. As the community school work begins in the spring term, we will provide additional opportunities for students to benefit from extended day learning sessions for graduation credit, tutoring for ongoing student achievement, SAT prep sessions and Regents prep sessions in anticipation of Regents exams.

One of the educational challenges facing our students is the weakness of commitment to fulfilling the goal of attaining a high school diploma. Our most at-risk students often lose hope of academic success early in their career and one of the priorities of the Community School Director will be the monitoring of at risk students in the 9<sup>th</sup> and 10<sup>th</sup> grade. Providing emotional and academic supports to our students in the first two years of high school will be the priority for our mental health and attendance improvement program.

The declining enrollment of the school during past years continues to challenge the school community as the

staff and students work tirelessly to build the school's reputation in a number of ways. The weekly student-produced television show *Good Morning Port Richmond* serves to highlight the spirit and success of the school to the broader community, especially to parents and students. The school has made strong inroads to elected officials by inviting them to the school to meet with students and to share with them the successes and challenges of our school family. Our students work as interns in government offices, cover media events with our television crews and host meals for elected officials. Our work as a community school is strengthening our role in the community and providing opportunities for members of our community to see first-hand the extraordinary things happening here each day. Our JROTC program partners with a local elementary school to provide our students with the opportunity to share the spirit of our school. This program not only attracts new students but also serves as a strong service learning component of our JROTC program. The New Visions Network has worked with the Office of School Enrollment to ensure that students interested in our Honors Programs have access to becoming a student in our school. Developing strong honors programs to attract students is a priority. The reinstatement of our Collegiate Honors Program (Humanities) has begun with a strong class of 34 ninth graders who are using technology in their daily lessons and who are participating in activities aligned to the humanities.

On the instructional side, we are making progress in the expansion of the use of instructional technology in our classrooms. During the Fall, 2014 we have completed the installation of smartboards in all classrooms. As part of our iPad pilot program, one hundred students in our Freshmen Academy were provided with iPads to be used for note taking and instruction throughout the school day. We have several blended classroom models initiated this year in order to deepen our understanding of how to use technology to motivate and deepen learning. We are using the blended model as a pilot program in our Advanced Placement Statistics course as well as one of our ninth grade algebra classes. Our IZone online learning program continues to provide students with the opportunity to take online courses and experience the exciting world of web-based learning.

Last year significant gains were made in Regents Exam passing rates for English and Integrated Algebra. Results in Global History showed there is need for improvement as students continue to struggle with the two year curriculum. Some results in science trended to the positive side but there is still need for ongoing improvement in science achievement on Regents exams.

In our classrooms we are expanding our work with the Hochman Writing Program. Teachers are using the Hochman program to build our students' writing skills and support them in their writing across content areas. All ELA teachers are working to incorporate a writing piece into each class period (Hochman, guided questions, response paragraphs, graphic organizers, etc) to ensure that writing is an integral part of each daily lesson. Ninth graders and ELL students are working with software from Achieve 3000 in order to support the development of reading skills. Our ninth grade level 1 and level 2 math students, including IEP students, are using ALEKS, a web based math intervention that supports teachers in filling the gaps of understanding which negatively impact student achievement in math.

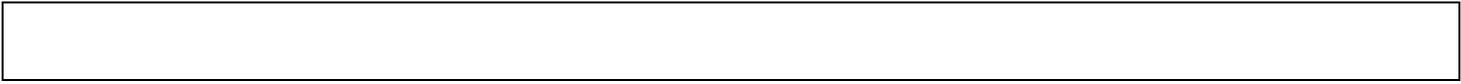
Throughout the school year, our professional development plan focuses on how to share the expertise of our staff within our school community. Teacher collaboration is a focus for our work as a staff as well as our work with students. Teacher collaboration is a focus for the current school year. Teachers are collaborating on looking at student work and also on developing lesson plans and unit plans that best address student learning needs. The professional development plan also calls for teachers to have choice throughout the year on what instructional topics to focus on for afternoon workshops. Teachers are sharing best practices in all aspects of

instruction (technology, Hochman writing, Danielson components, to name just a few) and thus providing our staff with a menu of options to choose from on a regular basis. Our instructional goal for this year reminds us of the importance of assessing student learning through formative assessments. Teachers are learning techniques to use “checks for understanding” in all lessons while also gaining understanding in how lesson planning and lesson objectives are related to these formative assessments. Staff members are also collaborating during common planning time sessions which focus on student achievement and smaller learning communities.

We are especially proud of our partnership with Wagner College and there has been tremendous expansion of our partnership in the past year. During the present school year Wagner College has opened an office within our school which provides an anchor site for the many services provided by college students and staff. The office provides our students with a visual reminder of our relationship with colleges. Wagner education professors share expertise and time through direct services to the Raider community. Through Wagner College we have instituted a leadership program allowing 12 students each from 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade to live on the Wagner campus, take high school or college credit classes and participate in service learning projects within the community. This program is designed for first generation college students who otherwise may not be a strong candidate for post-secondary studies. The end result is a full college scholarship (room and board) for four graduates each year. In the coming year we are working to expand the partnership to other colleges associated with CUMU and provide all Leadership Academy students with full college scholarships by the time they graduate. In addition, four of our chemistry students participate each summer in a research internship pairing a Raider student with a college student on a project involving chemistry research. Students in both these programs receive a stipend for their work as well as the opportunity to live on campus during the summer. Wagner College is also partnered with Port Richmond High School through the Staten Island 30,000 Degrees Initiative. This initiative works to partner local colleges and high schools with the goal being a significant increase in the number of bachelor degrees awarded to Staten Islanders. n rate and to improve college readiness and college access for all of our students.

In addition to our strong partnership with Wagner College, our Liberty Partnership Program with the College of Staten Island continues to grow with this school year proving to be our largest. Through Liberty Partnership, college students join our Raider family and serve as tutors to our students. Through the CSI BMI program, college students serve as mentors for our Raiders and work directly in our math classrooms to support students in math achievement. Through our partnership with Roundabout Theatre, the world of literature and drama is coming alive for our students through the stage and our students now have access to Broadway productions. Our emphasis on Arts Education is also seen through the work of our Music department and our Culinary Arts Department which are major components of our community outreach program. Our music program consists of a jazz band, guitar ensemble, string ensemble, symphonic band, marching band and chorus. Throughout the year our musicians perform in concerts, parades, holiday tree lighting ceremonies and assorted civic engagements. In like manner, our culinary artists are serving our community regularly through cooking competitions, healthy cooking demos, hosting meals for community events, providing meals for the needy and conducting culinary fundraisers for community charities. Our Junior Achievement program provides our students with opportunities to mentor young children while also participating in this highly successful service learning program.

The 2014-15 school year will be an exciting time for Port Richmond High School. A number of new innovations, partnerships and programs will result in a stronger school with strong ties to our community and to student success.



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - 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.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The needs assessment was carried out through data attained from the School Quality Review, The SLT PASS Review, a review of Regents exam scholarship data, a review of teacher and subject area scholarship data and observation reports conducted by supervisors.

Strengths:

- Strong expertise of faculty in content subject area
- Significant Regents Prep class schedule
- Use of pullout sessions in 2013-14 resulted in significant gains in Regents passing rate for at-risk students

Priority Needs:

- Improvement in Global Studies Regents results through curriculum development
- Improvement in Science Regents results through curriculum development and instructional supervision
- Increase in number of students college ready via the ELA and Math Regents grades
- Increase in number of students eligible for science Regents exams based on science lab completion
- Expansion of Hochman Writing Program to more classrooms to improve students skills in organizing ideas and writing essays for Regents exams.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**By August 31, 2015, the passing rates for all Regents exams in 2014-15 shall increase by a minimum of 5% as compared to 2013-14.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> </ol>			

4. Activities that address the Capacity Framework element of Trust			
<p>Social Studies</p> <ol style="list-style-type: none"> <li>Teachers programmed for a class which terminates in a Regents exam will administer a mock exam over the course of two days. Teachers will utilize the New Visions DDC item analysis report to identify gaps within their own class to address.</li> <li>An analysis of the June 2014 Regents examinations will be conducted, identifying areas of focus for the 2014-2015 school year as well as the list of request of regents papers to be rescored.</li> <li>Students who have not yet met the Regents graduation requirement in Global History or US History and who are not programmed for a course ending in a Regents examination will be programmed for an additional course for preparation of Regents examination administered in January 2015.</li> <li>AIS services via pull out sessions will be provided for identified at-risk students, including, but not limited to, 2015 cohort students who are not programmed for a history class, students with IEPs and ELLs, during the two months preceding each Regents administration period. Regents ending courses will begin direct in-class Regents preparation, for both January and June testing, at the start of the second marking period of the fall or spring term.</li> <li>Teachers will focus on literacy skills, using Hochman techniques to develop student writing skills.</li> <li>Initial Planning Conferences held in September will highlight teacher passing rates and set goals for professional progress.</li> <li>Saturday Regents intervention classes will be held for 2015 cohort students, with a focus on skills deficiencies as identified through baseline testing.</li> </ol>	<p>1,2,5 Students in Regents ending SS classes</p> <p>3,4 As indicated</p> <p>5 Teachers</p> <p>6 SS teachers</p> <p>7 2015 Cohort SS students</p>	<p>1: March 2015</p> <p>2,3,4: Fall, 2014</p> <p>5: 2014-15</p> <p>6: Sept. 2014</p> <p>7: Dec-Jan. 2015, May-June 2015</p>	<p>AP Pollari SS Teachers Counselors CSD Candella Hochman staff ISS Staff</p>
<p>Teacher Effectiveness &amp; Talent Coach Program The Talent Coach will work with four Assistant Principals Supervision in providing support for the improvement of instruction of two teachers in each department who have classes ending in Regents exams. The focus will be on using inquiry and the Danielson Framework to drive instructional decisions that will result in improved Regents exam scores.</p>	<p>Selected Teachers of students taking regents</p>	<p>December 2014- June 2015</p>	<p>Principal Gannon TC Atkins APs Supervision</p>
<p>Mathematics</p> <ol style="list-style-type: none"> <li>An analysis of the June 2014 Regents examinations will be conducted, identifying areas of focus for the</li> </ol>	<p>As indicated in action step</p>	<p>1 Fall, 2014 2&amp;3 2014-15</p>	<p>AP Pryce Math teachers Parent Coor.</p>

<p>2014-2015 school year.</p> <ol style="list-style-type: none"> <li>Students who have not yet met the regents graduation requirement in mathematics and who are not programmed for a course ending in a regents examination will be programmed for an additional math course preparing the students for the Integrated Algebra /Algebra 1 Regents examination administered in January 2015 and June 2015.</li> <li>AIS services via pull out sessions will be provided for identified at-risk students, including, but not limited to, 2015 cohort students who are not programmed for a math class, students with IEPs and ELLs, during the two months preceding each Regents administration period.</li> <li>Saturday Regents intervention classes will be held for 2015 cohort students, with a focus on skills deficiencies as identified through baseline testing.</li> <li>Saturday Regents preparation classes will be held for students with a focus on major topics, as identified by the Common Core Learning Standards.</li> <li>Regents ending courses will begin direct in-class Regents preparation, for both January and June testing, at the start of the second marking period of the fall term.</li> <li>Teachers will focus on literacy skills, specifically annotating, in the mathematics classroom as a means to bridge the gap between literacy and mathematics.</li> </ol>		<p>4 ,5 Prior to Regents</p> <p>6,7 as indicated in action step</p>	<p>SWD teachers AP DiDomenico CSD Candella</p>
<p>English/ESL</p> <ol style="list-style-type: none"> <li>Students who have not yet met the Regents graduation requirement for the Comprehensive English Regents Exam and are not already sitting in a Regents intervention class (E7D) will be programmed into a course specifically geared to building student skills necessary for success on the exam in January and June 2015.</li> <li>Academic Intervention Services (AIS) such as pull-out classes during the school day and Saturday classes will be provided for identified at-risk seniors who are not programmed for a E7D course, as well as students with IEPs and ELLs during the two months preceding each Regents exam administration period.</li> <li>Academic Intervention Services (AIS) such as pull-out classes during the school day and Saturday classes will be provided for identified at-risk seniors who are not programmed for a E7D course, as well as students with IEPs and ELLs during the two months preceding each Regents exam administration period.</li> <li>English teachers will provide tutoring to at-risk</li> </ol>	<p>As indicated in action steps</p> <p>3 ELL students</p> <p>4: Students of all grades</p>	<p>1: Spring 2015 2-4: 4 weeks prior to Regents administration</p>	<p>AP DiPalma ELA teachers Parent Coor. SWD teachers ESL staff AP DiDomenico CSD Candella Counselors</p>

students to prepare them for the Comprehensive Regents Exam on Monday and Tuesday afternoons.			
<p>Science</p> <ol style="list-style-type: none"> <li>Teachers will offer Regents prep sessions during the school day and after school.</li> <li>Teachers will offer make-up labs to ensure that students are qualified to take specified Regents examinations.</li> <li>Teachers will provide students with in-class support differentiated to their learning needs that will support them in preparing for the Regents exam.</li> <li>Parent notification regarding student progress towards meeting the graduation requirements will be conducted via School Messenger.</li> <li>Teachers will provide tutoring for students who are in jeopardy of failing a class.</li> <li>Supervisor Raab will support AP Cena in designing effective Regents Prep lessons and curriculum maps. Supervisor Raab will support teachers in designing rigorous lessons that teach to standards for Science.</li> </ol>	<p>1 Students prepping for Regents Exams</p> <p>2-5: All science students</p> <p>6 AP Cena Science Teachers</p>	<p>1 Dec-Jan 2015 May-June 2015</p> <p>2-6: 2014-15</p>	<p>AP Cena Supervisor Raab Science Teachers Parent Coordinator AP DiDomenico CSD Candella</p>
<p>Instructional Support Services:</p> <ol style="list-style-type: none"> <li>ALL ISS students will be fully incorporated into all AIS services available to them.</li> <li>Targeted students will attend specific content/test after school tutoring with a focus on skills needed as based on pre assessment.</li> <li>ISS students are programmed for least restrictive environment and ICT classes are programmed as necessary (ever growing) to provide ISS students with the opportunity to participate in Regents ending classes</li> <li>Targeted ISS students will attend pull-out skill building sessions with ISS staff to prepare for success on the required Regents exam.</li> </ol>	<p>1-3: ISS students</p> <p>4 ISS students in Cohort 2015 who need to pass Regents to meet graduation requirement</p>	<p>2014-15</p> <p>4:Dec-Jan 2015 May-June 2015</p>	<p>AP Varga Parent Coor. SWD teachers Paras Counselors</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School Funding via CBO NYCID for extended learning day and Regents prep classes  
Community School Funding for support staff and services  
Title I Funding for Regents Prep classes  
New Visions Regents tracker for 2015 cohort  
ALEKS online math software  
Achieve 3000 software

IZone online learning  
 Professional development on Hochman Writing Program  
 Social Workers via Student Wellness Center  
 Attendance teacher  
 Attendance Coordinator, schedule adjustment  
 Counselors  
 SLC School Aides  
 Parent Coordinator  
 Assistant Principals

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**X NYSTL Software      X AIDP**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

The results of the January, 2015 Regents exams shall show a 5% increase in passing rates as compared to the Regents exam results for January, 2014.

**Part 6b.** Complete in **February 2015.**

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The needs assessment was carried out through data attained from the Annual School Survey, School Quality Review, the SLT PASS Review, weekly reviews of SOHO and suspension data by the Principal and the Assistant Principal Security, regular meetings of Principal, COSA and Student Leaders and observation reports conducted by supervisors.

#### Strengths:

- Caring staff is dedicated to serving the needs of the students
- Community School status brings resources for students into the school building
- Partnership with Wagner College supports college readiness environment and encourages students to work toward college readiness
- Strong and dedicated Attendance Committee works effectively with at-risk students and families
- NYCID (CBO) has implemented NYC’s top attendance improvement program the past 2 years

#### Priority Needs:

- Junior class needs support for attendance improvement initiatives
- Reallocation of teacher time places pressure on finding time for staff members of smaller learning communities to meet
- Parent coordinator must find ways to successfully schedule parent events to bring parents and family members into the school for informative and recreational events.
- Ninth grade students must receive attendance support through community school initiatives.
- Student mental health initiatives must be expanded to serve a larger number of students

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**The school’s daily attendance rate shall be a minimum of 88% and school environment survey (student responses) shall match or surpass the positive results garnered from the 2013-14 survey.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need</li> </ol>			

<p>student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<p>Social Studies</p> <ol style="list-style-type: none"> <li>1. Teachers will utilize Parent communication time on Tuesday to schedule meetings, IEP conferences as well as make phone calls and discuss student progress with parents/guardians.</li> <li>2. Small Learning Community events will be hosted where parents are encouraged to attend. Each SLC will host events. Parent and students will be encouraged to attend Parent teacher Conferences held 4 times per year.</li> <li>3. Raider Blasts, social media (@PRHSRaiders as well as others) the school calendar posted on line and the C.O.S.A. office will keep the school community informed of the importance of attendance as well as the attendance requirement for numerous school activities.</li> <li>4. Raider Blasts, social media (@PRHSRaiders as well as others) the school calendar posted on line and the C.O.S.A. office will keep the school community informed of the importance of attendance as well as the attendance requirement for numerous school activities.</li> <li>5. Observation reports will note attendance in classes as a part of component 2a. Reports have a direct impact on teacher ratings.</li> </ol>	<p>1 Students with chronic attendance issues.</p> <p>2-4 Students with strong attendance</p> <p>5: All teachers</p>	<p>September to June, 2015</p> <p>2-5: 2014-15</p>	<p>AP Pollari Parent Coordinator SLC Teachers Attendance Comte. members School Aides CSD Candella</p>
<p>Science and Physical Education</p> <ol style="list-style-type: none"> <li>1. Teachers will make parental contact during the parent outreach session on Tuesday afternoons.</li> <li>2. Raider Blasts will be created for each Physical Education and Science teacher to alert parents and students of excessive absence. Parent and students will be encouraged to attend Parent teacher Conferences held 4 times per year.</li> <li>3. Teachers will utilize Mr. Lamberti, the attendance teacher, Ms. McNally, the attendance coordinator, and guidance counselors to assist with chronic attendance issues.</li> <li>4. SLC meetings will be utilized to discuss student attendance. Teachers and guidance counselors will focus on addressing students with attendance issues. Teachers will coordinate functions to award those students with exemplary status (in attendance).</li> <li>5. Teachers will continue to contact parents via Skedula</li> <li>6. Physical Education teachers who teach Freshman classes will continue to distribute 100% attendance awards at the close of each marking period.</li> <li>7. Observation reports will note attendance in classes as a part of component 2a. Reports have a direct impact on teacher ratings.</li> </ol>	<p>1-5 Students with low attendance</p> <p>6 Students with strong attendance</p> <p>7 All teachers</p>	<p>2014-15</p>	<p>AP Cena Parent Coordinator SLC Teachers Attendance Cmte. members PE teachers School Aides CSD Candella Mr. Lamberti</p>

<p>Mathematics</p> <ol style="list-style-type: none"> <li>Weekly parent outreach via PupilPath and/or telephone will be conducted by staff during allotted parent engagement time regarding attendance and student progress.</li> <li>The Freshman Academy Guidance Counselor and the Freshman Academy teachers will coordinate to schedule parent meetings with at-risk students.</li> <li>In the Freshman Academy, academic achievement awards will be distributed at the conclusion of each marking period, honoring students for passing all of their classes, showing improvement, and high achievement.</li> <li>In the Freshman Academy, attendance certificates will be distributed to students with a 90% or higher attendance rate for the fall term.</li> <li>Teachers will be sensitized to the needs of our student population and be provided with the tools needed to increase student attendance through departmental professional development sessions and individual teacher conferences.</li> <li>Observation reports will note attendance in classes as a part of component 2a. Reports have a direct impact on teacher ratings.</li> </ol>	<p>1: All ninth graders, all math students 2: at risk students 3,4 students with strong attendance  5 faculty  6 All teachers</p>	<p>1-6 Sep- June,2015</p>	<p>AP Pryce Parent Coordinator SLC Teachers Attendance Comte. members Teachers School Aides CSD Candella</p>
<p>English</p> <ol style="list-style-type: none"> <li>Weekly parent outreach via PupilPath and/or telephone will be conducted by staff during allotted parent engagement time regarding attendance and student progress.</li> <li>The Television and Media Arts Academy Guidance Counselor and teachers will coordinate to schedule parent meetings with at-risk students.</li> <li>Academic achievement awards will be distributed at the conclusion of each marking period, honoring students for passing all of their classes, showing improvement, and high achievement.</li> <li>In the Television and Media Arts Academy, attendance certificates will be distributed to students with a 90% or higher attendance rate for the fall term.</li> <li>Observation reports will note attendance in classes as a part of component 2a. Reports have a direct impact on teacher ratings.</li> </ol>	<p>1,2 Students with chronic attendance problems throughout the semester. 3,4 Students with strong attendance trends  5 All teachers</p>	<p>Sep- June,2015</p>	<p>AP DiPalma SLC teachers ELA teachers Parent Coordinator Attendance Cmte members School Aides CSD Candella</p>
<p>Instructional Support Services</p> <ol style="list-style-type: none"> <li>All ISS students are fully integrated into the SLC model benefiting from the parental outreach from each SLC.</li> <li>In addition to the outreach by each SLC school aide, the ISS school aide will also follow up with attendance outreach to parents.</li> <li>Related service guidance counselors will arrange for and conduct guidance conference with family members of</li> </ol>	<p>1-5: SWD students</p>	<p>Sep- June,2015</p>	<p>AP Varga Paras IEP Teachers Parent Coordinator CSD Candella</p>

<p>assigned and identified at risk students.</p> <ol style="list-style-type: none"> <li>The implementation of the “Buddy system” will also assist in fostering relationships needed in identifying at risk students along with possible interventions and community resources need to improve attendance.</li> <li>Students will be referred to community based organizations on an as-needed basis after identifying concerns are found.</li> <li>Observation reports by supervisors will note student attendance in classes as a part of Danielson component 2A.</li> </ol>	6: ISS teachers		
<p>Community School Organization</p> <p>1 CBO staff will have a caseload of a minimum of 250 at-risk students targeted for support including:</p> <ul style="list-style-type: none"> <li>incentive programs</li> <li>counseling</li> <li>group counseling</li> <li>parent contacts</li> <li>after school programs</li> </ul> <p>2 CSD will coordinate the delivery of services and attendance improvement initiatives of all CBOs working in the school through biweekly meetings and student success summits</p> <p>3 Mental health Staff from the Student Wellness Center (SWC) will work with students to improve their ability to attend daily classes</p>	<p>1 Students with low attendance record</p> <p>2 All students</p> <p>3 Targeted students</p> <p>4 All</p>	2014-15	<p>1,2 CSD Candella, AP DiDomenico &amp; Attendance Coordinator</p> <p>3 SWC Social Workers</p> <p>4 PC DiAngelo</p>
<p>4 Parent Coordinator shall conduct parent workshops and host parent events bringing parents into the school during the school day and after school.</p>	parents		
<p>Performing Arts, Business, Culinary Arts, Spanish / Culinary Arts Academy</p> <ol style="list-style-type: none"> <li>Weekly parent outreach via PupilPath and/or telephone will be conducted by staff during allotted parent engagement time regarding attendance and student progress.</li> <li>The Culinary Arts Academy Assistant Principal, Guidance Counselor and the teachers will coordinate to schedule parent meetings with at-risk students.</li> <li>The Culinary Arts Academy will hold celebrations where students and their parents are honored for criteria such as excellent attendance, report cards, improvement, etc. Celebrations include grade specific mixers, Mardi Gras, Thanksgiving dinner, cookie decorating, pizza parties, and senior night.</li> <li>At the conclusion of each marking period, the Culinary Arts Academy will award academic achievement awards honoring students for passing all of their classes, showing improvement, and high achievement.</li> <li>Teachers will utilize Mr. Lamberti, the attendance teacher, Ms. McNally, the attendance coordinator, and</li> </ol>	<p>1, 2, 5: Students with poor attendance.</p> <p>3,4: Students with positive trends in attendance</p>	<p>1, 2, 3, 5 2014-2015 school year</p> <p>4 Conclusion of each MP</p>	<p>AP Woodman, Guidance Counselor, Teachers, School Aides Parent Coordinator Community School Attendance Staff CSD Candella</p>

guidance counselors to assist with chronic attendance issues.			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School Funding via CBO NYCID  
 Social Workers via Student Wellness Center  
 Attendance Teacher  
 Attendance Coordinator, schedule adjustment  
 Data tracker for Community School work  
 Counselors  
 SLC School Aides  
 Parent Coordinator  
 Assistant Principals  
 Professional Development for teachers on Danielson Framework

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**X AIDP**

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 1, 2015 a review will be held indicating average daily attendance for first five months of the school year. The attendance committee and CSD will use weekly meetings to develop action plan after considering mid-year data.

**Part 6b.** Complete in **February 2015.**

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - 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.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The needs assessment was carried out through data attained from the School Quality Review, The SLT PASS Review, a review of Regents exam scholarship data, and observation reports conducted by supervisors.

#### Strengths:

- Teachers benefit greatly from sharing of talents and resources. Our strength is that our teachers enjoy spending time with each other and learning from each other through structured PD sessions.
- The Smaller learning communities structure provides opportunities for teachers from diverse content areas to share resources and expertise through common planning time.
- Teachers enjoy the intervisitation model and enjoy seeing colleagues deliver instruction

#### Priority Needs:

- Based on classroom observations, there was inconsistency in the implementation of *checks for understanding* in daily lessons. Additional professional development is planned to support teachers in developing instructional outcomes which align with lesson assessments.
- Teachers will collaborate on sharing best practices to support this goal.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**Each daily lesson shall incorporate at least 2 “Checks for understanding” to assess the level of student understanding and whether lesson objectives were met as indicated by an increase in the number of teachers rated Effective or Highly Effective by supervisors for Danielson components 1E and 3D.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>11. Strategies to increase parent involvement and engagement</li> <li>12. Activities that address the Capacity Framework</li> </ol>			

element of Trust			
Professional development sessions will be organized by cabinet committee then implemented by department concurrently. Trends in observation reports will be discussed as well as.	Cabinet Members	2014-15	Cabinet Members
Supervisors will provide teachers with feedback on Danielson Component 3D assessment of student learning, for all observed lessons. Observation of teachers will include a focus on teacher planning of, implementation of, and follow-up interventions of checks for understanding. Teachers will collaborate by visiting each other's classroom lessons in order to share ideas and make suggestions beneficial to student success.	Teachers	2014-15	Supervisors
Teachers will be provided with multiple professional development sessions providing them with the tools to understand and implement appropriate checks for understanding in their lessons.	Teachers	2014-15	Supervisors
Monday afternoon PD sessions will provide teachers with opportunities to collaborate on lessons and to train colleagues on best practices of checks for understanding.	Teachers	2014-15	Principal Gannon APs
Teachers will collaborate a minimum of six times each month to address student learning and success through the SLC common planning structure.	Teachers	2014-15	SLC APs
Science and Social Studies teachers will participate in New Visions pilot program to write Living Env't and Global Studies curriculum focused on improving student entry points for daily lessons and aligning to standards for success on Regents exams	Selected Social Studies and Science teachers	2014-15	AP Cena AP Pollari selected teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Title I Professional Development Funding  Monday Professional Development time  Assistant Principals  Principal  Advance tracking system and data reports  New Visions PD experts  Talent Coach  Smartboard PD  New Visions Curriculum funding</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 1, 2015 75% of staff will have received a rating of effective or highly effective on Danielson component 3D Using Assessment in instruction

**Part 6b.** Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - 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.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The needs assessment was carried out through data attained from the School Quality Review, The SLT PASS Review, School visit by the Superintendent, visits by leadership development staff from New Visions, a review of Regents exam scholarship data, Scholarship data for students close to graduation, a review of college entry data, a review of teacher and subject area scholarship data and observation reports conducted by supervisors.

**Strengths:**

- The school’s graduation rate in 2014 increased by 5% as compared to 2013
- The school’s initiatives in 2014 to improve student outcomes on Regents exams successfully raised the graduation rate

**Priority Needs:**

- A system to easily track and address graduation status of 2015 cohort students is needed
- PM school opportunities are needed for students who need to make up credits needed for graduation
- IZone courses are needed to support credit accumulation

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**The principal shall provide the learning environment necessary for teachers to deliver the instructional and social-emotional support for all students that will give the result that the graduation rate for the class of 2015 shall be a minimum of 70%**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>13. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>14. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>15. Strategies to increase parent involvement and</li> </ol>			

<p>engagement</p> <p>16. Activities that address the Capacity Framework element of Trust</p>			
<p>Social Studies</p> <ol style="list-style-type: none"> <li>5. Students who have not yet met U.S. Regents requirements will be programmed for a class that incorporates both regents content with Participation in Government content.</li> <li>6. Students who have yet to meet Global History Regents requirements will be programmed for an additional support class.</li> <li>7. AIS services via pull out sessions will be provided for identified at-risk students, including, but not limited to, seniors who are not programmed for a D class, students with IEPs and ELLs, during the two months preceding each Regents administration period.</li> <li>8. Social studies teachers will provide tutoring on Monday and Tuesdays.</li> <li>9. Thursdays preceding the Regents, teachers will offer tutoring from 7-9 pm.</li> <li>6. Students will be programmed to survey a course in progress during their lunch to assist with preparation for the regents one month prior to the regents exam.</li> <li>7. An analysis of the June 2014 Regents examinations will be conducted, identifying areas of focus for the 2014-2015 school year as well as the list of request of papers to be rescored.</li> <li>8. The Social Studies Department will participate in the New Visions pilot Social Studies curriculum which highlights multiple entry points for Global Studies.</li> </ol>	<p>1-3: Seniors and Juniors who have not passed one or Both Regents exams</p> <p>4: All students</p> <p>5: All Social Studies students</p> <p>6-7 2015 Cohort students</p> <p>8: GS teacher</p>	<p>1-3:Dec 2014 - Jan 2015, May 2015-June 2015</p> <p>4:Throughout the school year</p> <p>5: December 2014 and January 2015, May and June, 2015</p> <p>6-7Dec-Jan 2015</p> <p>May-June 2015</p> <p>8: 2014-15</p>	<p>Assistant Principal Pollari</p> <p>SS teachers</p> <p>Counselors</p> <p>Parent Coordinator</p>
<p>Science</p> <ol style="list-style-type: none"> <li>1. Teachers will offer Regents prep classes during the school day, during pm school and on Saturdays.</li> <li>2. Teachers will offer make-up labs to ensure that students are qualified to take specified Regents examinations.</li> <li>3. Teachers will provide students with in-class support differentiated to their learning needs that will support them in preparing for the Regents exam.</li> <li>4. Parent notification regarding student progress towards meeting the graduation requirements will be conducted via School Messenger.</li> <li>5. Teachers will provide tutoring for students who are in jeopardy of failing a class.</li> <li>6. Supervisor Raab will support AP Cena in designing effective Regents Prep lessons and curriculum maps</li> </ol>	<p>1-5 all science students</p> <p>6 AP Cena</p>	<p>Dec 2014 - Jan, 2015 and May -June 2015</p>	<p>Assistant Principal Cena</p> <p>Supervisor Raab</p> <p>Science teachers</p> <p>PE teachers</p> <p>Parent Coord.</p> <p>Counselors</p>
<p>Physical Education</p> <ol style="list-style-type: none"> <li>1. Schedule off track students for two physical education classes in Spring 2015.</li> <li>2. Provide make-up classes every Tuesday during period 9 and a minimum of 20 make up classes for seniors</li> </ol>	<p>1-5 all PE students</p>		

<p>during Regents week.</p> <ol style="list-style-type: none"> <li>3. Provide credit recovery opportunities during both terms for students with a grade of a 50-55 for those in need of credit accumulation.</li> <li>4. Parent notification for at risk students will be conducted via School Messenger.</li> <li>5. Provide students, when necessary, with the required materials for Physical Education class to ensure that they are fully active and participating every day.</li> </ol>			
<p>Mathematics</p> <ol style="list-style-type: none"> <li>1. Students who have not yet met the Regents graduation requirement in mathematics and who are not programmed for a course ending in a regents examination will be programmed for an additional math course preparing the students for the Integrated Algebra /Algebra 1 Regents examination administered in January 2015 and June 2015.</li> <li>2. AIS services via pull out sessions will be provided for identified at-risk students, including, but not limited to, 2015 cohort students who are not programmed for a math class, students with IEPs and ELLs, during the two months preceding each Regents administration period.</li> <li>3. Saturday Regents intervention classes will be held for 2015 cohort students, with a focus on skills deficiencies as identified through baseline testing.</li> <li>4. 2015 cohort students deficient in mathematics credits will be scheduled for an additional mathematics course in the spring term.</li> <li>5. Parent notification regarding student progress towards meeting the graduation requirements will be conducted via an initial parent meeting and through biweekly follow-up notification.</li> </ol>	<p>1-4: as identified in action step</p> <p>5: all students</p>	<p>1: School Year 2014-15</p> <p>2,3: December 2014-January 2015, May - June 2015</p> <p>4,5: Spring 2015</p>	<p>Assistant Principal Pryce Math teachers Parent Coordinator Counselors</p>
<p>Performing Arts, Business, Culinary Arts &amp; Foreign Language</p> <ol style="list-style-type: none"> <li>1. Parent notification for at risk students will be conducted via School Messenger, personal phone calls to parents by the classroom teachers, conferences with students and guidance counselors.</li> <li>2. Provide credit recovery opportunities during both terms for students with a grade of a 50-55 for those in need of credit accumulation.</li> <li>3. Teachers will provide tutoring on Tuesday afternoons</li> </ol>	<p>All elective students with targeted assistance for at-risk students</p>	<p>2014-15</p>	<p>AP Woodman Counselors Elective teachers Parent Coor.</p>
<p>English/ESL</p> <ol style="list-style-type: none"> <li>1. Students who have not yet met the Regents graduation requirement for the Comprehensive English Regents Exam and are not already sitting in a Regents intervention class (E7D) will be programmed into a course specifically geared toward preparation for this exam in January and June 2015.</li> </ol>	<p>As indicated in action steps</p>	<p>1: Spring 2015 2-4: 4 weeks prior to Regents administration</p>	<p>Assistant Principal DiPalma ELA, ESL teachers Parent Coordinator</p>

<p>2. Academic Intervention Services (AIS) such as pull-out classes during the school day and Saturday classes will be provided for identified at-risk seniors who are not programmed for a E7D course, as well as students with IEPs and ELLs during the two months preceding each Regents exam administration period.</p> <p>3. Targeted academic intervention services such as pull-out and after school courses will be provided for senior ELL students to further prepare them for the January and June 2015 English Regents examination administrations. Curriculum within the Beginner, Intermediate, and Advanced ESL courses will focus heavily on preparation for the English Regents, as well as the NYSESLAT exam.</p> <p>4. English teachers will provide tutoring to at-risk students to prepare them for the Comprehensive Regents Exam on Monday and Tuesday afternoons. 2015 cohort students deficient in English credits will be scheduled for an additional English course in the spring term.</p> <p>6. Parent notification regarding student progress towards meeting the graduation requirements will be conducted via an initial parent meeting and through biweekly follow-up notification. This is for all students.</p>		<p>5 Spring 2015</p> <p>6 2014-15</p>	<p>Counselors</p>
<p>Instructional Support Services</p> <p>1. Identified students will attend after school targeted tutoring for Regents preparation.</p> <p>2. Identified students will attend conferences with Assistant Principal and Related Service providers to monitor progress throughout the year.</p> <p>3. ISS staff will implement “Buddy system” in order to establish a system of monitoring at a one-one level. Staff is comprised of Administrator, related service providers and para professionals.</p>	<p>1: ISS students preparing for regents exams</p> <p>2: AP Varga Related Service counselors</p> <p>3: AP Varga All ISS teachers Paras Related Service providers</p>	<p>2014-15</p>	<p>Assistant Principal Varga ISS teachers Parent Coordinator Counselors Paras</p>

<p>Community School and Whole School Program</p> <p>1 The New Visions Graduation tracker will be used to track 2015 cohort students regarding:</p> <ul style="list-style-type: none"> <li>a) Number of student credits</li> <li>b) Status of required Regents exams</li> <li>c) Individual Plan for student graduation success</li> <li>d) attendance in AIS interventions</li> </ul> <p>2 Individual conferences for targeted 2015 cohort students will be held with the Principal</p> <p>3 PM School and Night School will be instituted</p> <p>4 Summer School will be instituted</p> <p>5 IZone classes will be instituted</p>	<p>1: all 2015 Cohort students</p> <p>2 All 2015 cohort students who are slightly off track for graduation</p> <p>3 All students off track for graduation credits</p> <p>4 All students off track for graduation 2015,2016 Cohort students behind in grad. credits</p>	<p>1: Dec 2014 - Aug 2015</p> <p>2 Nov- Dec 2014,</p> <p>3: Jan - June 2015</p> <p>4: July, August 2015</p> <p>5: 2014-15</p>	<p>1 Principal Gannon AP DiDomenico</p> <p>2 Principal Gannon</p> <p>3 Principal Gannon CSD Candella AP DiDomenico AP Greenfield</p> <p>4 Principal Gannon AP DiDomenico AP Varga AP Greenfield Counselors</p> <p>5 Teacher Frustaci Teacher Spaventa AP DiDomenico All Counselors</p>
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School AIDP Funding  
PM School  
Summer School funding  
Mentors for at risk seniors  
Principal time for counseling sessions for yellow slightly off-track seniors  
Parent Coordinator to meet with parents of yellow seniors  
New Visions graduation tracker  
New Visions Regents tracker for 2015 cohort

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 1, 2015 73% of students in cohort 2015 shall indicate a graduation status of yellow or green in the New Visions student graduation tracker.

**Part 6b.** Complete in **February 2015**.

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The needs assessment was carried out through data attained from the School Quality Review, The SLT PASS Review, a review of parent responses on the 2014 school learning environment survey, a review of data from the school’s survey of parents conducted in alignment with the Community School Initiative and informal parent conversations with administration and staff throughout the school year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

**The school shall institute the components of a community school resulting in 50% of our Raider Parents attending at least 3 Parent as Partner events during the 2014-15 school year.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 19. Strategies to increase parent involvement and engagement 20. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Social Studies/IBHET 1. IBHET will sponsor a mixer and other events where parents are invited to join their child. 2. Teachers will nominate students for <i>Student of the Month</i> and <i>Raider of the Month</i> for the respective monthly awards ceremonies which invite parents to the school 3. Parent conferences of students in red status will	Students, Parents	2014-15	AP Pollari counselors SLC teachers Parent Coor. CBO staff CSD Candella

<p>be scheduled. Raider Blasts will occur weekly. A compilation of parental email addresses will be utilized to address communication.</p> <ol style="list-style-type: none"> <li>4. Disciplinary conferences require parental / guidance conferences.</li> <li>5. All teachers shall utilize PupilPath to communicate up-to-date academic information for individual students.</li> </ol>			
<p>English/ESL</p> <ol style="list-style-type: none"> <li>1. The TV Media Arts Academy will hold a mixer for the unveiling of the new logo, as well as give students academic and attendance awards. Parents will be invited as well.</li> <li>2. Parent conferences of students in red status will be scheduled. Raider Blasts will occur weekly. A compilation of parental email addresses will be utilized to address communication.</li> <li>3. Two other <i>Parent as Partner</i> events shall be organized including: <ul style="list-style-type: none"> <li>● 2 student award nights</li> <li>● parent barbecue</li> <li>● parent class on video production</li> </ul> </li> <li>4. A committee for Spanish-speaking parents will be created, and will function along with the PTA in order to create a forum for parents of ELLs to have a stronger role within the community. Port Richmond High School will work alongside El Centro to provide opportunities for parents of ELLs to come to the school for English language training (using Rosetta Stone) as well as hold award ceremonies for their students honoring attendance and academics.</li> <li>5. Teachers will nominate students for <i>Student of the Month</i> and <i>Raider of the Month</i> for the respective monthly awards ceremonies which invite parents to the school</li> </ol>	<p>TV Media Students and Parents; parents of ELLs, Parents of award winning students</p>		<p>AP DiPalma TV teachers Parent Coor. CSD Candella CBO Staff</p>
<p>Mathematics</p> <ol style="list-style-type: none"> <li>1. The Freshman Academy will schedule and host a minimum of three parent events including: <ul style="list-style-type: none"> <li>● Summer Bridge breakfast meetings with principal</li> <li>● Parent-Staff meet and greet</li> <li>● Parent of slightly off track students in March, 2015</li> <li>● Report Card conferences</li> <li>● Spring parent barbecue</li> </ul> </li> <li>2. Freshmen Academy teachers shall utilize PupilPath to communicate up-to-date academic information for individual students</li> </ol>	<p>Ninth Grade Parents, parents of award winning students</p>	<p>2014-15</p>	<p>AP Pryce FA teachers Parent Coor. CSD Candella CBO Staff Parent Coor.</p>



<p><i>the Month</i> and <i>Raider of the Month</i> for the respective monthly awards ceremonies which invite parents to the school</p>	<p>parent os award winning students</p>		
<p>Instructional Support Services</p> <ol style="list-style-type: none"> <li>9. Informational sessions on Autism Spectrum Disorders and resources available to those diagnosed with ASD will be held during the IEP annual review conference.</li> <li>2. For parents of SWD, informational sessions on topics related to rights and services available for special education students will be held on Tuesday afternoons in response to topics discussed at annual review conferences.</li> <li>3. Teachers will nominate students for <i>Student of the Month</i> and <i>Raider of the Month</i> for the respective monthly awards ceremonies which invite parents to the school</li> </ol>	<ol style="list-style-type: none"> <li>1.ISS parents (ASD)</li> <li>2.All swd parents</li> </ol>	<ol style="list-style-type: none"> <li>1.In coordination with IEP annual review</li> <li>2. Tuesday afternoons/Parental outreach</li> </ol>	<ol style="list-style-type: none"> <li>1.AP Varga CSD Candella Parent Coor. Transition Linkage Designee Related Service providers (Counselors, Speech teacher)</li> <li>2.Related service providers Transition Linkage Designee AP Varga</li> </ol>
<p>Community School and Whole School Programs</p> <ol style="list-style-type: none"> <li>1 The principal shall use school messenger to contact parents of all students each sunday night with school information and news</li> <li>2 The principal and AP Guidance shall meet with parents of incoming ninth graders each Wednesday morning for orientation throughout the summer</li> <li>3 Monthly Raider of the Month and Student of the Month Ceremonies will be held (one at night, one in morning) to celebrate students and bring parents to school</li> <li>4 Parents will be invited to participate in Community School Activities designed to meet parent needs such as parent classes, parent workshops and parent-child activities.</li> </ol>	<ol style="list-style-type: none"> <li>1 All students</li> <li>2 Incoming 9th grade students</li> <li>3 Selected students</li> <li>4 All students</li> </ol>	<ol style="list-style-type: none"> <li>Each sunday night and other selected evenings during the school year</li> <li>2 July and August, 2014 and 2015</li> <li>Sept- June</li> <li>Jan-June 2015</li> </ol>	<ol style="list-style-type: none"> <li>Principal Gannon</li> <li>Principal Gannon AP DiDomenico PC DiAngelo CSD Candella</li> <li>3Principal Gannon AP DiDomenico PC DiAngelo</li> <li>4 CSD Candella Principal Gannon PC DiAngelo</li> </ol>

5 The Parent Coordinator shall conduct twice weekly parent workshops pertaining to topics identified in parent surveys: PupilPath, drug abuse support, employment support, parenting a teenager, etc.	5 Parents of all students	Jan-June 2015	5 PC DiAngelo CSD Candella
6 Each SLC shall offer a minimum of three SLC events which invite all SLC parents to the school for the celebration	6 Parents of all students	Sept-June	6 SLC APs PC DiAngelo CSD Candella
7 Principal and PC shall host parents for Mid Year Awards celebration for : Outstanding Student Attendance Merit Roll Honor Roll Outstanding Student Community Service	7 Parents of selected students	February 2015	7 Principal Gannon PC DiAngelo AP DiDomenico CSD Candella
8 The Principal shall host an evening for Parents with the inspiring Anti-Bullying message of John Halligan  Community School The SIUH Student Wellness Center shall provide parents with the opportunity to meet social workers and medical staff to address the physical and emotional needs of students	8 all parents	Dec. 2014	Principal gannon AP Pryce  CSD Candella SIUH staff Parent Coordinator
	All parents	Feb-June 2015	

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School AIDP Funding  
NYCID funding and staff  
Childrens Aid Society expertise  
New Visions tracking systems for Community Schools  
CBO staff  
COSA  
Parent Coordinator  
Assistant Principals

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 1, 2015 400 students will be enrolled in the Student Wellness Center/SIUH health program, parent surveys on community schools will have been completed by 250 parents and 50% of our parents will have attended at least two *Parent as Partner* events.

**Part 6b. Complete in February 2015.**

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

**Section 6: 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Report card grades, Regents grades, attendance, state and teacher assessments	Report card grades, Regents grades, attendance, state and teacher assessments	One to one tutoring, small group instruction, reduced class size, peer tutoring, additional regents prep class	During student lunch periods throughout the day, 0 period and extended day, pds. 9 and 10.
<b>Mathematics</b>	Report card grades, Regents grades, attendance, state and teacher assessments,	Literacy based strategies incorporated into Math lessons, double period Math classes for level 1 and 2 students, assistance in credit bearing classes, regents prep classes and tutoring to provide academic support, AIDP program, OST, to provide homework help and tutoring. Aleks.	One to one tutoring, small group instruction, reduced class size, peer tutoring, additional regents prep class	During student lunch periods throughout the day, 0 period and extended day pds. 9 and 10.
<b>Science</b>	Report card grades, Regents grades, attendance, teacher assessments	Additional lab activities offered in all Regents ending courses with focus on Living Env and Earth science, peer tutoring, Make up lab opportunities	One to one tutoring, small group instruction, peer tutoring, additional regents prep class	During student lunch periods throughout the day, 0 period and extended day pds. 9 and 10.
<b>Social Studies</b>	Report card grades, Regents grades, attendance, teacher assessments	Assistance in credit bearing classes, regents prep classes and tutoring to provide academic support, AIDP program, OST, to	One to one tutoring, small group instruction, peer tutoring, additional regents prep class	During student lunch periods throughout the day, 0 period and extended day pds. 9 and 10.

		<p>provide homework help and tutoring.</p> <p>Junior Achievement High School Heroes will support instruction in Economics classes.</p> <p>Wagner College partnership to support Participation in Government.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance referrals, Pupil Personnel Team referrals, parent request</p>	<p>One on one counseling</p> <p>Group counseling</p> <p>Classroom presentations on guidance related topics</p>	<p>One to one group</p>	<p>Scheduled worked out on an individual basis, presentations made during the day</p>

## Section 7: Title I Program Information

**Directions:**

- a) All schools must indicate their Title I status in Part 1
- b) All elements of the *All Title I Schools* section must be completed in Part 2
- c) All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- d) All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- e) If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- f) For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**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.

The school has close partnerships with the three Staten Island colleges to support teachers in attaining a Masters Degree in Education. Our status as a Title I school supports our staff in acquiring funding to support their acquisition of a Masters Degree. Specifically our partnership with Wagner College helps us to recruit their teachers as many Wagner College Education students spend time here as observers and student teachers. Teachers rarely look to transfer to another school so retention of effective teachers is not an issue. New Visions conducts large job fairs in the spring and they have an aggressive approach to recruiting prospective teachers that provide schools with ample candidates.

**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).

Our staff receives quality professional development each Monday afternoon through a full menu of professional development options. New teachers work closely with the principal and supervisors to ensure that their first months of teaching are supported through observations and regular communication. The Talent Coach and supervisors work with a select group of teachers (who teach Regents ending classes) to develop instructional strategies and practices effective for our students preparing for Regents exams. Professional Development for all teachers is grounded in the Danielson Framework for Teaching focusing on Lesson Planning (Clear Instructional Objectives, Multiple Entry Points, Assessment), Engagement (Meaningful Peer-to-Peer Interactions and Resource) and Assessment (Formative and Summative). PD is also focusing on expanding our use of technology in the classroom and with students through blended and online learning .

**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.

School Leadership Team discusses the issue of assessments at meetings with teacher representation. New Visions supports the school with professional development on the best practices in using assessment results and data to improve instruction and student achievement. Academic departments plan school based assessments and discuss best practices on choosing and using assessments to inform 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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			
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	\$737,692	X	13, 14, 15, 16, 19, 20, 21, 22, 25, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 40, 41
Title II, Part A	Federal			
Title III, Part A	Federal	\$0 (Our Title III is not a SWP)		
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$8,717,321	X	13, 14, 15, 16, 19, 20, 21, 22, 25, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 40, 41

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 8: 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 CEP 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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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.

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1826</b>	Total number of ELLs	<b>102</b>	ELLs as share of total student population (%)	<b>5.59%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									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										0
Dual Language										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	46		1	24		10	32	1	20	102
<b>Total</b>	<b>46</b>	<b>0</b>	<b>1</b>	<b>24</b>	<b>0</b>	<b>10</b>	<b>32</b>	<b>1</b>	<b>20</b>	<b>102</b>

Number of ELLs who have an alternate placement paraprofessional: 2

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

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

Dual Language (ELLs/EPs)										
9-12										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										17	7	2		26
Intermediate(I)										11	6	5	6	28
Advanced (A)										24	13	2	9	48
Total	<b>0</b>	<b>52</b>	<b>26</b>	<b>9</b>	<b>15</b>	<b>102</b>								

**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**

	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	51		7	
Integrated Algebra	51		9	
Geometry	15		3	
Algebra 2/Trigonometry	3		1	
Math _____				
Biology				
Chemistry				
Earth Science	30		4	
Living Environment	44		7	
Physics	2		1	
Global History and Geography	36		10	
US History and Government	30		14	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We have begun to use Achieve 3000 as a tool to assess the literacy skills of our ELLs. The program's built in level-set test provides an immediate and accurate assessment of each student's reading abilities, with a breakdown of specific literacy skills, i.e. reading comprehension, vocabulary, identifying the main idea etc. This program is also very helpful for identifying needs of SIFE students.

Since the data is available online it is easily shared among ESL and ELA teachers and provides a basis for discussions with other content area teachers so that instruction can be tailored to meet the needs of students who are striving to perform at grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
A cursory assessment of the results of the 2013 NYSESLAT, showed that the greatest number of ELLs showed evidence of scoring at the intermediate level of proficiency. The next largest group was advanced. An analysis of the modalities on the NYSESLAT shows that more ninth ELLs scored proficient in listening/speaking than any of the other grades. The data shows that in no grade are ELLs reaching the proficient level in reading and writing on the NYSESLAT. The data identified needs for ELLs in the following instructional areas: literacy for all ELL students. These students will also be identified for Academic Intervention services that will include, reading skills, writing skills, listening skills, note taking skills, and vocabulary skills. Instructional strategies that have contributed to overall improved student achievement in English include interactive learning experiences, read aloud, shared reading, guided reading, literature circles, mini-lessons, cooperative learning, differentiated instruction, bridging, accountable talk, daily writing experiences, vocabulary building, and teacher modeling. All will be continued. The additional implementation of the Hochman writing program will be monitored for results.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Although specifics are not yet available, what we have been able to determine regarding patterns across NYSESLAT modalities continues to show reading comprehension and writing skills to be lacking for our ELLs. In order to provide assistance in these areas, we will continue to utilize Achieve 3000. Port Richmond has also adopted the Hochman Writing program school-wide. This ensures that ELLs will receive explicit writing instruction in their ESL classes as well as in all content-area classes. In addition to the NYSESLAT results many ELLs have expressed their inability to understand teachers during classroom instruction, which is an indication that listening in English is a challenge for them as well. To assist in developing stronger listening skills, opportunities for listening to native English speakers via in-school broadcasts of Good Morning Port Richmond, and other film clips are provided in many classes.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A study of results on the Regents examinations in ELA, Mathematics, Global History, American History and Science indicates a steady upward trend in the passing percentages for ELLs. This data indicates that the majority of PRHS ELLs opt to complete their Regents examinations in English. Those who opt to take them in the native language seem to pass more often. The ELL Periodic Assessments are showing that our students continue to struggle with vocabulary and numeracy. They show gaps in their knowledge, regardless of whether or not they are SIFE students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#)).  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
In response to the need for support in students' native languages, we have begun to supply content area teachers with materials in various languages. In addition we are implementing a peer-tutoring program which will allow students to be tutored by bilingual students who speak their language. We also offer a bi-lingual Global History class to help our Spanish speaking ELLs make progress in this subject. We continue to maintain and add to a rich Native Language literary library, which contains many of the titles that are taught in our ELA classes in the languages of our ELLs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In order to evaluate how well our programs are helping our ELLs make progress, we look at our Annual Yearly Progress and monitor regent's results as well as credit accumulation and graduation rates.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a newcomer to the New York City school system enters Port Richmond High School, their parent/guardian completes the Home Language Identification Survey after being interviewed informally by one of a team of trained pedagogues. Surveys are available in English and the other DOE supported languages. Other oral language support includes the DOE telephone translation unit and teacher volunteers who speak other languages. If it is determined that the student is eligible for ESL, the family then attends an orientation session at which they view the ESL DVD that describes the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). They also find out information about the Port Richmond ESL program and complete the Parent Selection Form. The parent coordinator then directs them to one of a team of pedagogues who have been trained for further informal student interviewing. The ESL guidance counselor/social worker will also meet with the student prior to completing their program. Placement in ESL classes is determined by the score a student receives on the New York LAB-R placement test administered within ten days by the ESL coordinator. Students who test out on the LAB-R are not eligible for ESL classes and are programmed for mainstream classes. Students who score at Beginner, Intermediate or Advanced on the LAB-R are placed in our ESL program and are given a full student program. Students advance in or exit from the ESL program based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered each spring in accordance with the guidelines outlined in the NYSESLAT Test Administrator's Manual.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
When a family enters Port Richmond High School for the first time and has been interviewed informally, the parent orientation meeting takes place on the same day. The family views the DOE video in their native language, if available, concerning three program choices for their child. A trained pedagogue answers any questions. If the parent chooses a program that we do not offer, we explain that we will keep track of their request and monitor other similar parent requests so that we can continue to meet the wishes of the parents. If the parent is not present or able to remain for the parent orientation meeting, we follow up within 24 hours with outreach by U.S. mail and by telephone in order to invite them to the school
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Every ELL parent/guardian whose student was in the ESL program the previous year receives a continued entitlement letter at the beginning of the new fall term. Letters are mailed directly to the student's home of record in English and the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the LAB-R; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. The Parent Survey and Selection forms are completed in the school during intake.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Students are placed in the ESL instructional program based on the cutoff scores from the LAB-R or NYSESLAT examinations. The scores indicate the level of proficiency: Beginner, Intermediate or Advanced ESL. The ESL guidance counselor, ESL coordinator, ESL assistant principal, and the assistant principal of Guidance collaborate when needed on the placement. Parents are involved in these conversations either in person or by telephone. Native language support is offered to the parents. We closely monitor Parent Selection Forms to be sure we are aligning our program selection with the wishes of ELL parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered in its entirety for all students as follows: beginning with the speaking portion of the test, ESL teachers have their classes covered so that they are able to administer the test to the students who are not directly taught by them. The listening, reading and writing sections of the test are scheduled over three consecutive days, for four periods each day. Students who are absent are able to make up the portions they miss upon their return to school.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①  
A review of the data shows that of 37 parents whose children entered Port Richmond in the past few years, (after seeing the information video regarding programs offered by the city), 26 selected an ESL program, 6 selected a bi-lingual program and 5 selected a dual language program. Based on these numbers we are offering the program of choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Two certified ESL teachers service the ESL program. All beginners receive 129 minutes (three 43-minute class periods) of daily English/Language Arts instruction, for a total of 645 minutes per week. Classes consist of a double-period literacy block and a single period in which cultural awareness, skills and grammar are emphasized. Intermediate level students receive 86 minutes (two 43-minute class periods) of ESL instruction daily, for a total of 430 minutes per week. There is one period of balanced literacy instruction in which the four modalities of writing, speaking, listening and reading are emphasized. The second period emphasizes skills, grammar and vocabulary building. Advanced level students receive 43 minutes of ESL and 43 minutes English/Language Arts instruction a day. The English Language Arts instruction is delivered through a grade-appropriate mainstream English course, which meets 43 minutes a day, five days a week. There are two levels within the Advanced group, with one group focusing on

skills that will assist them in transitioning to the mainstream. All ESL courses address the National and New York State English as a Second Language Learning Standards. Native Language Arts instruction is supported through translated materials, dual-language materials, a new native language library in the classroom and a circulating native language library for both parents and students in the PRHS School Library.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

We evaluate the ELLs' native language skills intermittently throughout the year using native language literature as a way to determine whether or not key ideas and themes are able to be communicated in English as well as in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL classes are utilizing programs and texts that are specifically designed for ELLs. English 3D is being used in the Advanced classes provides lessons and activities that address all four modalities while emphasizing academic vocabulary and rigor. At the beginning and intermediate levels Milestones texts are being used. These texts also provide opportunities for all skills to be developed. In addition Common Core aligned tasks are being assigned which require the use of all four modalities.:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

participate in the many student-centered activities at Port Richmond, such as sports, SING, school play, band, service organizations, student government, or newspaper. High school graduation, credit accumulation and college readiness are stressed through the classroom teachers, ESL coordinator and assistant principal, and guidance counselor.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

In order to allow ELL-SWDs to achieve their IEP goals and attain English proficiency in the least restrictive environment, these students are programmed in general education ESL classes. This allows them to gain confidence in order to function in a more mainstream environment while having the benefits of some of the same structures that may exist in their self-contained classes.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

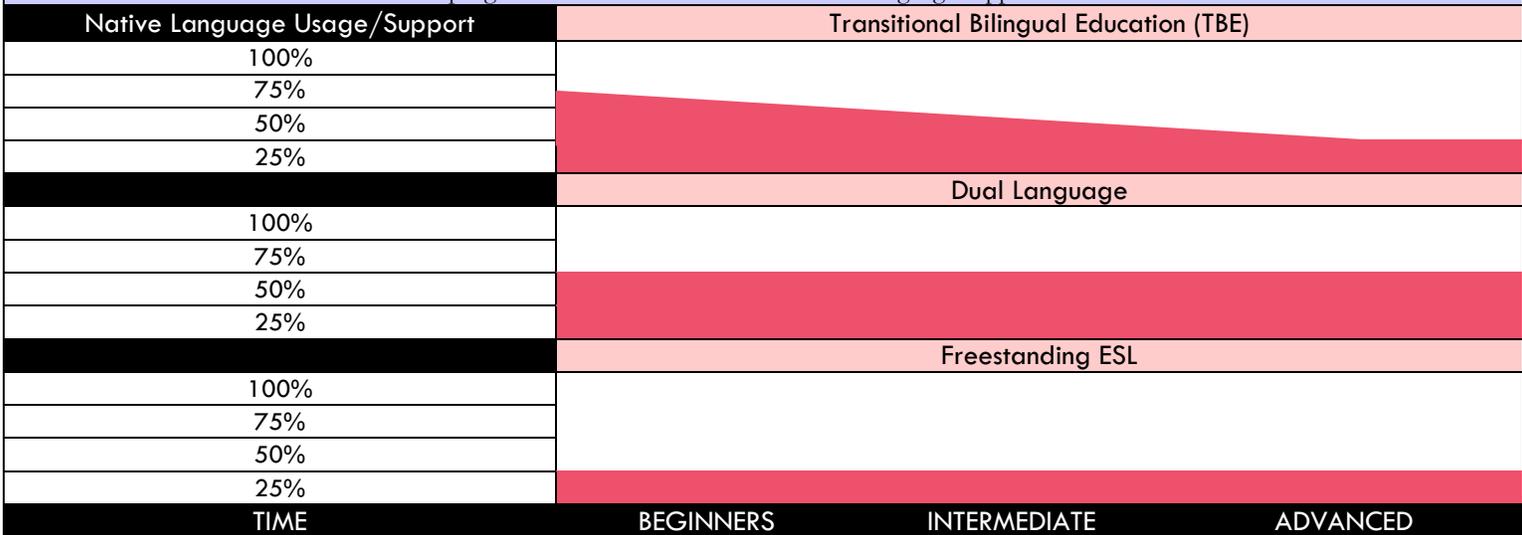
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

ELLs have equal access to all school programs. They have the opportunity to enroll in any of our Small Learning Communities: Business Entrepreneurship, Culinary Arts, Gateway Honors, JROTC, Academy for Careers in Education and Public Service, Med Tech Academy and the Television and Media Arts Academy. All students, including ELLs, are eligible to participate in sports, musical, dramatic, and other club activities that take place after school or on Saturdays. Notices and backpacked, school-specific communiqué's are simultaneously provided in English and in the most frequent Department of Education supported languages. The ESL office, a place that ELLs call their "home", also provides information in supported languages. ELLs are strongly encouraged to participate in specially designed after school programs such as the 'ELL Film Critic Club', which affords them the opportunity to learn about American as well as other cultures through film. Students are then encouraged to analyze the films, discuss them and critique them, which helps them to hone their English language skills. Good Morning Port Richmond, our weekly news show, features

interviews and stories about teams, auditions for student theater productions, fund raising events, blood drives, our annual 5K walk and other school events. This has been extremely helpful for ELLs, since it provides faces to go with names of people they need to see in order to sign up for various school activities. ELLs are members of SING, the cheerleading, football, basketball, volleyball, tennis, and soccer teams. ELLs are also members of the classes that work on Good Morning Port Richmond, so they have the opportunity to be involved in the production of the show. ELLs are welcomed to attend general after-school and/or Saturday targeted Regents preparation in Math and English, SES Math and English skills tutoring (if eligible). They are also offered specific after-school and/or supplemental ESL English tutoring and after-school cultural awareness and supplemental guidance counseling sessions.

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

**School DBN: 31R445**

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

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

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

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

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

Cluster: **5** Network: **563**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 98
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: 4  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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: Port Richmond currently has 98 ELLs, in grades 9-12 who are receiving English Language instruction via our free-standing ESL program, as supported by parent choice forms completed upon admission and subsequent parent response to continued entitlement letters. There are two NYS licensed ESL teachers providing these services. In order to supplement instruction for our ELLs based on an analysis of a variety of data including: NYSESLAT and Regents scores, student background information and teacher input, and in accord with the provisions of Title III, we have outlined the following for the 2014/15 school year.

- Content area tutoring: Tutoring in Social Studies and Science will be provided after school, for one day per week, to be facilitated by a content area teacher and an ESL teacher. Based on ELL student performance there is a tremendous need to provide extra assistance in these subjects, due to the increased rigor in reading and writing requirements, as a result of Common Core implementation. For the two weeks preceding state exams tutoring hours may be increased to meet demands. We will strongly recommend this program to students who are under performing in these areas and expect approximately 30 – 40 student participants.
- Native Language Arts (Spanish) – In order to offer support to the approximately 70% of Spanish speakers in our program, we will offer a Native Language Arts literature course, which will meet after school for one or two days a week and be taught by a licensed, foreign language teacher. It is our intent to maintain and strengthen the students’ native language skills in reading and interpreting literature with a view to transferring those skills to English language skills in an effort to empower students during classes and at exam time. It is estimated that 15 -20 students will attend this program.
- Afterschool ELL Enrichment Program – The ELL Enrichment program has been a great success at Port Richmond. Some of its goals are to raise student expectations and to encourage them to set personal goals for high achievement. The program includes cultural awareness components through trips to museums and local colleges such as the College of Staten Island and Wagner College, with whom Port Richmond has partnerships. The program also seeks to increase cultural and civic awareness through exposure to and participation in the production of television news programs and newspapers. By learning to process information from varied media sources, students will be better prepared to acquire English vocabulary and idioms and to meet standards on Regents examinations such as ELA,

### Part B: Direct Instruction Supplemental Program Information

Global and American History. The after-school program meets for two-hours and 6 two-hour Saturday sessions prior to the January and June Regents weeks. Approximately 25 students are expected to attend each session. The program will run from November-June. The target groups are: long-term ELLs in grades 9-12 who have not demonstrated significant progress on the NYSESLAT; older ELL's, newcomers and SIFE students who may be reading at preliterate levels; Cohort 2013 ELLs who have not passed required Regents exams; and Cohorts 2014 and 2015 ELLs who are scheduled to take the ELA Regents exam this year. The language of instruction is English with native language support. The Title III teaching staff is one licensed ESL teacher and licensed content area teachers who will be team-teaching with the ESL teacher. The ESL assistant principal or another administrator will provide administrative building supervision during the program when there is no other supervision in the building. The program will begin in November, and as of now there are no other listed programs in the building, so a supervisor will be funded by Title III.

- To deliver more effective instruction that will improve academic results for our ELLs, the materials for this program include IPADS, flip cameras, video equipment, Milestones textbooks, Achieve 3000, a web-based reading program, LightSail, an iPad based literature program, computer equipment, Regents and NYSESLAT preparation books.. Many of these materials are provided at no additional cost to the Title III program.

### Part C: Professional Development

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

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

Begin description here:

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

- The Title III Professional Development program will include in-house workshops dealing with ESL methodologies, inter-visitations between ESL and General Education teachers, and common-time conferences to identify and discuss the needs of ELLs in order to increase their achievement on state assessment exams, credit accumulation and graduation rate. Title III funding will also pay for substitutes to allow staff to attend professional development sessions within and outside of the building.
- Workshops on ESL methodologies and strategies across the curriculum will be offered to ESL and content teachers through in-house quarterly professional development sessions. ESL teachers and content area teachers will be assisted in utilizing the information provided by the DELs, including newly

**Part C: Professional Development**

posted Units for teaching ELLs, so that they can begin to develop lessons that are differentiated for ELLs.

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

**Part D: Parental Engagement Activities**

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: With an increase of ELLs who are new to the country, the need to disseminate information to their parents is critical. Therefore, parent workshops will be conducted more frequently to cover a variety of topics and reach as many parents as possible. We will schedule an event for parents once every marking period. We will offer opportunities for parents to become more familiar with Skedula as well as outline expectations for their children related to high school responsibilities. We will also offer information about college and scholarship opportunities that are available for their children. Additionally, several parents have expressed interest in learning English. To accommodate this request we will purchase additional licenses of Rosetta Stone for parental use. The Title III program will fund the cost of the workshops, parent outreach and refreshments for the meetings.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services	_____	_____

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