



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

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

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: Richmond Hill High School School Number (DBN): 27Q475
Grades Served: 9-12
School Address: 89-30 114 Street Richmond Hill NY
Phone Number: 718 846 3335 Fax: 718 847 0980
School Contact Person: Robert Schwarz Email Address: Rschwar17@schools.nyc.gov
Principal: Neil Ganesh
UFT Chapter Leader: Charles Dibenedetto
Leighton Rose
Parents' Association President: Craig Sanders
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Shalini Doodnauth, Holly Nahar

CBO Representative: Edgar LaLuz Torres

District Information

District: 27 Superintendent: Michael Alcott
Superintendent's Office Address: 2 Metrotech Center, 3rd Floor, Brooklyn, NY 11201
Superintendent's Email Address: MAlcott@schools.nyc.gov
Phone Number: (718) 935-3074 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 718 281- 3259 Fax: 718 281-3509

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Neil Ganesh	*Principal or Designee	
	Charles DiBenedetto	*UFT Chapter Leader or Designee	
	Leighton Rose	*PA/PTA President or Designated Co-President	
	Valerie Croce	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Edgar LaLuz Torres (SAYA)	Community School Director (staff)	
	Shalini Doodnauth	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Holly Nahar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Allison Jeffrey	Staff/Parent/Other Contributor	
	Shelli Ann Williams	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Renita Grimes	Staff/Parent/Other Contributor	
	August Levy Kelly	Staff/Parent/Other Contributor	
	Lawrence Kelly	Staff/Parent/Other Contributor	
	WendyAnn McQuire	Staff/Parent/Other Contributor	
	Christine Peterson	Staff/Parent/Other Contributor	
	Vishnu Mahadeo	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

1. School Community

MISSION STATEMENT:

Our mission is to produce young adults who are happy, well-adjusted and academically prepared to face the challenges of the future and to contribute significantly to societal progress. The highlight of our strong instructional program is our interdisciplinary approach to teaching English, Social Studies, Math and Science within a guidance-oriented house structure as it encourages success in all students. The school's slogan, "Diversity is our strength," is derived from our multicultural population and promotes a learning environment based on self-discipline and mutual respect for all. It is our goal to have every student develop a curiosity for continued learning throughout life.

Richmond Hill High School is a Small Learning Community school; they allow us to personalize instruction for our diverse population. The small learning communities at Richmond Hill High School are as follows; Business and Finance Academy, Engineering and Design Academy, Forensics and Health Sciences Academy, International Academy, Law Academy and the Ninth Grade Academy. All incoming freshmen enter the Ninth Grade Academy where they take core courses with the goal of earning ten or more credits and three Regents exams. The Ninth Grade Academy is premised on the idea that success in the Ninth Grade equates to success in graduating from High School. Incoming English as a New Language students enter the International Academy where they receive ENL instruction and if requested, Bilingual instruction in Spanish. Ninth Graders choose an Academy for grades ten through twelve at the end of the ninth grade. Our Forensics and Health Sciences and Business and Finance Academies are partnered with the National Academy Foundation who provides numerous supports including curriculum, partnerships and internships. The goal of each Academy is for our students to become college and career ready as well as life-long learners.

Richmond Hill High School's community is best reflected in our slogan, "Diversity is our strength." Our school's population is 48% Hispanic, 14% Black, 5% White, 3% American Indian and 1% other. Within each of these designations are numerous subgroups from a myriad of countries. Richmond Hill High School's community prides itself on being diverse and continuously strives to make sure all stakeholders are equally represented.

Our Ninth Grade Academy has been an area of strength for many years that has resulted in 74% of our ninth grade students earning ten or more credits. An ongoing challenge is replicating the results of the Ninth Grade Academy in grades 10-12; only 64% of students in the tenth grade earned enough credits to be promoted to the eleventh grade. This has had an impact on our graduation rate.

Richmond Hill High School has made tremendous growth in its attendance over the previous year going from a 79.64% daily attendance rate in 2012-2013 to 83.35% in 2013-2014. We are focused on improving our graduation rate this year. Our main mechanism for improving the graduation rate will involve the implementation of our High School Academic Initiative action plan that will result in the development of "academic tasks that emphasize cognitive engagement and higher order thinking skills for all students."

2. How Students Learn Best

There is a common belief among the Richmond Hill High School community that students learn best when there is an authentic environment of respect and rapport between student and teacher and between students, the lesson is student centered, teachers engage in frequent checks for understanding and students are cognitively challenged in the lesson.

Teacher pedagogy at Richmond Hill High School is driven by adherence to the Danielson 2013 Rubric and the implementation of our school's instructional focus that states;

- If teachers model close reading and research strategies in order to enable students to develop and communicate evidence based claims then all students will be cognitively engaged in tasks that promote higher thinking skills.

Our instructional focus is our Common Core based enacted curriculum and aligns with Danielson Rubric components 3b, 3c and 3d. Our instructional focus is implemented in our classrooms through the use of our school-wide writing project that stresses both our teacher’s ability to embed the Common Core Learning Standards instructional shifts into their lessons and students intellectual engagement with the lesson.

3. Special Populations

21% of our population are English as a New Language students and 16% of our population have an Individual Educational Plan. In addition, we have numerous students who are both English as a New Language and have an Individualized Education Plan. These populations have very specific needs with language acquisition, literacy and social-emotional development.

4. Successes and Challenges

One of the successes this year was the professional teacher collaborations that have taken place. Richmond Hill High School adheres to a distributed leadership model that creates a broad horizontal leadership structure which is an integral part of the decision making process. Currently, we have numerous teacher teams operating including;

- Departmental curriculum development teacher teams that develop curriculum maps, unit plans and lesson plans.
- Common Planning Teams that analyze student work using tuning protocols
- Departmental common assessment teams that act as point people between the Data Driven Classroom coordinator and the departmental AP supervisor.
- Writing is Thinking Strategic Inquiry (WITSI) teams that work with the Renewal team
- Office of Student Progress teacher team that is responsible for programming, data analysis, assessment administration and leads Small Learning Community (SLC) directors. The Office of Student Progress teacher team acts as the bridge between the organizational systems and instructional systems and allows for clear communication to occur between the structures. The programmers work with the departmental Assistant Principal's to implement instructional programs of study aligned to Richmond Hill High Schools primary goal of promoting college and career readiness. The programmers in turn collaborate with the assessment coordinator and data specialist to determine who is and isn't college ready according to their academic data. This information is turn-keyed to the SLC director who meets with SLC teacher teams and shares student information.

Richmond Hill High School has struggled the most with improving rigorous instruction. The creation of an instructional focus with the HSAI team assisted with making sure there was pedagogical alignment with the Common Core Learning Standards. Unfortunately, there was a lack of consistency in instructional practice across the school. Creating multiple entry points for our diverse learners was the biggest area in need of improvement.

5.Strong Partnerships

Currently we have several strong Community based Organization (CBO) partnerships-

SAYA! – South Asian Youth Action group, a non-profit partner provided both academic and social emotional support to students. They had staff in the building full-time that provided drop in support to students of all cultural backgrounds. After school programs included dance, photography, SAT prep and academic tutoring. SAYA also provided a much-needed cultural connection for the large Southeast Asian population in our school, resulting in a more inclusive school environment. In addition, SAYA played a significant role in diffusing potential conflict by providing social/emotional support and mediation to students.

SASF – Sports and Arts in Schools Foundation proved critical in increasing the college bound culture at RHHS. Their staff assisted the college office in working with students as they completed applications and financial aid forms. After school programs provided SAT prep and college workshops for students. Their influence, alongside the dedicated college office staff, resulted in student scholarships that nearly quadrupled this past year.

6.Expanded Learning Time

In the past, extended learning activities were plagued by low attendance. This year we changed how we approached that. Saturday school was traditionally offered to students who were already behind and it was stigmatized that way. This year we offered courses such as photoshop and History Through Film as well as a writing intensive course, resulting in making Saturday school a place that students wanted to be and increasing attendance. Not only did we get students who wanted enrichment to attend but also by changing the story of Saturday school we were able to hit those students

who really needed those extra credits to reach grade level. We were more thoughtful in planning after school programs. Since we are a multiple schedule school we structured some of our programs that way as well. Students no longer wait for 10th period for tutoring to start; we offered it 9th period. As an added incentive we contracted with School Food to provide breakfast for students attending Saturday school and supper for students who stayed for any of the afternoon programs. There are still pockets of students, however, who were unable to attend Saturday or after school. To counter this we added lunchtime tutoring. In April we began offering AM Academy for 9th grade students. For the months of April and May we targeted students who were currently failing classes. They were able to attend AM tutoring to prevent failure of their courses by completing additional work that was given to their classroom teachers. During the month of June the focus of this program shifted towards Regents prep tutoring. Separate Special Education teachers were added to create a separate boot camp for students with IEPs. Adding these elements resulted in expanding Regents Prep as it became a safe space for students who needed a little more assistance. Similar systems were put in place for ELL students using funding from Title 3 grants. By meeting students where they needed help we were able to provide quality instruction in ELT that was both engaging and academically sound and resulted in improved pass rates in content area classes .

Below is a synopsis of our Extended Learning Time (ELT) program:

- o Monday – Thursday 2:45 – 5:00

- o To date, 40 students have accumulated credit towards graduation

- Saturday Academy

- o Saturdays 9-12

- o Provides students with enrichment courses, such as writing and Graphic Arts, that are not offered during the traditional day.

- PM School

- o Monday – Thursday, 3:45 -5:00

- o Provides students the opportunity to take classes previously failed

- o 31 students received credit term 1

- Morning tutoring

- o 30 students attend am tutoring to prepare for the June 2nd Algebra exam

- Ninth Grade Academy (NGA) boot camp

- o Targeted intervention offered to students currently failing their content area classes to make up missing class work

- o After school, hours vary by content area

- Lunch time tutoring

- o Targeted tutoring for students taking January Regents exams

- o Scores saw significant growth over last January in 4 content areas

- SAT prep – provided by Ivy Key
- SAYA – SAT prep, leadership skills, photography, dance classes
- SASF – college workshops and application assistance
- College Now – Dual enrollment courses provided by York College

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Areas of Celebration as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ol style="list-style-type: none"> WITSI aligned curriculum is being taught in numerous content classrooms in the NGA including ELA, Science, math and Social Studies. Teacher teams using HSAI inquiry protocols are effectively analyzing student work and modifying curriculum and lesson plans based upon student data. Common assessments are being administered in ELA, Science, Math and Social Studies departments with the intent of modifying daily lesson planning and long term curriculum design. <p>Areas of Focus as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ol style="list-style-type: none"> Curriculum in all departments especially ELA and Mathematics, needs to be horizontally and vertically aligned to the NY State Learning Standards and Common Core Learning Standards according to the AIR co-interpretation data. Lesson and unit plans need to be aligned to both Danielson’s component 1E and curriculum mentioned in above bullet according to the HSAI formative Quality Review and Self-Assessment. Rigorous Academic tasks that include multiple entry points for ENL’s and Instructional Support Services (ISS) students needs to be developed. Student centered instruction 		

that is driven by the belief that students learn best when there is the opportunity for student to student dialogue and frequent formative assessments during the lesson according to the 2014-2015 Quality Review.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Richmond Hill has been actively aligning school based curriculum with the Common Core Learning Standards over the last 3 years. One of the areas in need of improvement identified from our 2013-2014 Quality Review report stated; Continue to develop vertical and horizontal curricular alignment to Common Core Standards so that all learners are consistently engaged in rigorous tasks that foster critical-thinking, thus promoting post-secondary readiness. (1.1) We have created an action plan based upon both our external reviews and internal needs assessment meetings. Richmond Hill High School's School Improvement Grant (SIG) Goal, Development of CCLS based comprehensive curricula in all courses that are aligned to Danielson's framework for Teaching was developed with the intention of addressing the gaps in our Common Core aligned curriculum. Using SIG funding, Richmond Hill High School has partnered with Rebecca Stillwell, a professional consultant using SIG funding to develop and implement an action plan whose goals would be the creation of curriculum maps, unit plans and lesson plans aligned to both NY State Learning Standards and Common Core State Standards. Ms. Stillwell collaborated with the cabinet to create a common unit plan template that assisted in implementing uniformity across the content areas and embedding principles of the school wide Writing Project. As the school year winds down, all departments are on track for meeting their goal of having curriculum in place as well as setting up a plan for the 2015-2016 school year. Curriculum used by Richmond Hill High School has been developed by the Assistant Principals and teachers aligned to both the Common Core State Standards and the New York State Testing Program. All curricula are assessed according to the standards set forth in the Tri-State Rubric that has been developed by Partnership of Assessment for Readiness of College and Careers (PARCC). The rubric is used as a jurying tool to maintain strict adherence to both the New York State Learning Standards and Common Core State Standards. Richmond Hill High School is an SLC school with 6 separate academies; 2 of the academies are NAF affiliated and follow their prescribed, career-oriented program of study. In addition, RHHS offers AP courses in Mathematics, English Language Arts (ELA), Science, Social Studies and Spanish.

2. All students will have a nine period day for our expanded learning day model. Many of the courses will include College Now and AP in addition to mandatory course work.

3. There is a common belief among the RHHS community that students learn best when there is an authentic environment of respect and rapport between student and teacher and between students, the lesson is student centered, teachers engage in frequent checks for understanding and students are cognitively challenged in the lesson.

4. All curriculum has been revised to allow for multiple entry points for both ISS and ENL's.

5. The use of Danielson's Framework for Teaching will be used as the anchor to maintain consistency across the school.

6. Each department has created a common assessment calendar for the school year. Each assessment is aligned to a particular course's curriculum and its corresponding New York State Learning and Common Core Standards. The common assessments are created in teacher teams and quality controlled by the assistant principal of the department. The departmental point person works with the DDC coordinator to create student bubble sheets for each common

assessment and assists with the scanning of the bubble sheets into the DDC platform. This centralized process has accelerated the time frame from assessment administration to analysis. Assessment data is then analyzed by teacher teams during departmental meetings. Richmond Hill High school has systematized the process of analyzing data and making adjustments to curriculum by using a standardized assessment analysis template that identifies trends being department specific and teacher specific. Results are used to

- Modify individual teacher instruction
- Determine best practices based upon analysis across departments
- Modify departmental curriculum

The teacher teams working on curriculum development use the data to crosswalk assessment results with unit planning. The ability to spot student assessment trends allows for modification to instruction. The teacher teams also build in checks for understanding into unit plans based upon the common assessment data thereby bridging school wide and departmental wide as well as summative and formative assessment data with instructional practices.

8.A 2% increase will be gained in college readiness in English and Math by year two.

9.A 3% increase will be gain in our graduation rate.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By August 2016, Richmond Hill High School with the support of the DSR and Renewal team will increase the Regents Completion rate Renewal benchmark from 40.4% to 44.1% by implementing rigorous CCLS curricula and WITSI based academic tasks in each of the grade level academies thereby fostering high cognitive engagement for all learners.

Part 4 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
Teacher team and PD team development:	NGA & TGA teachers, ICT teachers,	July 2015-August 2016	HSAI team, GoldMansour & Rutherford,

<p>The current NGA WITSI inquiry cycle will be expanded to include the TGA next year and all grade levels during year 2. Additionally, GoldMansour & Rutherford will work with ICT teacher teams to improve instruction and communication. They will provide full day professional development sessions, building a rapport of trust and expertise between the ICT teacher teams which resulted in improved instruction for ICT students</p>	<p>administrative supervisors</p>		
<p>Curriculum management plan:</p> <p>The further development and alignment of unit plans and academic tasks will begin with the completion of syllabi for each course. The syllabi will align with course curriculum and creation of rigorous academic tasks and lesson plans. Common assessments will be developed in conjunction of the curriculum and will be used to judge the effectiveness of the curriculum. This continuum and cycle will continue throughout the school year.</p>	<p>Principal, Cabinet, Curriculum development teacher teams</p>	<p>July 2015-August 2016</p>	<p>Rebecca Stillwell</p>
<p>Enhanced communication with the community</p> <p>Richmond Hill High School uses the Are You Green campaign as one of its primary vehicles to communicate high expectations to all students. The Are You Green campaign is our centralized monitoring system for:</p> <ul style="list-style-type: none"> • Academic Progress • Student Discipline • Student Attendance <p>The Are You Green campaign includes individual student attendance rate, scores for the 5 required Regents exams, accumulated credits for each content area as well as total credits and accrued detentions.</p> <p>Monitoring outcome</p> <ul style="list-style-type: none"> • Provides a system to monitor our data and goals to the students and staff • Identifies potential barriers to 4-year graduation • Identify off track students <p>Communication outcome</p> <ul style="list-style-type: none"> • Creates a system of vertical and horizontal distribution and communication of information 	<p>All staff members</p>	<p>July 2015-August 2016</p>	<p>Principal, Office of Student Progress</p>

<ul style="list-style-type: none"> • Information is distributed from the OSP to the administration, guidance counselors, teachers and students through workbooks and bulletin boards • Information is distributed horizontally between departments, SLC leaders and pathway teachers • Data is displayed in multiple points in the school <p>– Teachers receive a copy of School-wide Are You Green data</p> <ul style="list-style-type: none"> • Common teachers of a specific student may use the data to identify barriers impeding the students growth. • Common teachers may share solutions/techniques addressing barriers. <p>Student self-awareness outcome</p> <ul style="list-style-type: none"> • Students become mindful and self-monitor academic progress, behavior and attendance. • School events are limited to students who are Green. • Results in greater motivation toward learning and responsibility 			
<p>Expanded Learning Time</p> <p>All students attend periods 1 though 9 to meet need extended day requirement contingent upon SBO vote</p> <p>60 minute PD every Monday following periods 8 & 9. 45 minute faculty conference 1 Wednesday per month along with 1 45 minute department conference 1 Wednesday per month.</p>	All students	August 2015- August 2016	Christine Jordan
<p>Small Learning Communities</p> <p>As per recommendations from the CET, a restructuring of the SLC programs and the role of the SLC directors to increase post-secondary success for all our students.</p>	All students, SLC directors,	August 2015- August 2016	Samir Biswas, AP

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SIG funding to support Rebecca Stillwell and GoldMansour & Rutherford. Shortened Tuesday bell schedule to support afternoon departmental professional development. Renewal WITSI training for for both enhanced pedagogical practice and curriculum revision.											
Part 5b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, there will be a 2% increase in the Regents completion rate.											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Areas of Celebration as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ol style="list-style-type: none"> Richmond Hill High School has several strong CBO partnerships including SAYA and Sports and Arts Richmond Hill High School uses the PBIS model for implementing social and emotional growth Richmond Hill High Schools Are You Green campaign promotes high expectations and cultivates student self- monitoring of academic achievement. <p>Areas of Focus as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ol style="list-style-type: none"> An organized system to monitor social and emotional developmental health needs according to the AIR Co-interpretation Systematic training of all staff members with the PBIS model based upon data from the High School Quality Snapshots data that 78% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria. Systemized roll out of the Crisis De-escalation Plan with the assistance of SAYA our CBO and the newly formed grade level teacher teams. 		

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Richmond Hill High School’s vision is that the “community works to provide a safe and supportive learning environment where diversity strengthens individuals and the community. Students’ academic, social and emotional growth is a collaborative effort resulting in readiness for college and careers in the 21st century .” It is paramount to the success of the school that the students’ social and emotional needs are systematically addressed. In fact, our student’s academic success is contingent upon the success of Richmond Hill’s ability to support our students. Our primary CBO is SAYA which we are currently working with to set up a structure both during the school day and during ELT to address our student’s social-emotional needs. We are currently using the PBIS model and several of our teachers have been trained. The goal of moving forward is to have the entire staff trained turnkey the model school wide. This will occur during CPT time. The formation of our grade level academy CPT’s in addition to our SLC CPT’s will provide the necessary time needed to train our entire staff. In addition, dedicated grade level guidance counselors will meet with both teachers and students to promote social and emotional development.

We also plan to embed social emotional development in curricula across the school with the assistance of our SPARK counselor. He has been instrumental in providing training to our students with one on one support, group counseling sessions and classroom based module instruction.

Another goal moving forward is to use Pupil path and Skedula as the primary communication platform so students, parents and staff members can communicate effectively. We plan to increase the usage of both systems by signing parents up as they enter the building, during our freshman orientation, PTA meetings and parent-teacher conferences. This will help us increase our attendance rate which has been increasing over the last two years.

Additionally, another goal that was formulated from attending Harvard University’s School Turnaround Leaders conference was developing an authentic rapport between teacher and student that creates a meaningful relationship. Another focus will be developing lesson plans that motivate students by connecting to their individual lives thereby personalizing the instruction.

Attendance will be closely monitored by the newly formed grade level teacher teams and SAYA. Our attendance improved during the 2014-2015 school year. The grade level teacher teams will be responsible for making daily outreach to all students who are absent. The attendance office will work in collaboration with the grade level teams to identify students who have shown patterns of missing school. SAYA will provide social-emotional supports for students at-risk and activities after school that will draw students to school.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, Richmond Hill High School with the support of the DSR and Renewal team will increase the attendance rate to from 83% to 85% by expanding its Are Your Green campaign to monitor individual student attendance and create grade level teacher teams to personalize instruction for individual students.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Community based organization:</p> <p>SAYA will provide numerous services as we transition to a community school.</p>	<p>All students</p>	<p>August 2015- June 2016</p>	<p>Principal, SAYA, Community School Director</p>
<p>SPARK counseling</p> <p>Our SPARK counselor will continue to his outreach and expand visitations into classrooms. Additionally, Mr. Atkins will provide training sessions with teacher teams to scale up social-emotional skill development will all staff.</p>	<p>All staff</p>	<p>August 2015- June 2016</p>	<p>SPARK counselor, APPPS</p>
<p>Counseling</p> <p>Guidance Counselors will provide additional support for students and staff during CPT and departmental meetings.</p>	<p>All students and staff</p>	<p>August 2015-June 2016</p>	<p>All Guidance Counselors, teacher leaders, CPT teachers</p>
<p>PBIS</p> <p>Our PBIS coordinator along with several other teachers training in PBIS methods will turnkey information with staff in CPT and departmental meetings.</p>	<p>All teachers</p>	<p>August 2015- June 2016</p>	<p>Ian Morzan, APPPS</p>
<p>Renewal metrics</p> <p>As per recommendations from the CET, incorporate Renewal benchmark data within our Are You Green campaign to monitor school wide success and communicate progress with all our stakeholders.</p>	<p>Office of Student Progress</p>	<p>August 2015- June 2016</p>	<p>Robert Schwarz, AP</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
SAYA will provide most of the ELT social and emotional resources. Ian Morzan will provide training to the grade level teams and be the PBIS point-person.											
Part 5b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, there will be a 1% increase in the overall attendance rate.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	D
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Areas of Celebration as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ul style="list-style-type: none"> The Are You Green campaign is being used by both teachers and students to monitor school wide and student academic, disciplinary and attendance data The Office of Student Progress has been successful in communicating multiple data sources regarding student progress The NGA WITSI team is currently analyzing student work and modifying instruction based upon data <p>Areas of Focus as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ul style="list-style-type: none"> Rigorous instruction is not consistent in all classrooms across the school according to the 2014-2015 Quality Review and the HSAI formative Quality Review and Self-Assessment. Lesson plans and academic tasks are not consistently modified to contain multiple entry points school according to the 2014-2015 Quality Review and the HSAI formative Quality Review and Self-Assessment. Collaborative team teachers need to plan more effective lessons using the station and parallel models according to the HSAI Co-interpretations. <p>Uniform and frequent checks for understanding need to be more consistent across classrooms according to the 2014-2015 Quality Review.</p> <p>Peer collaboration was rated with 78% positive responses according to the Framework for Great Schools report 2015</p> <ul style="list-style-type: none"> 		

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Moving forward, students and teachers at Richmond Hill High School will be organized and programmed by grade level with our SLC’s embedded within the grade academy. This will provide additional support for students and teachers because teachers will work collaboratively with other teachers based common goals. The goal will be a continuation of curriculum revision based upon common standards that are horizontally aligned by grade level across the disciplines. The rationale is based upon several key ideas including the success of our Ninth Grade Academy, The success of the High School for Telecommunications model as outlined in the publication “Data and Design in balance” as well as the understanding based upon data analysis that shows a drop-off in credit accumulation between the 9th and 10th grades of about 10%. This restructuring plan will assist with the development of successful teacher teams at the upper grade levels as we have in the ninth grade. Additionally, our curriculum revision teacher teams are successfully revising and aligning curriculum in all of the content areas.

Teachers will be meeting in CPT meetings by grade level for all grades. This will allow for interdisciplinary lesson planning to occur. Departmental meetings will address the vertical alignment of curriculum between grade levels. The goal will be to spiral up the rigor and align the standards and academic tasks from the ninth grade to the twelve grade. Additionally, WITSI inquiry teams will also operate within the ninth and tenth grade academies with training and professional development provided by the HSAI team. This intensive look at student work based upon WITSI classroom pedagogical strategies will allow for the development of teacher practice.

ICT teacher team pairing will be strategically developed with assistance from Ken Westerman who is being funded from our SIG grant. The goal is to further enhance our ICT teaching.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By August 2016, Richmond Hill High School with the support of the DSR and Renewal team teachers will increase progress towards graduation years two and three from 44.7% to 55% through teachers engaging in structured professional collaborations on WITSI teams that promote shared leadership and focus on improved student learning.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>WITSI inquiry protocols</p> <p>Teachers in the ninth and tenth grade academies will be engaged in WITSI based inquiry teams under the direction of the HSAI teams.</p>	<p>Supervisory AP's, content area teachers</p>	<p>July 2015- August 2016</p>	<p>Supervisory AP's, HSAI team</p>
<p>Curriculum development team</p> <p>Continuation of curriculum development in all departments from collaboration from Rebecca Stillwell.</p>	<p>Supervisory AP's, curriculum team members,</p>	<p>July 2015- August 2016</p>	<p>Principal, Rebecca Stillwell, Supervisory AP's, Curriculum teacher teams</p>
<p>Lucy West/Metamorphosis</p> <p>A representative from Metamorphosis will work with the Math department to provide one on one coaching.</p>	<p>AP Mathematics, mathematics teachers</p>	<p>July 2015- August 2016</p>	<p>Mathematics AP,</p>
<p>Departmental inquiry teams</p> <p>Teachers in departments will focus on vertical alignment of curriculum and standards by analyzing common assessment data and looking at student work using a tuning protocol.</p>	<p>Supervisory AP's, content area teachers</p>	<p>July 2015- August 2016</p>	<p>Supervisory AP's, HSAI team</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>New teacher leader positions will be used to turnkey WITSI to grade level teams. Rebecca Stillwell will be used during Professional Development days and our Tuesday afternoon departmental meetings.</p>

NAF affiliated programs will rigorous programs of study that will terminate with internships and shadowships in a students' senior year.

Part 5b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the progress towards graduation years two and three will be 50%.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Areas of Celebration as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ul style="list-style-type: none"> SIG funding was used to secure several critical positions including a bilingual guidance counselor, community associate who has ties to the community, curriculum development consultant. High expectations for teachers and staff are evident <p>Areas of Focus as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ul style="list-style-type: none"> Increased norming of the observation cycle to include actionable feedback to teachers based upon a shared vision of effective teacher practice according to the 2014-2015 Quality Review. Enhanced Professional Development for teachers around team teaching and multiple entry points according to the AIR Co-interpretation. 		

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Richmond Hill High School is dedicated to creating a school culture that promotes change for all stakeholders including students, parents, community members, and staff members. Change begins and is sustained through the vision of the principal and the implementation of that vision. One of the components that will allow this change to occur are strong and positive relationships with all stakeholders including the cabinet, staff, students, parents and the lead CBO. Two major focuses for the school moving forward will be enhancing rigorous instruction and promoting social-emotional development of our students. The Renewal team will continue to assist with the enhancement of rigorous instruction while our CBO will be a major partner in assisting with the task fostering social and emotional growth.

One major shift will be the reorganization of the school by grade academies that will allow us to focus on developing grade level teacher teams and close monitoring of students by cohort. Our SLC's will be embedded into this structure to continue the career based programs of study our pathways offer. The goal of the grade level academies is to develop sustained distributive leadership with the teacher leaders and Renewal coaches that maximize teacher capacity. Grade level teacher leaders will work with the Renewal team to form an inquiry cycle that starts with observations to determine needs, coaching meetings to develop a theory of action, common planning time to analyze student work based upon coaching observations and inter-visitations to identify best practices. The assistant principals will oversee and hold the grade level teacher leaders and teams accountable towards the school wide Renewal benchmarks.

In addition, the school will develop an observation system based upon short cycles that include actionable feedback and specific professional development that is aligned to the feedback. Actionable feedback will be monitored by the school leader with the expectation that feedback from the assistant principals will be aligned to the schools instructional focus.

The newly formed grade level teams will be lead by the new teacher leaders that were put into position during the summer of 2015. The grade level teams and teacher leaders will be supervised by Paul Wilbur who has supervised the Ninth grade Academy and plans to replicate the success across all grade levels. In addition, each grade level team will have guidance supports who will be working with the teachers to support each students needs ranging from academic to social emotional. In addition, the attendance team will work with the grade level teams to identify any patterns or trends. The Principal will have weekly meetings with Mr. Wilbur and the teacher leaders to discuss progress of attendance. The CBO will also be involved in the weekly meetings to ensure that additional supports are being utilized effectively.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, Richmond Hill High School with the support of the DSR and Renewal team will be rated proficient in QR components 1.1 and 1.2 by systematizing its short, frequent observation cycle to include actionable feedback and providing corresponding professional development to support teacher growth as evidenced by teacher observations in ADVANCE.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Grade level academies:</p> <p>All teachers and students will be programmed according to grade level academies following the Telly model as outline in the Data and Design publication from New Visions.</p>	<p>Teacher teams, teacher leaders, grade level teams</p>	<p>July 2015-August 2016</p>	<p>AP Student Progress and Academic Achievement, teacher leaders, All supervisory AP's</p>
<p>Community based organization:</p> <p>SAYA will provide numerous services as we transition to a community school.</p>	<p>CBO leader, Principal, teacher teams</p>	<p>July 2015-August 2016</p>	<p>Neil Ganesh, CBO staff</p>
<p>Observation system</p> <p>Observations will be conducted in a systemized manner with the norming process embedded in both the rating process and feedback process. This will include more frequent observations with the talent coach, a 6 week observation cycle calendar, actionable feedback that is spiraled throughout the year and use of the grade level teams to reinforce expectations.</p>	<p>Talent coach, Renewal coaches, Assistant Principals</p>	<p>July 2015-August 2016</p>	<p>Neil Ganesh, All supervisory AP's</p>
<p>Cabinet Inquiry</p> <p>Using the goal of studying how administration can effectively move teacher practice, the cabinet will</p> <ul style="list-style-type: none"> • Align instructional initiatives around our school wide instructional focus of: "If we believe that students learn best when they are actively engaged and justify their thinking, and we provide teachers with support for planning student centered activities, then we will improve student outcomes." 	<p>School Cabinet</p>	<p>July 2015-August 2016</p>	<p>Neil Ganesh, All supervisory AP's</p>

<ul style="list-style-type: none"> Identify school wide patterns and trends in order to provide coherent feedback and actionable next steps norm teacher observations, ADVANCE ratings, teacher feedback and teacher coaching <p>New teachers are the target of the inquiry process with the goal of effectively training and retaining new pedagogues thereby building human capital.</p>			
<p>Executive leadership Institute</p> <p>All of the new supervisory AP's are being trained by the Executive Leadership Institute. ELI is designed to build school leadership skills and administrative knowledge. Areas of knowledge to be addressed include letter writing, using data, differentiated instruction strategies, feedback and communication skills and difficult conversations.</p>	All supervisory AP's	July 2015-August 2016	ELI coaches, All supervisory AP's

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Most of the teachers will have a grade level CPT as the circular 6 assignment. In addition our shortened Tuesday schedule will allow for continued professional development organized by department. A 6 week observation cycle calendar will be used to record observations by the Supervisory AP's.</p>											
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, there will be a 2.5% increase in the number of teachers who receive an effective on component 3D.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Areas of Celebration as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ul style="list-style-type: none"> There is an active PTA president and a dedicated room for the PTA The use of Skedula by the teachers and Pupil path by the students and parents has increased communication The Are You Green Campaign is understood and used by the school community to monitor and communicate academic achievement <p>Areas of Focus as stated by the AIR Co-Interpretation, QR, PR, HSAI Needs Assessment</p> <ul style="list-style-type: none"> Continued emphasis on outreach for all students especially ELLS and ISS Low parental involvement 		

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Questions to consider:

- Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
- How does the school provide support to families so that they understand and can take an active role in what their child is learning?
- How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?

<p>4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?</p> <p>5. What adult education offerings can your school community provide to families?</p> <p>6. How would families be able to access and understand student data and progress?</p>
<p>Richmond Hill High School’s vision is to be fully integrated with the community whereby all parents feel welcomed and are known by at least one adult.</p> <p>Through the relationships with the parent coordinator, community associate and PTA all families will be active participants in their student’s educational and social emotional success.</p> <p>We currently run family, college readiness and English language acquisition workshops for our ENL students using Title 3 funding. Additionally, we offer Rosetta Stone courses for all community members after school.</p> <p>We use Skedula and Pupil path as the platform to communicate with families. Our communication includes an online gradebook used by every teacher that allows both students and parents to access information. Parents have been sign up for their personal accounts during parent teacher conferences and meetings. We are also using the Are You Green campaign to communicate academic progress towards graduation. Individual progress sheets are mailed to each students home along with twice yearly after each term is over.</p>

Part 3 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.</p>
<p>By June 2016, Richmond Hill High School with the support of the Renewal team will increase its College and Career Preparatory course index from 20.3% to 24.3% by programming all students with the algebra, geometry and trigonometry sequence, increasing AP preparatory courses during ELT and increasing College Now courses taught at RHHS.</p>

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Outreach using Skedula and Pupil path</p>	<p>All students and parents</p>	<p>July 2015- August 2016</p>	<p>Guidance counselors, technology coordinator</p>

Communication of academic achievement using the Are You Green campaign	All parents and staff	July 2015- August 2016	All staff
Strategic programming of students in a rigorous 3 year math sequence of algebra, geometry and trigonometry	All students	July 2015- August 2016	Guidance counselors, programming office

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The Skedula IT platform will be used to enhance communication between families, students and RHHS staff. SAYA will assist with community outreach by communicating the services they provide both during and after school.											
Part 5b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, the College and Career Readiness Renewal Benchmark will be 22%.											
Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By August 2016, Richmond Hill High School with the support of the DSR and Renewal team and SAYA our CBO partner, will increase credit accumulation of the 10 th and 11 th grade students from 64.0% and 62.0% to 70.5% and 68.1% by offering motivating, thematic based Regents preparatory tutoring courses and providing constant outreach to students who are off track towards graduation.
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Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
<ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families?

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

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

Our CBO is working closely with the cabinet and SLT to create a needs assessment which will determine professional development for both the staff and CBO. SAYA will create a calendar of events for parents and staff based upon needs. Professional development for staff will take place during our Tuesday afternoon meetings and grade level team meetings.

There will be multiple sources of outreach including Skedula, teacher phone calls, parent coordinator, community based meetings and school mailings. Since SAYA is located within the Richmond Hill community, they will host events both at RHHS and other locations communicating the resources available.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Neill Ganesh, Principal, Christine Jordan, administrator of AIS, ELT and SIG implementation along with SAYA's TBA Community School Director.

SAYA is our community-based partner organization.

Part 4b. Timeline for implementation and completion, including start and end dates.

ELT programs will commence with the start of the school year in September and run until the end of the school year in June

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Teachers, computer and other instructional materials will be purchased in alignment with the needs of the ELT programs.

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, the number of 10 graders earning 10 or more credits will be 67% and 11th graders will be 65%.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By August 2016, Richmond Hill High School with the support of the DSR and Renewal team and in conjunction with SAYA, will increase the 6 year graduation rate from 70.2% to 73.7% by using the Are Your Green campaign to communicate with all students their progress towards graduation and providing a post-secondary road map to all students starting in the ninth grade.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

All students will be targeted by the Community School program with the following services provided;

- Homework help
- Regents exam prep
- SAT prep
- Essay writing workshops
- Career awareness workshops
- College advisement
- Leadership programs
- Positive youth development
- Parental engagement
- Mental health services

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

SAYA plans to offer a comprehensive range of services to holistically address student needs. The services are organized in the following areas:

1. Mental Health Services for students, parents and teachers
2. Intervention Services
3. College Guidance Services
4. Parental Engagement

We will coordinate with SAYA to strengthen community collaboration and partnerships through the engagement of parents, students and teachers.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The principal, SAYA, Community School Director and Christine Jordan will implement and oversee the program. The program will be very comprehensive in the scope of services provided to all students that will range from social emotional support and development to academic achievement in the form of Regents tutoring, college readiness and SAT prep.

Our ELT will be integrated with our Community School Program so we have programs available that fits all our students' needs.

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

SAYA's program will be integrated within Richmond Hill High School's instructional day. Most of the time they spend with students will be during ELT. SAYA will be provided with a dedicated office to work out of during the school day and dedicated classrooms during ELT. SAYA will be providing the human resources for the Community School Program. Since most of the services will be provided during our ELT, schedule adjustments will be minimal.

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

The program will start during the summer of 2015 with the hiring of the Community School Director. During the Summer of 2015, the principal, and Community School Director will develop a comprehensive plan for the school year with time lines and benchmarks to determine success.

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

<p>Mathematics</p>	<p>Students who fail a math course or the Integrated Algebra Regents. Students with scores below an 80 on the Integrated Algebra Regents.</p>	<p>After school Academy- Our after-school program includes a course of study in College Algebra. The course is designed to allow students to earn an algebra credit. APEX- A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision. Summer School – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p>	<p>After school Academy and APEX are blended learning programs that offer both direct instruction and an individualized online component. Summer school contains both direct instruction and blended learning components.</p>	<p>After school Academy is offered from 3:45 to 5:00 Monday through Thursday. APEX is offered from 3:00 to 5:00 Monday through Thursday.</p>
<p>Science</p>	<p>Students who fail a science course or the Living Environment Regents.</p>	<p>After school Academy: Our after-school program includes a course of study in Conceptual Physics. The course is designed to allow students to earn a physical science credit.</p>	<p>After school Academy and APEX are blended learning programs that offer both direct instruction and an individualized online component. Summer school contains both direct instruction and</p>	<p>After school Academy is offered from 3:45 to 5:00 Monday through Thursday. APEX is offered from 3:00 to 5:00 Monday through Thursday.</p>

		<p>APEX- A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision.</p> <p>Summer School – Identified by failure to meet course standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p>	<p>blended learning components.</p>	
<p>Social Studies</p>	<p>Students who fail a social studies course or the Global History or US History Regents.</p>	<p>After school Academy : Our after-school program includes a course of study in Global Studies. The course is designed to allow students to earn a global history credit.</p> <p>APEX- A blended learning program that allows students to earn credit for courses they have failed. The courses are designed for students to work at their own pace under pedagogical supervision.</p> <p>Summer School – Identified by failure to meet course</p>	<p>After school Academy and APEX are blended learning programs that offer both direct instruction and an individualized online component. Summer school contains both direct instruction and blended learning components .</p>	<p>After school Academy is offered from 3:45 to 5:00 Monday through Thursday. APEX is offered from 3:00 to 5:00 Monday through Thursday.</p>

		<p>standards; opportunity for students to make up credits; reduced student-teacher ratio enables small group and individualized instruction; based on assessed needs; afford identified students the opportunity to re-take Regents exams, and the at-risk students identified by cohort data.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who have been identified by guidance counselors, pedagogues or other Richmond Hill staff as needing extra social and emotional supports needed for success will be targeted. Students with IEP's who have been identified as needing mandated services.</p>	<p>Tynique Williams, Guidance Counselor will be providing counseling and mandated services. In addition, Sarah Sawney the community associate is providing services for our Punjabi population.</p>	<p>One-to-one discussions.</p>	<p>Counseling services are offer after school daily from 3:00-5:00.</p>

Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Two areas that will be focal points for professional development will be curriculum revision, and continued pedagogical development based around the areas of student engagement, student to student discussions and frequent checks for understanding.

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/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The MOSL committee, comprised of 6 teachers, will start meeting in June 2015 to discuss MOSL choices for the 2015-2016 school year. For the last 2 years, the MOSL committee has been unanimous in their decisions which have been approved by the principal. The MOSL committee uses multiple data sources to determine which assessments would best be aligned with the school's instructional focus. Our MOSL selections are exclusively Regents examinations. Additionally, all departments are using common, end of unit summative assessments as a tool to drive both our school wide curriculum development and professional development. The common assessment data will be used at multiple levels (student, teacher, department, school) to adjust instruction and add valuable input on modifications necessary to the professional development offered throughout the year based upon student and teacher need.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	1,522,459.00	X	17,20,23,26,29,31
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	463,260	X	17,20,23,26,29,31
Title II, Part A	Federal	0		
Title III, Part A	Federal	53,888.00	X	17,20,23,26,29,31
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	11,681,206.00	X	17,20,23,26,29,31

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 an 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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) 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. **Richmond Hill High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Richmond Hill High School** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Richmond Hill High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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: <u>Richmond Hill High School</u>	DBN: <u>27Q475</u>
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: <u>497</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>8</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

Part C: Professional Development

Begin description here: _

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____ In our efforts to support our ELLs we will also reach out to our parent community. Title III funding will be used to provide outreach to parents to give them the opportunity to attend parent workshops during the school year, to address the following topics: Attendance, graduation requirements, College and Career Readiness, HS policies and procedures, counseling issues, homework. We will have two certified bilingual guidance counselors give 2 two-hour workshops throughout the year, in the evenings, for a total of 4 hours. A certified Assistant Principal will oversee and supervise the workshops. All three will be be paid per session. Information will be disseminated and translated for parents through guidance,our Parent/Language Access Coordinator, through mailings, telephone calls (automated and personal) and through notices posted throughout the building. Parents of the after school program will also be invited on our cultural field trips for the day, to NY museums for example, The MET and The American Museum of Natural History, Ellis Island, and for special events throughout the year, such as the ESL Awards Ceremony, Read Aloud, Poetry Night, to name a few. Refreshments will be served.

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

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District	Borough select one	School Number
School Name		

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

Principal	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program		Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):	Number of students who speak three or more languages:
---	---

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
11. 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
3. Describe how core content is delivered in each program model. 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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
8. 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?
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

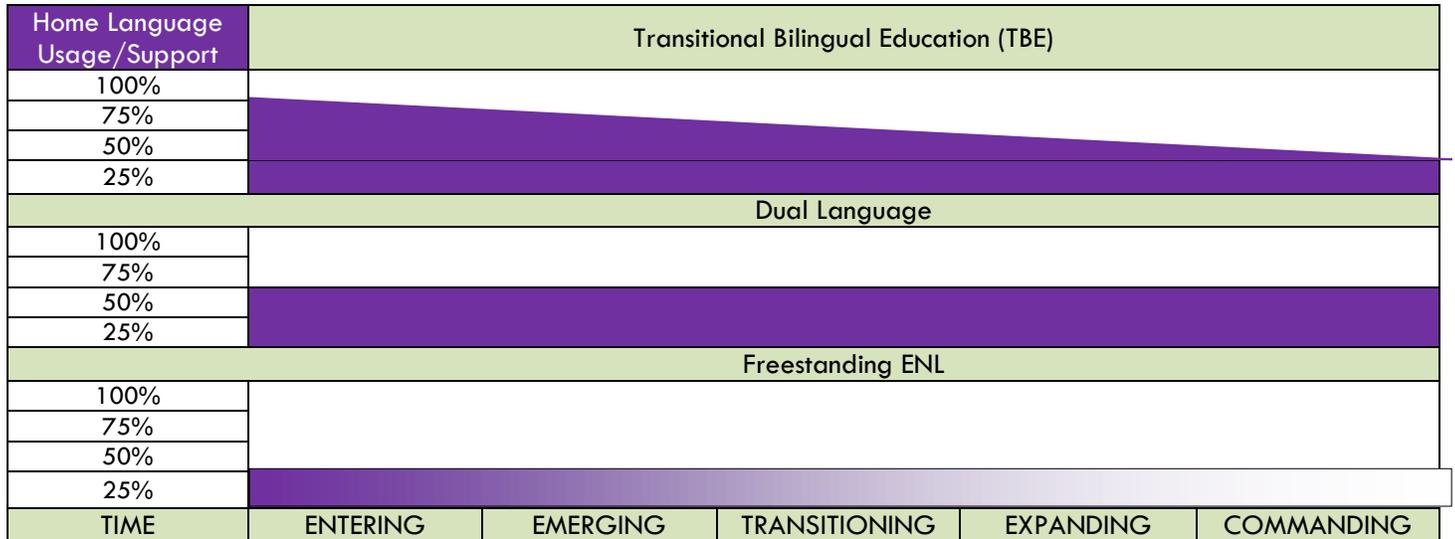


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
19. What language electives are offered to ELLs?
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ENL 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 how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

D. Additional Information

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

Part VI: LAP Assurances

School Name:		School DBN:	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 475 **School Name: Richmond Hill H.S.**
Superintendent: Amy Horowitz

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Richmond Hill High School uses the biographical information available on admissions documents including the Home Language Identification Survey and emergency cards as well as other available data on ATS (RPOB/RLER) to assess the diverse linguistic background of the RHHS community. ATS reports (RAPL) and Part 3 of the Home Language Identification Survey are regularly reviewed to confirm the home language preferences of the parents. The numerous speakers of the major languages (Spanish, Punjabi, Hindy, Bengali, Arabic) in the building are often used for written translations and oral translations with parents when they visit during the day and for scheduled meetings usually in the evenings. * *We will also administer a survey for the school faculty to determine the languages spoken by school staff in order to have them available for written and oral translations on an "as-needed" basis.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Punjabi, Bengali, Arabic, Urdu, Hindi, Haitian/French/Haitian Creole, Chinese, Tagalog, Malayalam, Russian, Dutch, Napalese, Sinhalese, Tamil, Quiche, Polish, Italian (Based on 2014-2015 ATS Data)
*2015-2016 ATS Data Pending

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Continued Entitlement Letter (Sept.-Oct), Entitlement Letter (Sept.-June.) , New ENL Orientation Letter (Sept.-June.), Parent Guides (upon registration), Home Language Identification Survey (upon registration), Parent Selection Form (upon registration), Placement Letter (after registration), Non Entitlement Transition Letter , NYSESLAT Scores Letter (Sept.), SIFE Interview Questionnaire (upon registration), ELL Periodic Testing Notification (Fall & Spring), Title III Flyer and Letter (Oct.-Nov, Feb.), Tutoring Flyers and Letters (Oct.-Nov.), Medical Documents from the Nurse's Office (upon registration), Grading Policies (Fall & Spring), Testing Notifications and other documents such as, Parent-Teacher announcements (Fall & Spring) and various letters from the PTA Pesident and ESL/ Guidance/ content area departments, the College Office, etc as needed throughout the school year . In other words all documents consisting of the following information will be translated: Registration, application, standards and performance, conduct and discipline, Safety and health, special education and related services, Entitlement to public education or placement in any special education, English language learner or non-standard academic program, Transfer and discharge and Legal or disciplinary matters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

New ELL Parent Registration and Testing (9/2/15 and ongoing), Freshman Orientation, Continued Entitlement Meetings for freshman ELLs and parents (9/3/15), Continued Entitlement Meeting for all other RHHS continuing ELLs in grades 10-12 (9/4/15 and through Oct.), Parent-Teacher Conferences (Fall and Spring as per NYCDOE Calendar), Financial Aid College Application Process (late Fall and Spring), PTA Meetings (monthly), SLT Meetings (monthly), College and Career Readiness Professional Development by PreKPlaza12 (Fall-Spring 2-3 times), Guidance Counselor one-on-one meetings throughout the year, Discipline (Deans' Office) Meetings, Annual One-On-One ENL Parent-Teacher Conferences (10/29 at 4:00 p.m.) and then throughout the school year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

RHHS will meet translation needs by having In-House School/Staff oral and written Translations, Translation & Interpretation Unit oral and written translations, using PreK12Plaza outside vendor (won grant) and utilizing Skedula Data System. Meetings will be held in the beginning of each semester with LAC, APO and ESL/ISS/Content Area APs and Guidance to set up timely procedures/deadlines for all the aforementioned documents.

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

*We will also administer a Survey for the school faculty to determine the b

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translators are needed to assist non-English speaking parents during Open School/Parent Teacher Conferenes to obtain information from teachers regarding their child's academic progress. Translators will help parents to understand the school's rules and regulations, academic standards and the types of assessments used for the evaluation of student work. Services are mostly done in-house with the backup of T & I Unit services available.

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

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Pathway (CPT)/Faculty Meetings will be held in the beginning of the school year, emails will be send to inform staff of the use of translation services and the over-the-phone interpretation services. LAC will disseminate NYCDOE materials (T& I Brochure, Language ID Guide, Language Palm Card, welcome posters, door signs) to all staff, as they arrive by mail.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

RHHS will follow the school-based language access plan with the collaboration of LAC, ENL BESIS Coordinator and Cabinet members to ensure : Translation of documents containing critical information regarding a student's education in each of the covered languages, Making available translation and interpretation services for parents, Collecting data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent requires language assistance to communicate with the DOE, Increasing parental awareness regarding their right to and the availability of language services. Our LAC will continue to attend training and disseminate key documents. We will also collaborate with the T & I Unit and OELL to assist us with translation services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

ENL BESIS Coordinator will create a Translation and Interpretation Services Survey at the end of the school year. Parents will be notified via Pupil Path (translated letters) to complete the survey using a link. After the survey, feedback will be compiled and revisions of our language access plan will be made accordingly.