



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School School Number (DBN): 31R445  
Grades Served: 9-12  
School Address: 85 St. Joseph's Avenue, Staten Island, NY 10302  
Phone Number: 718-420-2100 Fax: 718-981-6203  
School Contact Person: \_\_\_\_\_ Email Address: tgannon@school.snyc.gov  
Principal: Timothy M. Gannon  
UFT Chapter Leader: Daniel DeFazio  
Parents' Association President: Cindi Gerber  
SLT Chairperson: Andrew Greenfield  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Christopher McCabe  
Nicholas Chin

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: Petrides Complex, Bldg. A, Rm 141, 715 Ocean Terrace, S.I., NY 10301 Rm 129  
Superintendent's Email Address: [ALodico@schools.nyc.gov](mailto:ALodico@schools.nyc.gov)  
Phone Number: 718-420-5657 Fax: 718-420-5677

**Borough Field Support Center (BFSC)**

BFSC: Staten Island District 31 Director: Kevin Moran

Petrides Complex, 715 Ocean Terrace, SI NY 10301

Director's Office Address: \_\_\_\_\_  
k Moran 2@schools.nyc.gov

Director's Email Address: \_\_\_\_\_

212-374-4254

212-374-5585

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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 CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Timothy M. Gannon	*Principal or Designee	
Daniel DeFazio	*UFT Chapter Leader or Designee	
Cindi Gerber	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Anita Russell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Nicholas Chin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Christopher McCabe	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mike Candella	CBO Representative, if applicable	
Andrew Greenfield	Member/ CSA	
Joy Benedetto	Member/ Parent	
Larissa Maiorana	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janet Harris	Member/ Parent	
Richard Bros	Member/ Parent	
Christopher McCabe	Member/ Student	
Nicholas Chin	Member/Student	
Steve Leslierandel	Member/ Teacher	
Tom Tori	Member/ District 37	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 activities and strategies 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 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 that align with the first five 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 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 Educational 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:

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

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 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:** Revisit your school's current goals, modify existing goals, and/or 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've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Port Richmond High School is a diverse school community of 1600 students who hail from all across Staten Island. We celebrate our diversity and take pride in our Raider Spirit which unifies us in our journey to success. We are a Title I school with more than 70% of our students qualifying for free/reduced lunch. Our school is organized into Smaller Learning Communities which allows us to provide all students with personalized interest based learning experiences. Our ninth graders begin their high school experience as members of our Freshmen Academy. The Freshmen Academy organization supports students in transitioning to high school through activities and a curriculum which supports their growth and academic success. Beginning in tenth grade, students transition to our other academies which are: Gateway Science Honors Academy, Collegiate Honors Academy, Med Tech Academy, Culinary Arts Academy, Institute for Business, Hospitality, Entrepreneurship & Technology (IBHET) and The TV & Media Arts Academy. These academies are linked to outside agencies, colleges and organizations connected to the specific area of interest for each academy.

For many of our students and families, every-day life can be overwhelming and stressful. Many of our parents lack employment or work multiple jobs and find connection to the school a challenge. The 2015-16 school year brings us to the second year of our journey as a Community School. We are excited about our status as a Community School and we are enthusiastic about expanding our partnerships with our community agencies and local leaders on behalf of our students and their families. Our new state-of-the-art Student Wellness Center is now open and functioning daily to meet the physical health needs as well as the mental health needs of our students. Our Community School Director and our Parent Coordinator will be organizing activities opening the school to parents for a broad spectrum of activities (yoga, life skills class, college financial aid sessions, zumba classes, spin classes, job skill classes, etc.) designed to engage parents and family members in the daily life of the school. The Director is also beginning the work of partnering with community organizations to bring job training opportunities to our school to support our parents in developing job skills. During the 2015-16 school year the school will open a food pantry to support the school's families in meeting the nutritional needs of our students.

Our students will obviously benefit the most from our community school status as we will increase the number of staff members who are working closely with students to improve daily attendance and student achievement. Additional funding in support of Community Schools will result in extended learning time opportunities for students, smaller class sizes and other services such as mental health services. As the community school work continues to expand in the 2015-16 school year, we will provide additional opportunities for students to benefit from extended day learning sessions for graduation credit, tutoring for ongoing student achievement, SAT prep sessions and Regents prep sessions in anticipation of Regents exams. Recent data from surveys suggests that we are doing well with regard to establishing a positive tone within the building and in establishing strong relationships with our families. We will use the dedicated mental health funding for community schools to provide social workers who can go to our students' homes and work with families at their homes. Our goal is to improve the home-school bond by connecting at the home and supporting our families there. This will also build the trust between school and home.

One of the educational challenges facing our students is the weakness of commitment to fulfilling the goal of attaining a high school diploma. Our most at-risk students often lose hope of academic success early in their high school career and one of the priorities of the Community School Director will be the monitoring of at risk students in the 9<sup>th</sup> and 10<sup>th</sup> grade. Each ninth grade student will be assigned a mentor from a community based organization to ensure that all ninth graders are monitored throughout the school-year. Providing emotional and academic supports to our students in the first two years of high school will be the priority for our mental health and attendance improvement program. A pilot program of thirty ninth grade students will participate in the AVID program. This program serves to create a college-going culture that increases the number of students who enroll and succeed in higher education and their lives beyond.

Staff members are being trained in the program and will collaborate throughout the school year on a number of initiatives aligned to this pilot program. This program is supported by a grant from the Staten Island Foundation. This program is very collaborative in nature.

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

On the instructional side, we are making progress in the expansion of the use of instructional technology in our classrooms. During the 2014-15 school-year we have completed the installation of smart-boards in almost every classroom. As part of our iPad pilot program over one hundred students in our Freshmen Academy were provided with iPads to be used for note taking and instruction throughout the school day. The 2015-16 school-year will mark our second year in this pilot program. We have several blended classroom models initiated this year in order to deepen our understanding of how to use technology to motivate and deepen learning. We are using the blended model as a pilot program in our Advanced Placement Statistics course as well as one of our ninth grade algebra classes. Our IZone online learning program continues to provide students with the opportunity to take online courses and experience the exciting world of web-based learning.

We will also address rigorous instruction by focusing on the District's work on the Core Collaborative and by providing teachers with time to come to a deeper understanding of their content standards. Our instructional focus (If teachers collaborate to create lessons aligned to the standards that provide cognitively challenging and engaging student-centered activities, then there will be an increase in student achievement as evidenced by an increase in credit accumulation and Regents passing rates. Teachers will use Monday afternoon professional development time to collaborate on lesson planning and lesson study to drive this work.

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

Throughout the school year, our professional development plan focuses on how to share the expertise of our staff within our school community. Teacher collaboration will be a focus for our work as a staff as well as our work with students. Teachers are developing performance tasks for all content courses and will be using the student work generated to inform instructional decisions throughout the 2015-16 school-year. The focus on teacher collaboration will provide additional opportunities for teachers to collaborate on looking at student work and also on developing lesson plans and unit plans that best address student learning needs. The professional development plan also calls for teachers

to have choice throughout the year on what instructional topics to focus on for afternoon workshops. Teachers are sharing best practices in all aspects of instruction (technology, Hochman writing, Danielson components, to name just a few) and thus providing our staff with a menu of options to choose from on a regular basis. Our instructional goal for this year brings the importance of questioning to the forefront of our work as teachers

We are especially proud of our partnership with Wagner College and there has been tremendous expansion of our partnership in the past year. During the present school year Wagner College has opened an office within our school which provides an anchor site for the many services provided by college students and staff. The 2015-16 school-year will showcase a Wagner College staff which includes a full time director, three Bonner student leaders as mentors, a Vista Intern for mentoring and college presentations, an Education Professor as a staff developer and instructional coach, a Foreign Language Professor who will work with our English Language Learners and three other staff members who will coordinate the College Access components by working one day per week at the high school. The office provides our students with a visual reminder of our relationship with colleges. Wagner education professors share expertise and time through direct services to the Raider community. Through Wagner College we have instituted a leadership program allowing 28 students each from 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade to live on the Wagner campus, take high school or college credit classes and participate in service learning projects within the community. This program is designed for first generation college students who otherwise may not be a strong candidate for post-secondary studies. The end result is a full college scholarship (room and board) for four graduates each year. In the coming year we are working to expand the partnership to other colleges associated with CUMU (Coalition of Urban and Metropolitan Universities) and provide all Leadership Academy students with full college scholarships by the time they graduate. In addition, four of our chemistry students participate each summer in a research internship pairing a Raider student with a college student on a project involving chemistry research. Students in both these programs receive a stipend for their work as well as the opportunity to live on campus during the summer. Wagner College is also partnered with Port Richmond High School through the Staten Island 30,000 Degrees Initiative. This initiative works to partner local colleges and high schools with the goal being a significant increase in the number of bachelor degrees awarded to Staten Islanders.

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

The 2015-16 school year will be an exciting time for Port Richmond High School. A number of new innovations, partnerships and programs will result in a stronger school with strong ties to our community and to student success.

### 31R445 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1642	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	57	# SETSS	9	# Integrated Collaborative Teaching	57
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	13	# Drama	1
# Foreign Language	25	# Dance	N/A	# CTE	17
School Composition (2013-14)					
% Title I Population	58.2%	% Attendance Rate			86.0%
% Free Lunch	60.6%	% Reduced Lunch			6.1%
% Limited English Proficient	5.5%	% Students with Disabilities			27.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			29.2%
% Hispanic or Latino	41.4%	% Asian or Native Hawaiian/Pacific Islander			6.6%
% White	21.6%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.74	# of Assistant Principals (2014-15)			9
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			10
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	2.1%	% Teaching Out of Certification (2013-14)			1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			8.13
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	47.8%	Mathematics Performance at levels 3 & 4			48.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	74.9%	% of 2nd year students who earned 10+ credits			55.1%
% of 3rd year students who earned 10+ credits	65.3%	4 Year Graduation Rate			67.0%
6 Year Graduation Rate	67.6%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District		Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	NO				

**Section 5: Needs Assessment, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>Strong content knowledge</li> <li>Strong understanding of Regents Curriculum</li> <li>Cohesive ICT teacher pairings</li> <li>Subject and SLC Content planning time</li> <li>Weekly department professional development             <ul style="list-style-type: none"> <li>Strong school spirit and positive school tone</li> <li>There is a culture of respect within the school and staff generally care for our students</li> </ul> </li> </ul> <p>NEEDS:</p>		

- Creation of effective and informative uniform performance tasks across all four core subjects
- More effective pre-planning and use of HOT (Higher Order Thinking) questions for all lessons in order to actively engage students in ambitious intellectual activity each day
- Development of a strategic approach to using student data to improve and adapt instruction
  - Work with teaching staff to more closely align our lesson objectives and curriculum to State standards
  - PD Time needs to provide time for teacher collaboration
  - Student/Family mental health issues need to be addressed in order to build trust and strengthen ties between school and family
  - Regents results in Social Studies and Science need to improve
  - Academic progress of ENL students needs to improve

**Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the instructional staff will implement a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards so that In the four core subjects, 80% of students will score a 4/4 on a minimum of three of the four uniform performance tasks based on a common grading rubric as measured by a 5-10% increase in Regents passing rates for 1st time test takers on all core June, 2016 Regents exams.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will use a common assessment analysis tool to analyze classroom exams and performance tasks as a means to identify common misunderstandings and misconceptions to be addressed the following instructional periods.</p> <p>Math Teachers will assign and motivate meaningful homework on a daily basis that will be reviewed for 5-8</p>	<p>All teachers</p> <p>Math teachers, students</p> <p>Supervisors,</p> <p>Core subject teachers</p> <p>All students</p>	<p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p>	<p>All Supervisors, All teachers</p> <p>Math staff</p> <p>ELA, Science, Math, Social Studies supervisors and teachers</p>

<p>minutes the following instructional period</p> <p>Each of the four core instructional subjects will develop and utilize a minimum of 4 performance tasks to inform instructional decisions and to provide formative assessment data to drive curricular instructions.</p>			
<p>Teachers will place a focus on conceptual questioning and formative assessment in lesson planning and delivery.</p> <p>Thirty ninth grade students and teachers will participate in the AVID Pilot program to develop college ready skills and a college awareness mindset.</p> <p>Two ISS classes will support students using the Wilson Reading program to develop reading skills necessary for college success.</p> <p>The Hochman Writing Program will be used and emphasized across academic departments to support students in building writing skills.</p> <p>A tutoring center manned by college students will be organized to support students during lunch periods and after school.</p> <p>Course/grade level teams will meet regularly to:</p> <ul style="list-style-type: none"> <li>• Develop lesson calendars</li> <li>• Lesson activities</li> </ul>	<p>All teachers</p> <p>30 TV/Media Freshmen</p> <p>Twenty ISS students</p> <p>All students</p> <p>All students</p> <p>All teachers</p> <p>ELA Teachers</p>	<p>September 2015-June, 2016</p>	<p>All teachers and supervisors</p> <p>Principal, AVID students and teachers</p> <p>AP ISS, ISS Wilson teachers, students</p> <p>All teachers and students</p> <p>Principal, CSD, Wagner Coll. Supervisors</p> <p>All Supervisors, teachers</p> <p>All teachers</p>

<ul style="list-style-type: none"> <li>• Common unit exams</li> <li>• Look at student work created through performance tasks and make instructional decisions</li> </ul> <p>The Five Steps of Reading will be taught and incorporated as the school's annotation protocol.</p>			
<p>ISS students are programmed for the least restrictive environment and ICT classes are programmed as necessary to provide a larger percentage of ISS students with the opportunity to participate in Regents ending classes.</p> <p>Supervisor Raab will support the science department supervisor in designing and implementing Regents prep lessons, curriculum maps and the evaluation and improvement of teaching in the science department.</p> <p>Science teachers will develop in-class protocols and supports to ensure that a minimum of 90% of science students are lab eligible for each administration of the Regents exams.</p>	<p>ISS students</p> <p>Science supervisor, science teachers, science students</p>	<p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p>	<p>AP ISS</p> <p>Principal, AP Science</p> <p>AP science, science teachers</p>
<p>Regents prep classes will be provided in the weeks prior to each Regents exam administration</p> <p>Initial Planning Conferences held in September will highlight teacher passing rates and set goals for professional progress.</p> <p>Saturday Regents intervention classes will be held for 2016 Cohort</p>	<p>All students</p> <p>All teachers and supervisors</p> <p>2016 Cohort Students</p> <p>At-Risk students</p> <p>ELL students</p>	<p>December 2015, January 2016</p> <p>May, June 2016</p> <p>September 2015</p> <p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p>	<p>CSD, AP Science, science teachers,</p> <p>AP Science</p> <p>CSD, AP Science, science teachers</p> <p>AP ISS, AP Science, science teachers, ISS Staff</p> <p>ESL Coordinator, Wagner Director, ELL Staff</p>

<p>students, with a focus on skills deficiencies as identified through baseline testing.</p> <p>AIS services via pull-out sessions will be provided for at-risk students, including but not limited to, 2016 cohort students who are not programmed for a Regents ending class, students with IEPs and ELLs, during the two months preceding each administration of the Regents exams.</p> <p>Wagner College students will provide tutoring and academic support to ELL students through a push-in model and our after school program.</p>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Monday Professional Development time</p> <p>Funding for AVID from Staten Island Foundation</p> <p>DOE Funding for Wilson Reading Program</p> <p>Wagner College Staff and students</p> <p>Community school Staff</p> <p>Community School Funding</p> <p>CBO Support</p> <p>Liberty Partnership Funding</p> <p>COMPASS Funding</p> <p>Funding for Supervisor Raab</p> <p>Supervisors</p> <p>Student Health Center Staff</p>

Counselors

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

**Part 5a.** 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 1, 2016 , 80% of students will score a 4/4 on a minimum of one of the two uniform Regents-aligned performance tasks based on a common grading rubric.**

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"> <li>Great students</li> <li>Caring and dedicated staff</li> <li>Community school designation</li> <li>Wagner College Partnership</li> <li>Detention program</li> <li>Community based organizations</li> <li>Support of elected officials             <ul style="list-style-type: none"> <li>School survey indicates constituents have a positive view of the school</li> </ul> </li> </ul>		

**NEEDS:**

- Using data to respond to student social/emotional needs
- Staff disconnected from student private lives and challenges
- Insufficient number of mental health providers providing support to parents and families
- Lack of family engagement
  - Additional resources needed for ENL students and families
  - Mentors needed to establish stronger connection to 9th grade students

**Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**By June, 2016 the AP Security, Deans Staff, Counselors and School Safety Agents will implement appropriate behavior intervention strategies so that student suspensions for level 3 & 4 suspensions will be reduced by 10% to a maximum of 100 for the 2015-16 school year as measured by OORS reports.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Two nights each week school support staff will be available to meet with parents and students regarding academic growth as well as matters pertaining to social/emotional development</p>	<p>All students</p>	<p>September 2015-June, 2016</p>	<p>CSD, AP Guidance</p>
<p>Community School Director will develop and implement a mentoring plan that will result in each ninth grade student being assigned a mentor for the 2015-16 school year.</p>	<p>All ninth grade students  AP Security</p>	<p>September 2015-June, 2016  September 2015-June, 2016</p>	<p>CSD, Mentors  AP Security</p>

<p>The Restorative Justice Program will expand to include</p>			
<p>Students who are recidivists in attaining more than one suspension for the year will be targeted by the AP Security for specific and mandated services which include:</p> <p>Deans and Counselors will make presentations to all ninth and tenth grade classes pertaining to the following:</p> <ul style="list-style-type: none"> <li>• Conflict Resolution</li> <li>• Anger Management</li> <li>• Respect for others and Social Media</li> <li>• Scholarship Pep Rally</li> </ul> <p>Professional Development for teachers on effective techniques to defuse volatile student incidents will be provided to teachers the first ten days of the year.</p> <p>Staff will participate in presentations pertaining to:</p> <ul style="list-style-type: none"> <li>• Eliminating sarcasm</li> <li>• Ways to practice positive communication</li> <li>• Defusing volatile situations</li> <li>• Culturally sensitivity</li> <li>• Overview of Restorative practices</li> </ul> <p>Each ninth grader will have a mentor.</p>	<p>Students with multiple suspensions</p> <p>9<sup>th</sup> and 10<sup>th</sup> grade students</p> <p>All teachers</p> <p>All 9<sup>th</sup> graders</p> <p>All students</p> <p>All student leaders</p>	<p>September 2015-June, 2016</p> <p>September – October</p> <p>September, 2015</p> <p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p> <p>September 2015-June, 2016</p>	<p>AP Security</p> <p>AP Security</p> <p>AP Security</p> <p>CSD, Mentors</p> <p>CSD</p> <p>Principal, COSA, AP Guidance</p>

<p>Incentive programs by community organizations provide motivation for student success</p> <p>The student organization and student activity leaders will be empowered for decision making with regard to their programs and student incentives.</p>			
<p>The school will institute a Conflict Resolution Center available for students to use as needed in order to promote positive and peaceful steps in resolving conflicts.</p> <p>Cutting will be addressed by a Cutting Dean who will be responsible for parent contact, student consequences and building protocols to provide a supportive environment for students.</p>	All students	September 2015-June, 2016	<p>AP Security, AP Guidance</p> <p>AP Security, CSD Cutting Dean</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Monday Professional Development time</p> <p>DOE Training in restorative Circles</p> <p>Wagner College Staff and students</p> <p>Community school Staff</p> <p>Community School Funding</p> <p>CBO Support</p> <p>COMPASS Funding</p> <p>Supervisors</p> <p>Student Health Center Staff</p>

Counselors

Conflict Resolution Staff

Deans

Mental Health Staff

School funding for Thursday Night Guidance sessions

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

**Part 5a.** 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 1, 2016 student suspensions for level 3 & 4 suspensions will be reduced to a maximum of 50 for the Fall, 2015 term.**

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
STRENGTHS:		
<ul style="list-style-type: none"> <li>Strong instructional leaders committed to collaboration</li> <li>Dedicated time each week for collaboration</li> </ul>		
NEEDS:		
<ul style="list-style-type: none"> <li>Time for teachers to collaborate on unit planning</li> <li>Time for teachers to collaborate on lesson study by planning together, implementing and lesson review</li> <li>Development of performance tasks to inform collaborative discussions</li> </ul>		

**Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Weekly planning and collaborative sessions for staff members will provide the support for 80% of students in grades 9,10 and 11 to earn 10 or more credits a year in the 2015-2016 school year.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Community School partnerships will be utilized and organized to provide content specific intervention services for identified students in need through the use of mentors, push-in content intervention and after-school programs.</p>	<p>All students</p>	<p>September 2015-June, 2016</p>	<p>€ SD, CBO Staff</p>
<p>Math: students scoring a Level 1 or low Level 2 in 8<sup>th</sup> grade Math assessment will</p>	<p>9<sup>th</sup> graders with low math scores</p>	<p>September 2015-June, 2016</p>	<p>AP Math</p>

be programmed for a 4 term Algebra 1 Common Core class, providing teachers with ample time to address instructional gaps.			
Teachers will use common preparation time as a time dedicated to course team collaboration to create weekly pacing schedules, lesson plans, student engagement activities and uniform assessments.	All teachers	September 2015-June, 2016	Supervisors, Teachers
<p>The Community School Director will organize and implement a series of PM classes throughout the school year.</p> <p>The IZone Program will run a zero period class for 9<sup>th</sup> and 10<sup>th</sup> grade students in the spring term who need to attain additional credits needed for graduation.</p> <p>Ninth grade students will follow a nine period day in order to have an opportunity to attain 15+ credits in ninth grade.</p> <p>Wagner College students will provide tutoring and academic support to ELL students through a push-in model and our after school program.</p> <p>Supervisors will expand the academic support resources that are available to teachers on the PortRichmondHS.org drive.</p> <p>Thirty ninth grade students and teachers will participate in the AVID Pilot program to develop college ready skills and a college awareness mindset.</p>	<p>All students</p> <p>Under credited students</p> <p>9<sup>th</sup> graders</p> <p>ELL students</p> <p>All teachers</p> <p>Targeted 9<sup>th</sup> graders</p> <p>ISS students with low reading levels</p> <p>All students</p> <p>All students</p> <p>Under credited students</p> <p>Students in selected classes</p> <p>ELL students</p> <p>10<sup>th</sup> ,11<sup>th</sup> graders</p> <p>9<sup>th</sup> -11<sup>th</sup> graders</p> <p>9<sup>th</sup> graders</p> <p>All students</p>	September 2015-June, 2016	<p>CSD</p> <p>AP Guidance, Izone Coord.</p> <p>Principal, AP Guidance</p> <p>Principal, Wagner Director</p> <p>Supervisors, teachers</p> <p>Principal, AP ELA</p> <p>AP ISS</p> <p>Supervisors, teachers</p> <p>CSD</p> <p>AP Guidance, IZone Director</p> <p>AP SS</p> <p>AP ELA, ESL Coordinator</p> <p>AP ELA, AP SS</p> <p>AP ELA, ELA Teachers</p> <p>AP ELA, AP Math</p> <p>AP ELA, ELA teachers</p> <p>AP Security, CSD, Cutting Dean</p>

Two ISS classes will support students using the Wilson Reading program to develop reading skills necessary for college success.

The Hochman Writing Program will be used and emphasized across academic departments to support students in building writing skills.

A tutoring center manned by college students will be organized to support students during lunch periods and after school.

The IZone Program will provide opportunities for 11<sup>th</sup> and 12<sup>th</sup> graders to attain additional credits.

Blended Learning will take place in selected Social Studies and iPad classes.

80% of ELL classes will be provided in the general education setting in order to develop skills and knowledge necessary for success on required Regents exams.

Second and third year students will participate in an English/Social Studies inter-disciplinary project.

The English staff will require portfolios from students to track and showcase performance tasks and student writing. These will follow the student from grade to grade.

Achieve 3000 and ALEKS will support students in building academic skills necessary for

<p>success in reading, writing and numeracy.</p> <p>English:</p> <ul style="list-style-type: none"> <li>• Weekly essay or focused writing assignment</li> <li>• Three Socratic seminars will be held each term</li> <li>• Performance Tasks will be edited and resubmitted multiple times until the student attains a minimum grade of 3 or 4 on the common rubric.</li> </ul> <p>Cutting will be addressed by a Cutting Dean who will be responsible for parent contact, student consequences and building protocols to provide a supportive environment for students.</p>			
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Monday Professional Development time</p> <p>Support for new teachers</p> <p>Funding for AVID from Staten Island Foundation</p> <p>DOE Funding for Wilson Reading Program</p> <p>Wagner College Staff and students</p> <p>Community school Staff</p> <p>Community School Funding</p> <p>CBO Support</p> <p>Liberty Partnership Funding</p> <p>COMPASS Funding</p>

IZone Program

Supervisors

Student Health Center Staff

Counselors

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

**Part 5a.** 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 1, 2016 80% of students in grades 9,10 and 11 will have earned 5 or more credits.**

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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 (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
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.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	HE
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>AP Supervisors are well trained in the Danielson Framework</li> <li>Staff was trained in Danielson Framework as part of pilot program</li> <li>Professional development services of Wagner College for new teaching staff</li> <li>Community school funding</li> <li>Title I funding</li> </ul> <p>NEEDS:</p> <ul style="list-style-type: none"> <li>Declining enrollment negatively impacts ability to bring new teaching talent to the school</li> <li>ENL student achievement</li> </ul>		

- Hispanic and Black male student achievement

**Part 2 – 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 responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

**School leaders and teachers will develop and participate in targeted professional development opportunities that will result in 78% of Component 3b ratings (Using questioning and discussion techniques) will be Effective or Highly Effective (up from 68% in 2014-15). as measured by Advance Data reports by June, 2016.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>One professional development workshop</p>	<p>Teachers</p>	<p>September 2015-June, 2016</p>	<p>Supervisors</p>

each month will be dedicated to content specific question development.			
When developing lessons collaboratively on Mondays and Tuesdays, teacher course teams will collaborate and develop HOT questions for lessons.	Supervisors, teachers	September 2015-June, 2016	Supervisors, Teachers
Election Day professional development will focus on increasing the academic rigor within the HOT questions used in each lesson.  Model lesson plans featuring pre-planned HOT questions will be collated.	Supervisors, teachers	Election Day, 2015  September 2015-June, 2016	Supervisors
The instructional focus for the 2015-16 school-year will be to have each lesson feature a minimum of three HOT questions which serve as the pivotal questions. HOT= Higher Order Thinking  Teachers who are new to teaching will work weekly with a Wagner College Education Professor to provide continuous and non-evaluative support to these new teachers	All Staff  New teachers	September 2015-June, 2016	All Staff  Principal, Supervisors, Wagner Professor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monday Professional Development time
Tuesday Professional time
Full day professional development sessions
Support for new teachers
Funding for AVID from Staten Island Foundation

DOE Funding for Wilson Reading Program

Wagner College Education Staff

Borough Center staff

Supervisors

Teachers

Advance Talent Coach and Staff

Counselors

QTel Training

Schedule adjustments

Teacher per session

Supervisor per session

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

**Part 5a.** 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.

**School leaders and teachers will develop and participate in targeted professional development opportunities that will result in 68 % of Component 3b ratings (Using questioning and discussion techniques) will be Effective or Highly Effective (up from 68% in 2014-15). as measured by Advance Data reports by 2/1/ 2016.**

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For 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.</li> <li>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), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	HE
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>STRENGTHS:</p> <ul style="list-style-type: none"> <li>Community School Director</li> <li>Large number of community based organizations in place</li> <li>Wagner College partnership</li> <li>SIUH Student Health Center</li> <li>Thursday night conferences</li> <li>NYCID Programs</li> <li>Support of elected officials</li> </ul> <p>NEEDS:</p> <ul style="list-style-type: none"> <li>Stronger parent engagement</li> </ul>		

- Parent activities at the school
- Mental Health support for parents/families
- Additional effective forms of school-parent communication such as social media, etc.
- Easier and more consistent sharing of student academic data with parents
- Stronger organization and monitoring of services and staff from outside organizations
- Student database to track individual student services
- Larger menu of Extracurricular activities for students
  - ENL Student achievement

**Part 2 – 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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**The community school database will show that 100% of ninth graders will be aligned to a mentor from a community-based organization in order to improve student attendance to 92% for new Ninth Graders.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The Community School Director will organize the CBO's to ensure that each ninth grade student is assigned a mentor to support the student in striving for academic success in 2015-16.</p>	<p>9<sup>th</sup> graders</p>	<p>September 2015-June, 2016</p>	<p>CSD, Mentors, Principal</p>
<p>Each mentor will meet with each student a minimum of biweekly.</p> <p>There will be a minimum of seven ninth grade Mentor /</p>	<p>9<sup>th</sup> Graders</p>	<p>September 2015-June, 2016</p> <p>September – December 2015</p>	<p>CSD, Mentors</p> <p>COSA, AP Freshmen Academy, CSD</p>

Orientation events by December 1 including:  Ice cream social  Barbecue  October Dance  Breakfast with the Principal  Freshmen Mixer  Parent/student orientation  Freshmen Family Night			
Mentors will complete and submit weekly mentoring reports detailing the needs and achievements of their mentee.	9 <sup>th</sup> Graders	September 2015-June, 2016	CSD
Big Brother and Big Sister Program will be developed through the Social Studies teachers using Participation in Government classes and community service requirements.	9 <sup>th</sup> Graders, 12 <sup>th</sup> Graders	September 2015-June, 2016	CSD, AP SS

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Mentors  Teachers  Wagner College Staff and students  Community school Staff  Community School Funding  CBO Support  Liberty Partnership Funding  COMPASS Funding

Supervisors

Student Health Center Staff

Counselors

Teacher per session

Supervisor per session

Schedule adjustments

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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

**Part 5 – Progress Monitoring**

**Part 5a.** 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 1, 2016 100% of new Ninth Graders will have an assigned mentor and year to date attendance for ninth graders is 92% or better as measured by ATS attendance reports.**

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

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

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

## Section 7: Title I Program Information

### Directions:

- 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	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school has close partnerships with the three Staten Island colleges to support teachers in attaining a Masters Degree in Education. Our status as a Title I school supports our staff in acquiring funding to support their acquisition of a Masters Degree. Specifically our partnership with Wagner College helps us to recruit their teachers as many Wagner College Education students spend time here as observers and student teachers. Teachers rarely look to transfer to another school so retention of effective teachers is not an issue. We offer high quality staff development workshops that are planned and implemented collaboratively with the administration and the Teacher Professional development Committee.

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

### 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).

N/A

### 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.).

N/A

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

School Leadership Team discusses the issue of assessments at meetings with teacher representation. Outside resources support the school with professional development on the best practices in using assessment results and data to improve instruction and student achievement. Academic departments plan school based assessments, develop and implement quarterly performance tasks and discuss best practices on choosing and using assessments to inform instruction. For the 2015-16 school-year each core academic department is developing a series of performance tasks to inform and guide instructional and curricular decisions.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	815,751.00		
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	\$815,751	X	13, 14, 15, 16, 19, 20, 21, 22, 25, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 40, 41
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	9,628,225.00	X	13, 14, 15, 16, 19, 20, 21, 22, 25, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 40, 41

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** 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/SCEP.
- **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 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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**Parent Involvement Policy (PIP) Port Richmond HS**

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. **Port Richmond HS**, 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. Port Richmond HS will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- Provide parents with weekly informational workshops facilitated by the Parent Coordinator
- Open the school to parent activities each Saturday morning

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) Port Richmond HS**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>Port Richmond HS</u>	DBN: <u>31R445</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>98</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>4</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>2</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: Port Richmond currently has 98 ELLs, in grades 9-12 who are receiving English Language instruction via our free-standing ESL program, as supported by parent choice forms completed upon admission and subsequent parent response to continued entitlement letters. There are two NYS licensed ESL teachers providing these services. In order to supplement instruction for our ELLs based on an analysis of a variety of data including: NYSESLAT and Regents scores, student background information and teacher input, and in accord with the provisions of Title III, we have outlined the following for the 2014/15 school year.

- Content area tutoring: Tutoring in Social Studies and Science will be provided after school, for one day per week, to be facilitated by a content area teacher and an ESL teacher. Based on ELL student performance there is a tremendous need to provide extra assistance in these subjects, due to the increased rigor in reading and writing requirements, as a result of Common Core implementation. For the two weeks preceding state exams tutoring hours may be increased to meet demands. We will strongly recommend this program to students who are under performing in these areas and expect approximately 30 – 40 student participants.

- Native Language Arts (Spanish) – In order to offer support to the approximately 70% of Spanish speakers in our program, we will offer a Native Language Arts literature course, which will meet after school for one or two days a week and be taught by a licensed, foreign language teacher. It is our intent to maintain and strengthen the students' native language skills in reading and interpreting literature with a view to transferring those skills to English language skills in an effort to empower students during classes and at exam time. It is estimated that 15 -20 students will attend this program.

- Afterschool ELL Enrichment Program – The ELL Enrichment program has been a great success at Port Richmond. Some of its goals are to raise student expectations and to encourage them to set personal goals for high achievement. The program includes cultural awareness components through trips to museums and local colleges such as the College of Staten Island and Wagner College, with whom Port Richmond has partnerships. The program also seeks to increase cultural and civic awareness through exposure to and participation in the production of television news programs and newspapers. By learning to process information from varied media sources, students will be better prepared to acquire English vocabulary and idioms and to meet standards on Regents examinations such as ELA, Global and American History. The after-school program meets for two-hours and 6 two-hour Saturday sessions prior to the January and June Regents weeks. Approximately 25 students are expected to attend each session. The program will run from November-June. The target groups are: long-term ELLs in grades 9-12 who have not demonstrated significant progress on the NYSESLAT; older ELL's, newcomers and SIFE students who may be reading at preliterate levels; Cohort 2013 ELLs who have not passed required Regents exams; and Cohorts 2014 and 2015 ELLs who are scheduled to take the ELA Regents exam this year. The language of instruction is English with native language support. The Title III teaching staff is one licensed ESL teacher and licensed content area teachers who will be team-teaching with the ESL teacher. The ESL assistant principal or another administrator will provide administrative building supervision during the program when there is no other supervision in the building. The program will begin in November, and as of now there are no other listed programs in the building, so a supervisor will be funded by Title III.

- To deliver more effective instruction that will improve academic results for our ELLs, the materials for this program include IPADS, flip cameras, video equipment, Milestones textbooks, Achieve 3000, a web-based reading program, LightSail, an iPad based literature program, computer equipment,

### Part B: Direct Instruction Supplemental Program Information

Regents and NYSESLAT preparation books.. Many of these materials are provided at no additional cost to the Title III program.

### Part C: Professional Development

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

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

Begin description here: \_

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

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

- Workshops on ESL methodologies and strategies across the curriculum will be offered to ESL and content teachers through in-house quarterly professional development sessions. ESL teachers and content area teachers will be assisted in utilizing the information provided by the DELLS, including newly posted Units for teaching ELLs, so that they can begin to develop lessons that are differentiated for ELLs.

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

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

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

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

**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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>445</b>
School Name <b>Port Richmond High School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Timothy Gannon</b>	Assistant Principal <b>Riana DiPalma</b>
Coach	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Aziz Elabida</b>	School Counselor <b>Joyce Lucignano</b>
Teacher/Subject Area <b>Damaris Suarez/Math/ENL Coord.</b>	Parent <b>Anita Russell</b>
Teacher/Subject Area <b>Joseph Mudgett/ENL</b>	Parent Coordinator <b>Elaine DiAngelo</b>
Related-Service Provider <b>Frances Riozzi-Gotto</b>	Borough Field Support Center Staff Member <b>Mildred Cordova</b>
Superintendent <b>Anthony Lodico</b>	Other (Name and Title) <b>type here</b>

### 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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1502</b>	Total number of ELLs	<b>87</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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
<b>Total</b>	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	87	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	34
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	24

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	56	1	9	7	0	3	24	1	2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	0	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
<b>TOTAL</b>	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										31	17	9	5	0
Chinese										2	0	1	0	0
Russian										0	0	0	0	0
Bengali										0	1	0	0	0
Urdu										2	2	0	1	0
Arabic										2	1	1	2	0
Haitian										0	1	0	0	0
French										0	0	1	1	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish														0
Albanian										1	1	0	0	0
Other										2	0	3	0	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										12	0	1	2	0
<b>Emerging</b> (Low Intermediate)										7	4	1	4	0
<b>Transitioning</b> (High Intermediate)										2	10	4	0	0
<b>Expanding</b> (Advanced)										13	8	9	6	0
<b>Commanding</b> (Proficient)										9	4	4	2	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										5	7	4	2	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	34		10	
Integrated Algebra/CC Algebra	51		19	
Geometry/CC Algebra	19		10	
Algebra 2/Trigonometry	2		0	
Math _____				
Chemistry				
Earth Science	11		1	
Living Environment	49		17	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	36		6	
Geography				
US History and Government	11		3	
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)			1	3			1	3
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.  
 Teachers assess students by using Achieve3000; it is a tool to assess the literacy skills of our ELLs. The program is built in level-set test, which provides an immediate and accurate assessment of each student's reading abilities, with a breakdown of specific literacy skills. (i.e. reading comprehension, vocabulary, identifying the main idea, etc.) This program is also very helpful for identifying needs of SIFE students. Since the data is available online it is easily shared between ENL and ELA teachers and provides a basis for discussions with other content area teachers so that instruction can be tailored to meet the needs of students who are striving to perform at grade level. We are also implementing Rosetta Stone as a tool to assess Native Language literacy skills within our standalone ENL courses. The data reveals that ELLs are not reading at grade level, struggle with reading comprehension and vocabulary skills due to language acquisition needs. Based on the insight of the data we can differentiate instruction in content areas, create groups according to levels and address the language needs of our ELL population. Disaggregation and analysis of ELL Regents indicate that ELLs are not meeting benchmark levels: English 10/34; Algebra 1; 19/51; Geometry 10/19; Algebra 2; 0/2; Living Environment 17/49; Earth Science 1/11 Global History 6/36 US History 3/11.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
  
 87 students sat for the NYSITELL and NYSESLAT Exam. The data revealed: Entering 15; Emerging 16; Transitioning 16; Expanding 36; and commanding 19.  
 The 2015 NYSESLAT revealed that 36 out of 87 ELLs tested in the expanding level of proficiency; 19 out of 87 tested commanding. An analysis of the modalities on the NYSESLAT shows that 13 out of 87 9th grade ELLs scored expanding in listening/speaking than any of the other grades. The data shows that in no grade are ELLs reaching the proficient level in reading and writing on the NYSESLAT. The data identified needs for ELLs in the following instructional areas: literacy for all ELL students. These students will also be identified for Academic Intervention services that will include, reading skills, writing skills, listening skills, note taking skills, and vocabulary skills. Instructional strategies that have contributed to students achievements in English include: interactive learning experiences, read aloud, shared reading, guided reading, literature circles, mini-lessons, cooperative learning, differentiated instruction, bridging, accountable talk, daily writing experiences, vocabulary building, continuous formative assessment to target

individual needs, use data to guide instructional practices to address individual academic need, teacher modeling – All will be continued. The additional implementation of the Hochman writing program will be monitored for results.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Port Richmond High School uses Annual Measurable Achievement objectives in order to close the achievement gap and bring students to a high level of achievement. Through AMAO we analyze Math and ELA state assessment results to measure academic performance of ELLs and all students in the school. We have been able to identify patterns across NYSESLAT modalities continue to show reading comprehension and writing skills to be lacking for our ELLs. If it is determined based on the data that we did not meet the objective. ELLs are not meeting benchmark levels on the NYS Regents exams. We use the AMAO data to plan professional development for all teachers of ELLs, implement strategies and activities based on what the data reveals. In order to provide assistance in these areas, we will continue to utilize Achieve3000. Port Richmond has also adopted the Hochman Writing program school-wide. This ensures that ELLs will receive explicit writing instruction in their ESL classes as well as in all content-area classes. In addition to the NYSESLAT results many ELLs have expressed their inability to understand teachers during classroom instruction, which is an indication that listening in English is a challenge for them as well. To assist in developing stronger listening skills, opportunities for listening to native English speakers via in-school broadcasts of Good Morning Port Richmond, and other film clips are provided in many classes.

4. For each program, answer the following:

- 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?

A study of results on the Regents examinations revealed: Students are staggering in ELA, Mathematics, Global History, American History and Science. Those who opt to take them in the native language seem to pass more often. The ELL Periodic Assessments are showing that our students continue to struggle with reading comprehension, vocabulary and numeracy. They show gaps in their knowledge, regardless of whether or not they are SIFE students. The results of the ELL students benchmark assessments are shared with the leadership team and teachers. The leadership team uses data to identify an area of need, create instructional interventions, provide 1:1 teacher to student instruction, implement instructional strategies to re-visit target skills and re-assess. The school is learning through periodic assessment that there are skills gap in the ELL population. The periodic assessment promoted a shift in differentiation of instruction for second language development needs of students and identify strengths and learning needs of ELLs; Lesson plans include strategies for ELLs and professional development. Research reveals that speakers of other languages succeed more readily when reading in their native language while acquiring a new language. Students will receive modified instruction in two languages, English and Spanish or English and Arabic. Students have access to the school and classroom library in where they can read books in his or her native language. ELL students are becoming proficient in technology by using the iPad in the classroom to access book software, Achieve3000 and dictionaries.

5. 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](#).] Not applicable, we are a grade 9-12 school.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Port Richmond High School considers the child's second language and language spoken at the child's home to inform instructional decisions. This information will guide daily instruction to differentiated instruction and assess ELL students through instruction. Teachers regularly use ongoing informal assessments to obtain a snapshot of student's strengths and area of struggle. Teachers use informative assessment to obtain information of skills abilities, and ongoing progress. Teachers also differentiate instruction that is culturally and linguistically appropriate to the needs of the class population; Lesson plans have a section on strategies for ELLs. We use assessments to incorporate strategies to meet the needs of struggling ELLs. For example, to support in students' native languages, we have begun to supply content area teachers with materials in various languages. We are also providing students with textbooks and class material in his or her home language. In addition, we are implementing Saturday and after school tutoring. A certified ESL teacher in Spanish, English and/or Arabic will provide the instruction. We continue to maintain and add to a rich Native Language literary library, which contains many of the titles that are taught in our ELA classes in the languages of our ELLs. Teachers will attend professional development to train in implementing strategies for teaching ELLs.

7. 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?
- How are EPs performing on State and other assessments?

At this time we do not have a dual language program because parents have not requested one but if needed we will open one in the future.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Teachers analyze student's work through protocols to assess student strengths and challenges, to guide instruction. In order to evaluate how well our programs are helping our ELLs make progress, we look at our Annual Yearly Progress and monitor NYSESLAT scores, NYS regent's results as well as credit accumulation and graduation rates. There is ongoing collaboration amongst teachers. Teachers are encouraged to attend professional development training on how to teach ELLS. The success of ELLs relies on a culturally and linguistically diverse school, and parent involvement activities.

## 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.  
When a newcomer to the New York City school system enters Port Richmond High School, their parent or guardian completes the Home Language Identification Survey after being interviewed informally by a licensed pedagogues. Home Language Surveys will be provided in the parents' preferred language. Support for parent requiring translation/interpretation services in Spanish, Arabic, French and Portuguese is available through Port Richmond High School staff. For parents requesting assistance in other languages, the ELL coordinator will contact the Translation/Interpretation unit to translate. The HLIS must be completed with the assistance of Damaris Suarez, ELL coordinator. Ms. Suarez, is a trained pedagogue in the ELL intake process. If it is determined that the student is eligible for ENL, the family then attends an orientation session at which they view the ENL online video that describes the three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). They also find out information about the Port Richmond ENL program and complete the Parent Selection Form. The parent coordinator then directs them to one of a team of pedagogues who have been trained for further informal student interviewing. The ENL guidance counselor/social worker will also meet with the student prior to completing their program. Placement in ENL classes is determined by the score a student receives on the New York NYSITELL placement test administered within ten days by the ENL coordinator. Students who test out on the NYSITELL are not eligible for ENL classes and are programmed for mainstream classes. Students who score at Entering, Emerging, Transitioning, or Expanding on the NYSITELL are placed in our ENL program and are given a full student program. The administration of Spanish LAB is administered to newly identified Spanish speaking ELLs. Students advance in or exit from the ENL program based on their performance on the New York State English as a Second Language Achievement Test (NYSESLAT) which is administered each spring in accordance with the guidelines outlined in the NYSESLAT Test Administrator's Manual. Former ELLs (students who test Commanding on the NYSESLAT) are still entitled to 90 minutes/week of ENL instruction and support. ELL statues must be determined, parent orientation meeting, send parent entitlement//non-entitlement letters along with parent survey within 10 days.
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).  
After a student is enrolled in the ENL program, ESL teachers, guidance counselors, and subject-area teachers will keep anecdotal notes on students, focusing on assessments, student work, conversations with the student, and general observations. If a student seems to be performing far below grade level, then we proceed with the SIFE identification process. Before placing a student in an appropriate program, a licensed Pedagogue should administer the SIFE oral interview questionnaire. The SIFE oral interview questionnaire provides insight of student's personal and language information, family and home background, Education History, Language and Literacy practices and "other questions" about the students experience in New York, the school experience, free time and what are his or her plans for the future. Students are also administered the Literacy Evaluation for Newcomers SIFE (LENS), in order to designate a student as SIFE. This process will be completed within 30 days of enrollment.
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).  
When a new student enters with an IEP, they will meet with the LPT, who consists of Riana DiPalma, Assistant Principal, Aziz Elabida, ENL Teacher, Erick Varga, Assistant Principal Instructional Support Services, Damaris Suarez, ENL Coordinator/ISS Teacher, and Marin Feuer, School Psychologist in order to determine if the student has language acquisition needs and should take the NYSITELL, or be placed within an ISS Self Contained or ICT class. Written notification of the parent notification in the parents preferred language must be sent to the parent or guardian. If the recommendation is to change the ELL status, the process continues. Written notification of the decision to parent in the preferred language within 10 school days of receipt of documentation from the principal. Written and oral translation will be made available as requested by parent. The CSE must be consulted, the process must be completed within 20

school calendar days. Follow SIFE identification by administering the oral interview questionnaire. SIFE status data collection data must take place within 30 days. All notification and relevant documentation is kept in student's cumulative folder.

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.

The ELL coordinator will review ATS reports to identify students for continued entitlement. Parents of students who are entitled to continue services will receive an entitlement letter within the first five days of the beginning of the new academic year. Parents will receive letters in their preferred language. When a new student enters with an IEP, they will meet with the LPT, who consists of Riana DiPalma, Assistant Principal, Aziz Elabida, ENL Teacher, Erick Varga, Assistant Principal Instructional Support Services, Damaris Suarez, ENL Coordinator/ISS Teacher, and Marin Feuer, School Psychologist in order to determine if the student has language acquisition needs and should take the NYSITELL, or be placed within an ISS Self Contained or ICT class. Written notification of the parent notification in the parents preferred language must be sent to the parent or guardian. If the recommendation is to change the ELL status, the process continues. Written notification of the decision to parent in the preferred language within 10 school days of receipt of documentation from the principal. Written and oral translation will be made available as requested by parent. The CSE must be consulted, the process must be completed within 20 school calendar days. Follow SIFE identification by administering the oral interview questionnaire. SIFE status data collection data must take place within 30 days. All notification and relevant documentation is kept in student's cumulative folder.
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).

Parents will be informed of this during the initial interview, as well as in the entitlement letter that they receive. Letters are mailed to homes in the native language and English. Written and oral translation will be made available as requested by parents. All original documentation are kept in an ENL binder.
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.

Damaris Suarez, ELL coordinator informs parents of the three program choices and answers any questions related to the three program choices. When a family enters Port Richmond High School for the first time and has been interviewed informally, the parent orientation meeting takes place on the same day. The family views the DOE video in their native language concerning three program choices for their child. If the parent chooses a program that we do not offer, we explain that we will keep track of their request and monitor other similar parent requests so that we can continue to meet the wishes of the parents. If the parent is not present or able to remain for the parent orientation meeting, we follow up within 24 hours with outreach by U.S. mail and by telephone in order to invite them to the school.
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.

The parent coordinator, Elaine DiAngelo as well as the ENL Coordinator, Damaris Suarez, will work to ensure that forms are returned, and will tally program choice in order to ensure students are placed in the correct program. An ELPC ATS report will identify parents who previously chose TBE or DL programs. After aggregating the ELPC data by TBE and DL program, students will be identified for the selected program; parents will be notified of the program in a letter, in the parent's preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The parent coordinator, Elaine DiAngelo and ENL Coordinator, Damaris Suarez, will reach out to parents in order to obtain Parent Survey and Selection Forms that have not yet been returned. If necessary, home visits will be made to obtain these documents. Written and oral translation will be available in the parents preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.

Every parent will receive a placement letter after taking the NYSITELL. Letters are mailed directly to the student's home of record in English and the appropriate home language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the NYSITELL; for existing students the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. The Parent Survey and Selection forms are completed in the school during intake.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation is kept in each students cumulative file. Copies are kept in ENL binder.
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.

The ENL coordinator, Damaris Suarez, runs the RLAT ATS report to identify students entitled to take the NYSESLAT. After analyzing the report students are grouped and scheduled to take the test. The coordinator will create a check list of students eligible to take the

NYSASALAT exam. The checklist will include each NYSASALAT modality to ensure that all students have been assessed in each of the four modalities. To administer the Listening, reading and Writing students are to a specific date and time. For the speaking component students an appointments to meet individually with test administrator. Students are notified in advance and reminded of the scheduled test appointment one or two days prior. The NYSESLAT is administered in its entirety for all students as follows: beginning with the speaking portion of the test, ENL teachers have their classes covered so that they are able to administer the test to the students who are not directly taught by them. The listening, reading and writing sections of the test are scheduled over three consecutive days, for four periods each day. Students who are absent are able to make up the portions they miss upon their return to school.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL coordinator, Damaris Suarez, mails letters directly to the student's home of record, in the parents preferred language. For students new to the New York City school system, the entitlement letter is mailed to the home based on the results of the NYSITELL; for existing students, the letters are mailed to the home based on results of the NYSESLAT exam that indicate continued entitlement. The Parent Survey and Selection forms are completed in the school during intake.
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).

2015: A review of the data shows that of 18 parents whose children entered Port Richmond i(after seeing the information video regarding programs offered by the city), 8 selected an ENL program, 0 selected a bi-lingual program and 8 selected a dual language program.

## 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.  
In an integrated setting, instruction is delivered to ELLs through an ICT model where one teacher is a content teacher and the other teacher is an ESL teacher. In this setting, ELLs received extra language and content support from both teachers. The ESL teachers provide instructional accommodations and interventions for ELLs in different content areas. In a stand-alone setting, the teacher is dually certified to teach ESL and ELA. The teacher uses the native language of the students for support. Students received materials in both the English and students' languages. Students are grouped based on their proficiency levels in both settings.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
Two certified ENL teachers service the ENL program. All entering level students receive 129 minutes (three 43-minute class periods) of daily English/Language Arts instruction, for a total of 645 minutes per week. Classes consist of a double-period literacy block and a single period in which cultural awareness, skills and grammar are emphasized. Transitioning level students receive 86 minutes (two 43-minute class periods) of ESL instruction daily, for a total of 430 minutes per week. For entering, there is one period of balanced literacy instruction in which the four modalities of writing, speaking, listening and reading are emphasized. The second period emphasizes skills, grammar and vocabulary building. Expanding level students receive 43 minutes of ESL and 43 minutes English/Language Arts instruction a day. The English Language Arts instruction is delivered through a grade-appropriate mainstream English course, which meets 43 minutes a day, five days a week. There are two levels within the Expanding group, with one group

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

3. Describe how 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.

In general, ELLs are placed in content area classes according to their grade level. These classes are taught in English. Content teachers are being supplied with native language materials and bi-lingual glossaries and dictionaries to help them support ELLs. In response to recent results in Global History and because we have a Global History teacher who also holds a bi-lingual license, a bi-lingual Global history class has been formed. The results of students in this class will be monitored. As our school shifts to comply with Common Core Standards, ELLs are also being exposed to the increased rigor of all classrooms. Our ELL's become connected to fellow students, teachers and support staff by belonging to one of our smaller learning communities. The materials used during instruction are both fiction and non-fiction based. In both cases, the teachers try to choose the most interesting topics for students based on a student survey conducted earlier in the year and based on ongoing interest surveys. Some of the materials are connected to the students' cultures or are written by authors from the students' countries or language. The lessons are structured according to the protocols of sheltered English model. The lesson contains language and content objectives, interactive learning activities in different ways (whole class, partners, groups and individually), different means of presentation and representation of materials and assessments such as the use of audio-visual materials, pictorial, interactional, hands-on activities, writing with the support of graphic organizers, reading and filling out the chart that asks for the main idea, evidence, sources and pages/ paragraphs where the evidence is found. The ESL teacher supports ELLs by using the native language when applicable, side-by-side translation, providing a simple version of the text, the use of dictionaries, grouping students with those who speak the same language, but they are more advanced and the use of ESL strategies. Students learn the content-based skills as guided by the common core learning standards. For example, in literature, students are required to identify and analyze different literary techniques and elements to show how authors use them to develop themes and supporting their thesis statements using evidence from the text. In non-fiction texts, students are supported to determine a central idea and provide textual evidence to support their answers, write a persuasive paragraph and essay to defend their claim using arguments and recognize the counter-claim.

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

While it is challenging to assess all students in their native languages because we do not have teachers who speak all the languages represented in our school, students are instructed to write, once in a while, in both their home language and English. One of the ESL teachers can assess and give feedback to students who speak Arabic, French and Spanish. The other home languages are Google translated and are used as a tool to gauge the thinking process in the home language since Google translation is not accurate to be used as a reliable source of assessment.

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

ESL classes are utilizing programs and texts that are specifically designed for ELLs. English 3D is being used in the Advanced classes provides lessons and activities that address all four modalities while emphasizing academic vocabulary and rigor. At the beginning and intermediate levels Milestones texts are being used. These texts also provide opportunities for all skills to be developed. In addition Common Core aligned tasks are being assigned which require the use of all four modalities.. Students are evaluated frequently on a daily basis because the four modalities are embedded each lesson. Students listen short passages and answer the questions (True or False, multiple choice questions), and they read the text to correct their answers they give during the listening task. As for speaking, students are required to speak in a group and class through reading aloud activities and class/group discussions. Students are also required every day. For listening, the teacher has multiple-choice questions about the passage that is read to them in addition to the daily discussions and instructions that the teacher provides. In reading, students are provided with multiple opportunities to read aloud, read with a partner and answer comprehension questions in writing or verbally. In Writing, each lesson has several writing activities where students have to write about the text, whether it is a personal response to a text, paragraphs about how literary techniques are used to develop central ideas. In speaking, students are instructed to speak in groups and in partners during learning activities in addition to class participation.

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

Newcomers and SIFE students are programmed according to the LAB-R or NYSESLAT and receive small group instruction within the classroom for basic reading and writing skills. Teachers provide differentiated instruction for SIFE and newcomers at every proficiency level. SIFE students also receive adapted and enriched materials across the curriculum, such as text-books, tests, projects, and assignments. In addition, Achieve3000 supplements their instruction. They make use of the books and magazines in our native language in-class library and in our school library. Research shows that speakers of other languages succeed

more readily when reading in their native language while acquiring a new language. The native language library promotes continuous growth in reading and comprehension skills in the native language while students develop proficiency in English. There are dedicated iPads to enhance technology skills and specialized dictionaries to support vocabulary development at all levels. Headphones and cassettes are available for individualized instruction and aural language acquisition. ELLs also receive targeted tutoring in ESL and content area courses in order to prepare them for the NYSESLAT and other grade-specific tests such as the PSAT. ELL progress on formative assessments is monitored and all teachers are analyzing student work so teachers can measure success and design re-teaching opportunities. After the assessment, teachers use the native language when it is possible; teach students the pre-requisites for the targeted skills; use different means of presentation as mentioned earlier; group the students strategically, and provide tutoring. After-school and Saturday tutoring sessions and clubs assist with the acquisition of American culture. Newcomers and SIFE students who are eligible for the ELA Regents or Regents examinations in the content areas are monitored by the ESL staff and attend content-specific tutoring sessions for these examinations. All English/ESL Department mid-term and final examinations are modeled after ELA Regents reading and writing tasks. ESL teachers adapt these examinations to their students' proficiency levels. Newcomers and SIFE students are also paired with a more English-proficient school buddy. Newcomers, in addition to the ESL strategies discussed earlier, Newcomers are offered 4 extra periods of English during the week and Saturday academy where they receive more support. Developing, students at a developing stage receive more linguistically demanding texts and they are provided with the same curriculum as English speaking students with some minor adaptations of the texts. Learning activities are context-rich and culturally based in many cases. They also benefit from multimedia presentations of instruction.

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

Long-Term ELLs also receive all of the previously mentioned strategies, as they continue to be integrated into the instructional model. There is an increased emphasis on guidance and individualized programming in order to determine a plan for success in attaining proficiency and completing high school and its requirements. More emphasis is placed on college readiness. Ongoing individualized conferences with ELLs, their parents and ESL staff continue. Additional liaison takes place between ESL teachers and content area teachers to enhance success for these students across the curriculum. Targeted tutoring is provided for students who have not completed their graduation requirements or passed the required Regents examinations. Advanced level long-term ELLs who have not passed the appropriate Regents examinations in English or Math are placed in corresponding Regents-ending preparation courses. After-school or Saturday tutoring and Regents Preparation are also offered. Students at this level continue to use Achieve3000 as a supplement to their instruction. Teachers of long-term ELLs will be given the opportunities to attend professional development to acquire support in acquisition language needs and instructional strategies on content and literacy learning for ELLs.

Former ELLs receive at least 90 minutes of extra support by an ESL teacher per week. The former ELLs are also offered the tutoring opportunities. Former ELLs are eligible for testing accommodations that may include the use of native language glossaries.

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.

Within 6-12 months, it's important to review the re-identification decision to determine that the child is making progress based on the process decision. Teachers will keep anecdotes to monitor students's academic progress.

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?

ELLs with special needs are programmed according to their IEP in either self-contained classes or mainstream classes with SETSS support. Students are also programmed in ICT classes with a content teacher and ESL or Special Education teacher. Students learn the content-based skills as guided by the common core learning standards. For example, in literature, students are required to identify and analyze different literary techniques and elements to show how authors use them to develop themes and supporting their thesis statements using evidence from the text. In non-fiction texts, students are supported to determine a central idea and provide textual evidence to support their answers, write a persuasive paragraph and essay to defend their claim using arguments and recognize the counter-claim. Teachers use sentence starters, paragraph frames, and brainstorming strategies to write. They also use think-aloud strategy to teach the metacognitive processes that happen as readers and writers try to make meaning of texts or writing. Another set of instructional strategies is that students learn how to interact with texts by engaging with assistance in the process of visualizing what is happening in the text and sketch it; making predictions and inferences based on the text clues and prior experiences; making self to text connections to activate their background and text to text or world connections; using mnemonic devices to boost their memory to retain content related concepts and connect lessons to keep the continuity of instruction and provide many meaningful opportunities to use the new learned vocabulary and practice the new acquired skills. All ELL-SWDs participate in extra curricular activities. The ESL teacher supports ELLs SWDs by using the native language when applicable, side-by-side translation, providing a simple version of the text, the use of dictionaries, grouping students with those who speak the same language, but they are more advanced and the use of ESL strategies. Annual goals are also aligned with ELL goals. Special programs for these ELLs include Achieve3000, a highly successful reading program focusing on differentiated, individualized instruction. This program also provides built in diagnostic and resource features. ELL-SWDs receive support from the Instructional Support Services Department, the School Based Support Team, Speech and Language related services, and the ESL team. Bi-lingual paraprofessionals and/or speech and language push-in or pull-out support are provided according to the requirements of the child's IEP. ELL SWDs are invited to attend after school tutoring and the Saturday program. Special Education teachers are mandated to complete an annual review for IEP students. During the annual review meeting, teachers collaborate to write annual goals for the students. The annual goals of students are also aligned with ELL goals. The teachers structure lessons to address the measurable annual goals of IEP students during instruction. Teachers of ELL-SWDs have access to the student's IEP through SESIS. To address testing accommodations during Regents week the testing coordinator assigns rooms to ELL students and ELL-SWDs as per the student's IEP. In the ICT classroom, the Special Education teacher arranges to tests students in a separate location. As per, the general education classroom, the mainstream teacher makes arrangements with the Special Education Assistant Principal during class assessment days to accommodate the testing needs of students. There is an IEP coordinator that reviews IEPs to ensure that students are receiving the mandated services and are appropriately programmed. The related service provider must enter a first attend date for any ELL- SWDs with relate services.

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?

ELL SWDs who receive Integrated Co-Teaching as mandated on their IEP are programmed according to their english level. ESL and content teachers use multiple instructional strategies to teach our ELL-SWDs. Teachers use sentence starters, paragraph frames, and brainstorming strategies to write. They also use think-aloud strategy to teach the metacognitive processes that happen as readers and writers try to make meaning out texts or writing. Another set of instructional strategies is that students learn how to interact with texts by engaging with assistance in the process of visualizing what is happening in the text and sketch it; making predictions and inferences based on the text clues and prior experiences; making self to text connections to activate their background and text to text or world connections; using mnemonic devices to boost their memory to retain content related concepts and connect lessons to keep the continuity of instruction and provide many meaningful opportunities to use the new learned vocabulary and practice the new acquired skills.

In addition to the curriculum, ELLs use technology to access some reading and writing programs such as Achieve3000 and ILIT (inspire literacy). These two programs provide a wide range of topics that students are interested in and, after assessment, adjust the readability Lexile. The Achieve3000 has materials in English and Spanish so that Spanish-speaking students can use to support their learning. As for the ILit, it is a multilingual program that offers reading materials in all subject areas and can be translated to 45 languages. All languages that are represented in our school are included in the ILit program. Students who are ENL-SWDs are put in an ICT class setting where there is an ESL and Special education teacher. ELLs are encouraged, welcomed and sometimes mandated to take extra tutoring classes as part of their daily program from Tuesday through Friday in addition to other PM school classes and Saturday Academy. ELLs are encouraged, welcomed and sometimes mandated to take extra tutoring classes as part of their daily program from Tuesday through Friday in addition to other PM school classes and Saturday Academy.

Students with disabilities participate in an integrated co-teaching model, which is our least restrictive environment. The needs of ELLs with IEPs are met by the general education teacher and the ESL teacher. All teachers have access to the student's IEP on

Chart

SEGIS. The testing accommodations are in kept in a locked file cabinet in the classroom.

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

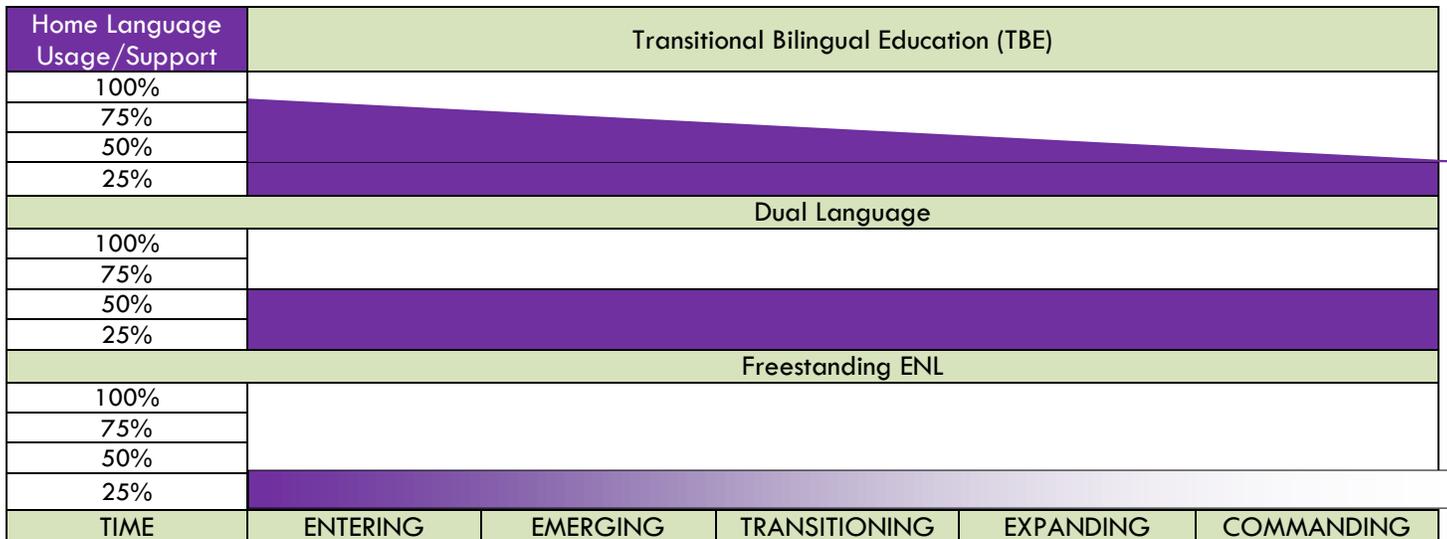


\*Note: “other approved services” does not apply to New York City at this time.

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. An analysis of ELL Regents indicate that ELLs are not meeting benchmark levels: English 10/34; Algebra 1; 19/51; Geometry 10/19; Algebra 2; 0/2; Living Environment 17/49; Earth Science 1/11; Global History 6/36; US History 3/11. Academic Intervention Services are provided for all students who have demonstrated a need in a specific academic or skill area. Such activities include reduced class size for more individualized instruction, Saturday school, and after-school tutoring. Intervention services include components to meet the specific needs of students in the graduating cohort who have not met the graduation requirements regarding the ELA exam and a Math Regents exam. For ELLs, PRHS offers after-school and Saturday enrichment in English Language Arts and media literacy, that addresses reading proficiency through close collaboration with the Literacy Coach, who provides reading comprehension strategies as well as the Achieve3000 program. There is also targeted tutoring for ELLs for the NYSESLAT, ELA Regents. There is also tutoring for ELLs for Math, Global History, American History, and Living Environment Regents examinations. ELLs eligible for Supplementary Educational Services (SES) are eligible for skill-building tutoring in English and Mathematics. Specialized tutoring in English and Mathematics targeted to the subgroups of Hispanic ELLs and ELL students with disabilities who have not passed the ELA or Math Regents exams is also provided. Academic intervention services are offered in English with native language support according to budgetary restrictions and availability. Teachers analyze student work, identify the needs of students and implement intervention strategies to support ELLs. Some interventions in content areas include but are not limited to Spanish and English; Arabic and English teacher model mini-lessons, video based lessons, classwork, assessments available in English and Spanish and Arabic and English, ILIT software, daily instruction incorporate Hochman strategies and teacher to student tutoring (one to one intervention).

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

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

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

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

For the 2015-2016 school year, Port Richmond ESL teachers are reviewing lessons and new materials with the intent of aligning instruction with the Common Core Standards so as to increase and accelerate reading comprehension and enhance all of the language acquisition skills. Several iPad apps are being explored and utilized in the classroom in order to differentiate instruction and to increase the technological awareness of ELLs. Supplementary Educational Services (SES) tutoring for eligible ELLs will be offered in ELA and Math, and peer tutoring will be offered assigning bi-lingual tutors with ELLs who speak the same language. We are planning a cross-cultural celebration in the spring. The number of college visits for ELLs will be increased. A Spanish-speaking mailbox has been added to the PRHS telephone service. In order to continue success in the program, teachers will continue Achieve3000. It works well with ELLs. The school also purchased the ILIT software. Port Richmond High School will hire teachers with an ESOL license.

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

N/A

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

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

about American as well as other cultures through film. Students are then encouraged to analyze the films, discuss them and critique them, which helps them improve their English language skills. "Good Morning Port Richmond," our weekly news show, features interviews and stories about teams, auditions for student theater productions, fund raising events, blood drives, our annual 5K walk and other school events. This has been extremely helpful for ELLs, since it provides faces to go with names of people they need to see in order to sign up for various school activities. ELLs are members of SING, the cheerleading, football, basketball, volleyball, tennis, and soccer teams. ELLs are also members of the classes that work on "Good Morning Port Richmond," so they have the opportunity to be involved in the production of the show. ELLs are welcomed to attend general after-school and/or Saturday targeted Regents preparation in Math and English, SES Math and English skills tutoring (if eligible). They are also offered specific after-school and/or supplemental ESL English tutoring and after-school cultural awareness and supplemental guidance counseling sessions. ELLs will be invited by the classroom teacher, flyers and invitations. ELL students are encouraged to participate in all sports program offered by Port Richmond High School.

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.

There are many instructional materials, including technology, to support ELLs in all content areas. The web-based Achieve3000 program is primarily used in ESL and ELA classes and ESL after-school enrichment, but the non-fictional articles address topics in Math, Social Studies and Science. ESL students utilize a number of supplemental texts to support learning, including the Milestones and Visions series. Books on tape, leveled classroom libraries in English, native language libraries in the classroom and the school library, and NYSESLAT preparation books all support ELL achievement. Smart boards are utilized extensively with ELLs in core subject area classes. ELLs have access to a dedicated bank of iPads in the ESL classroom, and computers in any of the four computer laboratories. ELLs also have access to video and audio technology in the classrooms. ELLs can also participate in the television media class held in Port Richmond's television studio as well as a media literacy PM school. Some ELLs in the TV SLC, take part in producing our weekly news program, "Good Morning Port Richmond".

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. All required services support and correspond to our students, who are in grades 9-12 and who range in age from 13 – 21. The required services correspond to the requirements of the beginner, intermediate and advanced levels of ESL and to accumulating the appropriate credits and passing the required examinations for graduating from high school and the goal of attaining proficiency in English. All students will receive all content material at an age appropriate level.
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).

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

19. What language electives are offered to ELLs?

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

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)?

N/A

## 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.)  
All teachers are teachers of ELLs. PRHS will provide professional development to all teachers. ELL teachers and administrators that specifically address the needs of English language learners: 15% of ELL training for the content area and 50% for the ELL teachers. Classroom teachers will attend professional development once a month during departmental meetings. Professional development topics will consist of: ENL best practices, ENL methodologies and alignment with CCSS, curriculum mapping for ELLs aligned with CCSS in all content areas, differentiation for ELLs based on levels of language proficiency and ELL data analysis of assessments. ELL teachers will attend PD during Chancellor Conference Days and throughout the school year. Administrators and ELL coordinator will deliver additional professional development. Professional development opportunities will be provided at the departmental and school levels to address the effective use of strategies for the teaching of reading, writing and literacy skills to all ELL personnel. Pupil Accounting Secretary Training offered by the Office of ELLs will be attended by PRHS personnel. School librarians are provided with ELL training through the Library List Service and at Chancellor's Day Professional Development meetings sponsored by School Library Services. ESL teachers share a common professional period and meet daily as part of ongoing professional development. The ESL coordinator will attend numerous training sessions offered by the Office of ELL Compliance.
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?  
School leadership will have all school pedagogues attend Professional Development training to learn about ELLs within the borough ELL support or Division of English Language Learners and Student Support (DELLSS): Algebra: A Gateway to STEM; Writing Effective Language Objectives for ELLs of ALL Proficiency Levels (K-12) and Oral Language Development with Thinking Routines.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Ninth grade teachers attend a teacher focus group during professional development in early September to support staff in assisting all students as they transition from middle to high school. Teachers of ELLs attend this meeting and conference with the ESL teachers regarding the special needs of ELLs. ESL teachers remain a resource for all teachers of ELLs during the entire school year.  
Guidance counselors will also attend Professional Development to support and assist ELLs transition from 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.  
School staff will attend professional development. Professional development requirements consist of 15% of ELL training for content area and 50% for ELL teachers. Professional development will consist of topics: Language Allocation Policy, Strategies to support ELLs in language development, ENL best practices, ENL methodologies in alignment with CCSS, curriculum mapping for ELLs aligned with CCSS in all content areas, differentiation for ELLs based on levels of language proficiency, strategies for the teaching of reading, writing and literacy skills, analyzing assessment and data. Sign-sheets and copies of workshop training agenda and materials for all professional development will be kept on file in a professional development binder.

### 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?

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

Oral translation will be made available as requested by parent or as indicated during the identification and placement process. The paperwork will be kept in the student's cumulative folder. The school will meet with parents or guardian, in addition to parent teacher conference, to discuss learning goals and progress. The ENL coordinator will keep a copy of parent's attendance in the parent meeting binder.

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

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

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.

Records are kept by the ELL coordinator and by ESL teacher within Skedula, as well as within each student's cumulative file. Oral translation will be made available as requested by parent or as indicated during the identification and placement process paperwork kept in the student's cumulative folder. Parents will participate in Student Award Night, Celebrate Cultures and Family Pasta Night.

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

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

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. With our new designation as a Community School, we hope to be able to create more activities for parents of ELLs including English language courses, and babysitting services, so that parents can partake in our Friday Frolic or Saturday workshops. Parent coordinator will send translated invitations and/or make phone calls to the family to personally invite them to the activity, provide light snacks and drinks, create an agenda, parent folder and a translated school newsletter to provide families with weekly school information. Oral translation will be made available as requested by parent or as indicated during the identification and placement process paperwork kept in the student's cumulative folder.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Port Richmond High School is collaborating with "Make The Road New York" to support students and families with immigration support services, classroom curriculum, college access support, help bridge the gap between students, parents, teachers, language

and cultural barriers. Oral translation will be made available as requested by parent or as indicated during the identification and placement process paperwork kept in the student's cumulative folder.

5. How do you evaluate the needs of the parents?

Parent coordinator will provide parents or guardians with a parent and family involvement survey that will be given at Family Night, and other community school events. The parent coordinator and ENL Coordinator will work to outreach to ELL parents on a regular basis. Oral translation will be made available as requested by parent or as indicated during the identification and placement process paperwork kept in the student's cumulative folder.

6. How do your parental involvement activities address the needs of the parents?

After analyzing the parent surveys, the school creates activities to meet the need of parents. The activities are designed to help parents be more involved in homework and in the child's academic life. The school provides suggestion and ideas for supporting learning.

#### **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.

Paste response here:

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: **31445** School Name: **P**  
Superintendent:

### 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](http://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

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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.

Written and oral language interpretation needs are determined by analyzing responses to the Home Language Survey and ATS reports. Port Richmond also obtains informal data from direct feedback from parents through ongoing communication with school personal and Parent Teacher Conferences. School communications are translated into English, Spanish and Arabic. If other languages are needed, the school will contact the Translation and Interpretation Unit. The school has provided staff with resources to assist in translation. The Multilingual Welcome Poster are posted in classrooms and around the school.

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.

A review of ATS reports indicates that 62 out of 87 parents reported Spanish as their preferred language; Chinese: 3 out of 87; Bengali: 1 out of 87; Arabic: 6 out of 87; Albanian: 2 out of 87; French: 2 out of 87; Haitian: 1 out of 87; Romanian: 2 out of 87; Sinhalese: 2 out of 87; Urdu: 5 out of 87 and Yoruba: 1 out of 87.

## **Part B: Creating a Communications Calendar**

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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.)

The documents typically translated are: Parent Teacher Conference invitations, Value of Homework and Support Your Child. The information is provided to parents and students during parent orientation, Family Night and at the beginning of each marking period.

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.

The formal face-to-face meeting are Parent Teacher Conference and Family Night. School personnel will utilize bilingual staff to communicate with parents. Interpretation for additional languages will be provided through the DOE's Translation and Interpretation Unit.

## **Part C: Providing Language Assistance Services**

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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.

The school currently provides Translation and Interpretation through in-house school staff. The school recruits bilingual personnel to assist in written and oral communication between school personnel and parents. School letters and forms are translated to Spanish, Arabic and French, prior to meeting. The school mails parents an invitation in the native language to remind parent or guardian of parent/teacher conferences, parent meetings and other events. The day of the meeting, school personnel will have a translator/interpreter accessible.

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 available at the school to provide assistance in Spanish, Arabic, French and Urdu. Interpretation will be provided by bilingual school staff. Interpretation for additional languages will be provided through the DOE's Translation and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Staff members will receive an email and written notification with a link to the Translation and Interpretation unit. The school will distribute the Language ID Guide, brochure and post the Multilingual Welcome Poster.

#### **Part E: Providing Notice of Language Assistance Services**

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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

#### **Part F: Monitoring and Quality Control**

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

Port Richmond High School will gather feedback through the parent Survey