



**PAUL ROBESON HIGH SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 17K625**  
**ADDRESS: 150 ALBANY AVENUE, BROOKLYN, NY 11213**  
**TELEPHONE: 718 774-0300**  
**FAX: 718 467 3692**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:**  K625  **SCHOOL NAME:**  Paul Robeson High School

**SCHOOL ADDRESS:**  150 Albany Avenue, Brooklyn, New York 11213

**SCHOOL TELEPHONE:**  718 774-0300  **FAX:**  718 467-3692

**SCHOOL CONTACT PERSON:**  Ann-Marie Henry-Stephens  **EMAIL ADDRESS:**  Ahenrystephens  
@schools.nyc.go  
v

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**  Stefanie Siegel

**PRINCIPAL:**  Katherine Kefalas, IA

**UFT CHAPTER LEADER:**  Ms. Jadzia Malinowski

**PARENTS' ASSOCIATION PRESIDENT:**  Mr. Kenneth Moore

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*  Nijel Hill and Daykwon Hughes

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:**  17  **CHILDREN FIRST NETWORK (CFN):**  305

**NETWORK LEADER:**  Joanne Mejias

**SUPERINTENDENT:**  Karen Watts

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Katherine Kefalas	*Principal, IA / Core Member	
Jadzia Malinowski	*UFT Chapter/Core Member	
Mr. Kenneth Moore	*PTA President/ Core Member	
Ms. Angie Richardson	Title I Parent Representative	
Anna Torres	DC 37 Representative/ Member	
Nijel Hill	Student Rep/ SGO Member	
Daykwon Hughes	Student Rep/SGO Member	
Ann-Marie Henry-Stephens	AP Supervision/CSA	
Stefanie Siegel	SLT Chair/Teacher/COSA	
Cicily Humes-James	Teacher/ Member	
Letitia Ingram-Brown	Teacher/ Member	
Lorna Clarke	Parent/ Member	
Henry Hall	Parent/ Member	
Pamela Henry	Parent/ Member	
Rosa Medina	Parent/ Member	
Meneva Rolle	Parent/ Member	
Nisrine Elamin	CBO/Global Kids	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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*“Fostering the Pursuit of Excellence”* is our motto and our mission. We believe all students should have the opportunity to reach their personal best in their academic and career courses as well as their extracurricular and athletic activities. We prepare students for productive employment in the world of finance and technology. At Paul Robeson High School we celebrate the diverse talents and creativity of our students every day. Our school is now organized into two career academies: The Digital Technology Academy and The Wall Street Academy. These academies are small learning communities where students form strong relationships with their teachers and peers. These academies ensure that our students' academic, social and emotional development, staying with them throughout their four years at Robeson. Although we are not a small school, we nurture and take pride in maintaining a sense of family that is special to Paul Robeson.

### **OUR MISSION STATEMENT:**

Inspired by the life of Paul Robeson, we, the Paul Robeson High School community, commit ourselves to instilling and perpetuating his belief that it is the destiny of our children to contribute to and share in the fruits of the American dream. Therefore, we must cultivate an environment that enriches the academic and social lives of our students and fosters the pursuit of excellence. We believe that the education provided here must instill students with a consciousness of their rich cultural heritage, an appreciation of their ability to shape the present, and an empowered anticipation of their future. We will prepare our students to use business and technology to achieve their personal best, to fulfill their responsibility to their community and to positively influence the course of events in the twenty-first century.

### **COURSES AND PROGRAM HIGHLIGHTS**

- **Programs:** Academy of Finance, Virtual Enterprise, Adobe/Cisco Web Design Academy, Distance Learning Lab, Academy of Information Technology, New Media Technology, The Fellowship Initiative
- **Language Classes:** French, Spanish
- **Advanced Placement Courses:** English Literature and Composition, Spanish

## **PARTNERSHIPS**

- **Community-Based Organizations:** Paul Robeson High School Alumni Program, Princeton Alumni Reachout 56, Crown Heights Mediation Center, Malcolm X Grassroots Movement, Bailey's Cafe, Hattie Carthan Community Garden, Transdiaspora Network
- **Higher Education Institutions:** Princeton University, Brooklyn College, Medgar Evers College, New York City Technical University, Dowling University, Paul Smith's College, Drexel University, Temple University
- **Cultural/Arts Organizations:** 651 Arts, BAM, Urban Word
- **Corporate:** Citi, Cadwalader, Wickersham & Taft LLP
- **Financial Institutions:** JP Morgan Chase, Operation Hope
- **Other:** National Academy Foundation (NAF), College for Every Student (CFES), Global Kids Inc.

## SECTION III – Cont'd

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Paul Robeson High School									
District:	17	DBN:	17K825	School BEDS Code:	331700011625					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11	√		
	K		4		8		12	√		
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		71.6	69.2	75.9			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment :						
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	0	0	0		92.1	93.7	92.3			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment :						
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11			
Grade 7	0	0	0		83.3	81.5	91.1			
Grade 8	0	0	0							
Grade 9	388	283	128	Students in Temporary Housing - Total Number :						
Grade 10	358	265	156	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	226	207	135		16	156	37			
Grade 12	204	261	207							
Ungraded	2	1	1	Recent Immigrants - Total Number :						
Total	1178	1017	627	(As of October 31)	2007-08	2008-09	2009-10			
					5	7	1			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	43	53	46	Principal Suspensions	242	236	25			
# in Collaborative Team Teaching (CTT) Classes	64	56	48	Superintendent Suspensions	56	45	69			
Number all others	52	48	43							
These students are included in the enrollment information above.				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	N/A	1033	761			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:						
(BESIS Survey)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10			
(As of October 31)										
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	81	64	68			
# in Dual Lang. Programs	0	0	TBD							
# receiving ESL services only	25	28	TBD							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	6	TBD	Number of Administrators and Other Professionals	31	29	24
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	9
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	133	192	364	% fully licensed & permanently assigned to this school	100.0	98.5	100.0
				% more than 2 years teaching in this school	61.9	78.1	83.8
				% more than 5 years teaching anywhere	56.0	64.2	85.3
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	85.0	90.0	91.2
American Indian or Alaska Native	1.1	1.4	1.6		87.6	92.1	90.9
Black or African American	88.7	87.2	87.1				
Hispanic or Latino	8.8	9.7	9.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.5	0.8				
White	0.7	0.9	1.4				
Male	59.4	58.9	57.7				
Female	40.6	41.1	42.3				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	<b>If yes, area(s) of SURR identification:</b>						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1					√	
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		X	
Math:				Math:		X	
Science:				Graduation Rate:		√	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				X	X	√	60
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American				X	X		
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities				√sh	√sh	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				X	X		
<b>Student groups making AYP in each subject</b>				1	1	1	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	55.4			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: (Comprises 15% of the Overall Score)	6.5			Quality Statement 2: Plan and Set Goals			
School Performance: (Comprises 25% of the Overall Score)	12.7			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: (Comprises 60% of the Overall Score)	38.2			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	0			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficiently Disadvantaged				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### Strengths

- **Our 2009-2010 preliminary Progress Report data indicated a 70% 6-year graduation rate. This is testament to the fact that many of our students come in below grade level and are unable to graduate in 4 years; but more important, it is testimony of our ability to foster an environment that encourages and supports those students who need to stay in school for six years until they graduate**
- **Even though the school is in corrective action for both ELA and Math under NCLB, Regents results indicate students are making significant progress in both ELA and Math. 73% of the students who took the ELA Regents in June exam passed it and over 80% of those passes were with grades of 65 and higher. Approximately 75% of our students passed the Algebra Regents Exam.**
- **Even through our uncertain year we maintained our funding through the Small Learning Communities Grant, we maintained an Advisory Board, and our relationships with the National Academy Foundation and Citi, among others.**

### Accomplishments

- **We applied for and received a grant of \$250,000 over two years to work improving student attendance.**
- **More technological skills were acquired by teachers because of extensive professional development sessions in the use of Smartboards and in creating Webquests.**
- **Our students received more internship opportunities this year through our Brooklyn College partnership and our Advisory Board.**
- **Improved attendance from 69% in the 2008-2009 school year to 76% in the 2009-2010 school year**
- **Many more of our students received Regents and Advanced Regents diplomas this year than last year. Our weighted diploma rates on our 2009-2010 Progress Report were 89.3 and 103.5% for 4-year and 6-year graduation rates respectively.**

## **Challenges**

- **The current instability resulting from the NYCDOE’s decision to phase out/close the school and the pending lawsuit filed by the UFT and NAACP.**
- **The instability noted above has led to a much smaller than usual incoming 9<sup>th</sup> grade class**
- **The downsizing of the school—budget constraints have forced us to excess staff and so our four Small Learning Communities have to be consolidated into two.**
- **Our student population needs a wider than normal range of differentiated instruction strategies, alternative assessments and real life learning opportunities for substantial academic outcomes to occur.**
- **The lack of significant parent support in the school community makes reaching many of our students even more challenging than usual.**
- **A significant portion of our students (DATA) are over-aged and under-credited.**
- **Financial resources to increase staff and to fund credit recovery and tutoring programs needed by our student population.**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### Goals for 2010-2011

- 1) To increase daily student attendance by at least 10% during the 2010-2011 school year
  
- 2) To increase graduation rate by at least 11% for the 2010-2011 school year
  
- 3) To increase the percentage of students earning ten or more credits by at least 5% by the end of the 2010-2011 school year.
  
- 4) To increase the percentage of Regents passes in all subject areas, especially Mathematics and English by at least 10% by the end of the 2010-2011 school year.
  
- 5) To increase the percentage of parental involvement in the school community by at least 10 % during the 2010-2011 school year.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Attendance Rate

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase daily student attendance by at least 10% during the 2010-2011 school year</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>We have reorganized our attendance team which is led by an Attendance Coordinator and includes the AP Guidance, guidance counselors, school aides, attendance teachers, family paraprofessionals and the school social worker. We meet weekly to assess attendance progress. Our school will be reorganized into two career academies and the attendance team is organized to work with each academy to address its student population. We have also set up a phone bank where teachers can call students and parents.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>AIDP (Attendance Improvement Dropout Prevention) Grant Funds</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>When the attendance team meets weekly, we will use daily attendance data, cutting reports, ATS attendance tracking and ARIS data to evaluate our progress toward meeting this goal.</b></p>



**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Credit Accumulation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the percentage of students earning ten or more credits by at least 5% by the end of the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>All students will be programmed into one of two academies where they will be tracked individually. Academy leadership teams will review student report cards every six weeks to help students develop their achievement goals for the next marking period. Each academy guidance counselor will regularly meet with students and their parents to review their progress. We also offer PM school, tutoring, and a Saturday Academy program to support students' academic needs</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>We will use our Small Learning Community Grant and VTEA funds.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Every six weeks we will review and analyze data on ARIS, HSST, and ATS. We will also review report cards and student transcripts.</b></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Regents/ ELA & Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the percentage of Regents passes in all subject areas, especially Mathematics and English, by at least 10% by the end of the 2010-2011 school year.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Students in 10<sup>th</sup> grade classes will be prepared for and given the opportunity to take the ELA Regents in June 2011 and juniors will be taking the test in January 2011. Counselors are specifically assigned to work with all students to closely monitor attendance and credit accumulation. Teachers in the respective academies will case conference students to support academic achievement and to review credit accumulation. We also have PM school, tutoring, and a Saturday Academy program to ensure students have additional instructional support.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>We will use our Title 1, funds, Small Learning Community Grant, SIG, ARRA and SES funding for these programs</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Every six weeks we will review and analyze data on ARIS, HSST, and ATS. We will also review report cards and student transcripts.</b></p>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of parental involvement in the school community by at least 10 % during the 2010-2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In addition to PTA activities and Open-School nights, several other activities, such as Curriculum Night, Saturday Institute, Meet the Teacher and Academy Parent Day will be organized to encourage parent involvement in the school. In addition, parents will receive regular newsletters, emails, and phone calls about school events and activities.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>(AIDP) Attendance Improvement Dropout Prevention Grant Funds and Title III Funds will be used to fund some of these activities.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Data will be collected on parent involvement through the PTA, School Leadership Team every term.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	75	80	80	125	70	20	14	30
10	125	80	80	150	75	17	15	50
11	120	60	60	100	75	7	6	40
12	66	30	30	50	75	10	11	40

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>All ninth grade students have double periods of English as separate reading and writing classes—during the school day. Also small group tutoring is available after school for students in the school’s lowest third population, and for any other students identified as needing help in reading and writing. Saturday tutoring is also available for students at all grade levels.</b>
<b>Mathematics:</b>	<b>All ninth grade students have double periods of math—during the school day. Also one-on-one tutoring is available throughout the day, before and after school and on Saturdays. Compass Learning, an on line tutoring and support program, will also be available at school for all students.</b>
<b>Science:</b>	<b>Students in 9th grade receive help after school and on Saturdays to complete their lab requirements for the Living environment regents. Students in grades 10-12 take a prep class in either living environment or earth science in preparation for regent exams as needed.</b>
<b>Social Studies:</b>	<b>Students receive help afterschool and on Saturdays as needed. Students in grades 10-12 also receive a prep class during their lunch periods in either global or US history or both in preparation for regent exams as needed.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Guidance Counselors are available throughout the school day for all students. Counselors meet with every student in their case load at least twice per semester.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The school psychologist is available throughout the day and by referral from teachers, staff members or parents</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Social Workers are available throughout the school day.</b>
<b>At-risk Health-related Services:</b>	<b>The school has a school based health center in which students receive services as needed.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.



at Paul Robeson, the majority of whom reside in the surrounding community. In the 2009-2010 school year, student population was 87.2 % African/Caribbean American, 9.7% Hispanic or Latino, 0.9 % White and 0.5 % Asian and 1.4 % American Indian or Alaska Native others. Approximately 90% of the students are eligible for free lunch or reduced lunch. This school has since been reorganized into two small learning communities—one, The Wall Street Academy focuses on business and the other, The Digital Technology Academy, focuses on technology.

### **Instructional Program**

Paul Robeson High School (17K625) offers a self-contained and push-in ESL program to its relatively small number of English language learners. The students in the program are the children of parents from, or are themselves from, the Dominican Republic, Haiti and African countries such as Ghana, Guinea, and Senegal. The objective of the program is to guide and to facilitate our students’ development of fluency in the four modalities of reading, writing, speaking and listening in the English language while adhering to the ELA standards. Our English language learners, (ELLs) like all of Paul Robeson’s students receive a rigorous instructional program based on the New York State standards, which enrich their academic and social lives. The instructional program is designed to prepare the students exit the program by passing the NYSESLAT, and eventually graduate high school by passing all required State Regents Exams.

The ESL program currently has 24 students. The program addresses the academic needs of all three levels of ELLs: Beginner, Intermediate, and Advanced. Beginner students receive 3 units of instruction per week; intermediate students receive 2; while advanced students receive 1 unit of ESL in addition to 1 unit of ELA. The ESL teacher, English teachers, and other content area teachers work together to ensure that ELL educational opportunities are enhanced and expedited using a variety of instructional strategies and support

Classroom strategies and materials used to help our ELLs succeed academically include:

<b>Scaffolding Strategies</b>	<b>Balanced Literacy</b>	<b>Higher level questioning techniques</b>	<b>Teaching using Technology Computer-Based Programs</b>
<b>Cooperative Learning</b>	<b>Presentations</b>	<b>Research</b>	<b>Differentiated Instructional Strategies</b>
<b>Graphic Organizers</b>	<b>Lexia Learning</b>	<b>NYSESLAT materials from Attanasio and Associates</b>	<b>Data-based Instruction Achieve 3000</b>

The Title III Supplemental Program for ELLs at Paul Robeson will focus on developing students’ reading and writing skills so that they meet the New York State and City Performance standards, pass the NYSESLAT and successfully complete their Regents exams. The aim is to help students graduate on time from high school and to become successful college students.

One ESL teacher and one English teacher will be hired to teach after-school reading and writing classes using ESL methodologies and techniques. These classes will held be held twice a week, on Tuesdays and Thursdays, between 3:30 pm and 5:00 pm for 36 sessions. Classes will be taught in

English. We will be purchasing and using **Achieve 3000**, a web-based, individualized learning program used to accelerate reading comprehension, vocabulary, and writing proficiency. This reading program targets students in all grades and has ongoing formative assessment, built into the daily instructional routine, that monitors student progress so teachers can customize the content to meet students' needs. Since many of our students are entering high school one, two, or even three grade levels behind and many of them have scored at levels 1 and 2 on the New State ELA assessment given in grade 8, this program will help tremendously. This program is computer-based and uses interactive technology to help students develop social and academic vocabulary, comprehension, and fluency in all four modalities. In addition, we will focus on developing effective paragraphs, improving essay writing skills, and using correct punctuation and grammar. We will also use NYSESLAT practice and prep materials from Continental Press Educational Publishers. The program will end just as the testing season for the NYSESLAT and the Regents exams begins.

**2 teachers x 1.5 hrs per session x 34 sessions x 49.89 = \$5088.78**

Destination Reading Literacy Program will also be purchased. This is a web-based program that can be used to develop literacy skills in Math, Reading, Vocabulary Development, Writing, and Science. Mechanics is a basic skills program for K-12, in English, Spanish, and Haitian Creole. The program, therefore, offers support in the native language of the student; research has shown that this approach enhances learning in both native and second languages.

In addition to the after school program, English language learners in the Title III program will be invited to participate in a Saturday Academy that will focus on improving performance on the NYSESLAT and content areas Regents Exams. This year, Social Studies, both Global and U. S. History, is the focus of inquiry work. ELL students, like most of the rest of the school's population, is struggling with this content area subject. The Saturday Academy will focus on developing literacy skills in these courses for the students who need it. The sessions will run throughout the fall and spring semesters. The Saturday sessions will be held from 10:00 a.m.-2:00 p.m. starting in February and ending in June 2011.

**1 teacher x 3 hrs per session x 15 sessions x 49.89 = \$2245.05**

These instructional programs will be supervised by the Assistant Principal of English, ELL and Foreign Language. Once every two weeks she will meet with teachers, and students at times, to evaluate students' progress. She will observe lessons and give feedback where necessary. She will collect and analyze all relevant data to ensure that students' are receiving well-targeted instruction. 40 hours of per session has been budgeted for this purpose.

**1 supervisor x 1 hr per session x 30 sessions x 52.21 = \$1566.30**

***Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.***

This year teachers and other staff responsible for the delivery of student instruction will take advantage of relevant and meaningful professional development offered by the Department of Education's Office of English Language Learners. This will be in addition to onsite professional development offered by the ESL teacher or other professionals. School wide professional development plans include daily common planning periods

in small learning communities where classroom teachers share lessons and strategies on differentiation and data-driven instruction. The ESL teacher and other teachers will also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) which are held throughout the school year. These include workshops on Special Strategies: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, a workshop that will apply the principles of Differentiated Instruction to the case of the English language learner in the mainstream classroom. These workshops are free and are conducted during the school day. Additional workshops offered by CFN 305, our support network, will be attended by the Assistant Principal in charge of ESL, the ESL teacher and content area teachers.

***Description of Parent and Community Participation*—Explain how the school will use Title III funds to increase parent and community participation ELLs**

Significant Parental Involvement remains a challenge at this high school. When ELL parents attend activities such as PTA meetings and Open-School evening and afternoon conferences, every effort is made to communicate the need for greater involvement on their part. This year, the school has identified increasing parental as one of its CEP goals. Every effort will be made to bring ELL parents into that fold. Paul Robeson High School runs a Saturday Academy class for all parents of this school. The ESL teacher, supervisor and community liaison will collaborate to involve the parents of English Language Learners in this academy. We will also inform the parents about ongoing events at the school and send out notices in their native language inviting them to these events. We will host a couple of information sessions especially for ELL parents, one in the fall term and another in the spring.

Metro cards will be provided to parents to encourage participation and to defray their travel expenses. Refreshments will also be served.

**Metro Cards for parents \$225.00**

**Refreshments for parents \$400.00**

**Section III—Title III Budget**

**School: Paul Robeson High School**

**BEDS Code: 331700011625**

**Allocation Amount: \$15,000**

<b>Budget Category</b>	<b>Budgeted</b>	<b>Explanation of Proposed Expenditure in this</b>
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	<b>Amount</b>	<b>category as it relates to the program narrative for this title</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$5088.78	<b>After-School Program</b> —Tuesdays and Thursdays 2 teachers x 1.5 hrs per session x 34 sessions x 49.89 = \$5088.78
	\$2245.05	<b>Saturday Academy</b> -- 1 teacher x 3 hrs per session x 15 sessions x 49.89 =\$2245.05
	\$1566.30	1 supervisor x 1 hr per session x 30 sessions x 52.21 = \$1566.30
Parent Involvement	\$625.00	Metro Cards for parents \$225.00 Refreshments for parents \$400.00
Supplies and materials	\$5350.00	Achieve 3000 Summer Differentiated Language Arts (923166423)
	\$124.87	Notebooks, copy paper, chart paper, markers, etc.
<b>TOTAL</b>	<b>\$15,000.00</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

#### **Part A: Needs Assessment Findings**

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

**We look at the HLIS forms parents fill out when students are admitted. The ESL teacher and supervisor now meet regularly to ensure that all relevant school documents are sent out in English, Haitian Creole, Spanish and French. We also utilize the services of staff members who are fluent in the parent's language to directly relay relevant information about their child or the school to those parents.**

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

**The parents of our current ELL students and those of students who have tested out of the ELL program need to be more involved in their children's academic lives; previously, their inability to communicate in English has hampered this process. This year, increasing parental involvement for all parent groups is a priority this year. The supervisor of the ELL program and the assistant principal in charge of pupil personnel services have communicated this to the school community. Information is also shared with the parents through the monthly PTA meetings.**

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.  
**Translation will include any and all information pertaining to students' services and academic performance in the school. Parents will also receive documents pertaining to parent meetings, programs, and other school events in their native languages. In some cases, translation services will be provided in-house by staff, but whenever absolutely necessary, an outside vendor will be used also.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**Previously, we have been able to meet our translation needs in house with our school staff, but this year we will be using the services of the DOE Translation and Interpretation Unit whenever necessary.**

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

**Paul Robeson High School follows the procedures outlined on the Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in this regulation.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$994,015.00	\$38,907	\$1,032.922
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,940.15	\$389.07	\$10,329.22
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$49,700.75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$99,401.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **Parent Involvement Policy (PIP)**

#### **I. Parent Activities:**

Parents will be involved in the development and implementation of parent activities through biweekly meetings of our School Leadership Team, monthly meetings of the PTA, events planned by our Community Liaison, the Parents Hotline, and quarterly newsletter.

#### **II. Title I Funded Programs:**

Parents will be included in an ongoing manner in the development, implementation and evaluation of Title I School Wide Programs through the School Leadership Team, the PTA and the Community Liaison.

#### **III. Shared Responsibility:**

Parents are expected to share responsibility for their children's achievement by attendance at our PTA meetings, by participating in numerous parent workshops offered throughout the year, participating in the School Leadership Team, attending Open School Events, and other events planned for parents. Also, parents are invited to meet regularly with teachers, guidance counselors and deans when necessary.

#### **IV. Capacity Building:**

We will build capacity in parents through our parent workshops on curriculum, parenting skills, state standards, successful achievement, diploma requirements, computer literacy, etc. We will also continue our Parent Involvement Program in which all parents are invited to volunteer at least one day during the school year.

#### **V. Parent Meetings:**

Parent meetings are held monthly on a rotating schedule of days and times to meet the need of as many parents as possible.

**VI. Title I Information:**

Title I information, including services provided for students and parents and parent rights will be discussed and information disseminated at the first PTA meeting each year.

**VII. Parent Feedback/Comments:**

Parents will be encouraged to write their comments on a Parent Comment Card distributed at PTA meetings and Open School Events. Comment Cards will also be available on a regular basis in the Principal's Office and the Guidance suite.

**VIII. School Response to Parents' Comments:**

The principal and assistant principals are responsible for responding to parent comments concerning all aspects of school life, including Title 1 programming and services. The principal forwards comment cards or other written or verbal comments to the appropriate assistant principal or superintendent when necessary.

**IX. Parents with Disabilities:**

Our school is barrier free and is accessible to any parent or visitor with disabilities.

**X. Non-English Speaking and Limited English Proficient Parents:**

As much as possible we will have all information disseminated in Spanish, French and Haitian Creole. Also, we have Spanish, French and Haitian Creole speaking translators for parents when they visit or call the school and at PTA meetings.

**XI. School Information:**

All school information, including Title I programs and services, curriculum, school data, promotion policies, assessment results, and academic intervention services will be disseminated to all parents at monthly PTA meetings and Open School events and posted on the school web site.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting minutes. This policy was re-adopted by Paul Robeson High School of Business & Technology on September 29, 2009 and will be effective for the period of one year. The school will distributed this policy to all parents of participating in Title I, Part A children on October 20, 2010 and as needed during the 2010-2011 school year.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **School-Parent Compact**

#### **The School Agrees:**

**To convene an annual meeting for parents to inform them of the Title I School Wide Program and the Comprehensive Education Plan and their right to be involved.**

**To offer a flexible number of meetings at various times and, if necessary and if funds are available, to provide transportation, child care or home visit for those parents who cannot attend a regular school meeting.**

**To actively involve parents in planning, reviewing and improving the Title I School Wide Program, Comprehensive Education Plan and Parental Involvement Policy.**

**To provide parents with timely information about all programs.**

**To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.**

**To provide high-quality curriculum and instruction.**

**To deal with communication issues between teachers and parents through:**

- **Annual parent-teacher conferences**
- **Frequent reports to parents on their child’s progress**
- **Reasonable access to staff**

- Opportunities to volunteer and participate in their child's classes
- Observation of classroom activities

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and or need to help them to be more effective in assisting their child/children in the educational process

### **The Parent/Guardian Agrees:**

To become involved in developing, implementing, evaluating and revising the School-Parent Involvement Policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies

To work with his/her child/children on school work.

To monitor his/her child's/children's

- Attendance
- Homework
- Television watching and use of the Internet

To share the responsibility for improved student improvement

To communicate with his/her child's/children's teachers about their educational needs

*The school and parents working cooperatively to provide for the successful education of the children agree:*

### **The School Agrees:**

1. To continually revise, evaluate and implement school and parent involvement policies.

2. To convene our Title I Parent-Advisory Council at least three times a year so as to advise parents as to Title I programs, and to their right to be involved in the creation and implementation of such programs.

3. To inform parents about regularly scheduled parent teacher association meetings, and to make it possible for all parents to attend.
4. To provide parents with information concerning programs during the school day, as well as after school and on weekends.
5. To provide parents with a written assessment of their children's progress at least six times a year.
6. To provide all students with high quality, curriculum and instruction.
7. To provide computer access to all students so that they may be prepared for life in the 21<sup>st</sup> century.
8. To ensure a parent's ability to participate in:
  - School wide activities
  - Parent workshops
  - Parent student academy councils
  - Professional development activities

**The Parent/Guardian Agrees:**

1. To work with teachers in continually reviewing, evaluating and implementing school-parent involvement policies.
2. To participate in parent-student workshops involving teaching/learning strategies.
3. To closely monitor their child's/children's
  - Attendance
  - Homework
  - Reading for school and for pleasure
4. To understand that student achievement is a dual responsibility of the parent and the school.
5. To inform teachers and other school staff about a child's educational, social emotional and developmental needs.
6. To inform teachers the school as to the types of programs they feel could help them in participating in their child's educational progress..

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. At Paul Robeson High School, classroom instruction is monitored on a daily basis. At the beginning of the term, assistant principals conduct composite observations of departments and academies after which a report is issued to all teachers enumerating the positive aspects of the observation and discussing the areas which need improvement. Assistant principals of supervision conduct not only formal observations, but make at least four daily drop in visits for five to ten minutes each every day. All visits are accompanied by appropriate feedback. In addition, we conduct frequent learning walks with varying foci during the course of the school year. For example, we recently conducted a learning walk that encompassed every class in the school. We then crunched the data to determine trends in instructional practices. We observed that only about 50% of all classes observed were student centered and that teachers were not differentiating instruction as much as they should. We know that these are areas we need to improve on. Administrators will continue to conduct ongoing learning walks as well as formal observations and daily drop-ins with appropriate feedback and follow-up professional development.**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- a. **We have created small learning communities within Robeson based on the Career Academy model so that students will have a more personalized experience.**
  - b. **All students belong to an academy with a group of caring teachers, guidance counselors and other support staff to augment academic and social/emotional needs**
  - c. **We continue to implement AIS programs in English and Math that are embedded into the school day**
  - d. **We will have after-school and Saturday tutoring programs for students**
  - e. **Tutoring is available throughout the day with the support of Brooklyn College, Global Kids and the Robeson faculty.**
  - f. **Teachers meet in common planning time to develop lessons which reflect the Academy based guiding questions, the content area and unit based essential questions.**
  - g. **Our school's Inquiry Teams are being developed and involve the whole school community. This year we are focused on improving literacy skills in the school's lowest third population.**
  - h. **See Appendix I for more information on AIS programs**
3. **Instruction by highly qualified staff.**
- **100% of teachers are fully licensed and 92.1% of core classes are taught by highly qualified staff**
  - **Teachers are assigned to their area of certification consistent with State legislation**
  - **Teachers are encouraged to pursue advanced degrees in their content area using Title I funds when applicable**
  - **Teachers are informed of all NYCDOE and SED incentive programs for pursuing advanced degrees**
4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**
- **Working closely with your learning support organization teachers and other staff members have ongoing professional development on a weekly basis along with additional special conferences and opportunities to visit best practice schools**
  - **Through PTA meetings and our Saturday Institute for Parents, attending parents are kept informed of changes in the curriculum and the academic status of the school**
  - **Teachers meet weekly in collaborative professional development groups where they develop curriculum.**
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
- **Working in collaboration with the NYCDOE and SED hiring incentive programs for high need schools**
  - **Utilizing traditional and alternative recruitment methods and working closely with local colleges and universities to bring highly qualified staff to Robeson**
6. **Strategies to increase parental involvement through means such as family literacy services.**
- **Saturday Institute offers computer literacy and writing classes to parents and local adults**

- **School Leadership Team will host film discussion groups and book club for staff, parents and students**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
    - **Not applicable**
  8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
    - **Teachers are actively involved in assessing school wide data on student outcomes through their weekly Academy meetings and department meetings.**
    - **Inquiry Teams report back to staff regarding the significance of their findings for the development of differentiated assessment tools**
  9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
    - **See Appendix I AIS Chart**
  10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
    - **We utilize all community resources to insure that our students have appropriate access to programs that will meet their academic, social and emotional needs**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$994,015.00		
Title I, Part A (ARRA)	Federal	✓			\$38,904.00		
Title II, Part A	Federal				0		
Title III, Part A	Federal	✓			\$15,000.00		
<del>Part D: TITLE I TARGETED ASSISTANCE SCHOOLS</del>	<del>Federal</del>	<del>✓</del>		<del>Not Applicable</del>			
Title IV	Federal	✓			\$8,884.00		
IDEA	Federal	✓			\$84,469.00		
<del>Local</del>	<del>Local</del>	<del>✓</del>			<del>\$2,426,872.00</del>		

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I, Part A. If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructuring Year Two      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
  - **Even though we had a 98% and 100% participation in ELA and math, last year we did not make AYP for our graduation rate, nor Math and English stats.**
  - **The majority of our students score in the lowest quartile in Math and English upon entry to high school**
  - **Last year, at 49%, our graduation rate was still lower than the 60% the state set for us as a benchmark.**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
  - **For all groups and all grade levels we have AIS services designed to meet the needs of our students in Math and English as well as other core academic areas**
  - **Senior progress is assiduously monitored by guidance counselors, senior advisor, and teachers.**
  - **Seniors are enrolled in PM School when behind in acquiring necessary credits.**
  - **If seniors are missing Regent Exams, they are programmed for small, support classes.**
  - **Tutoring is available throughout the day with the support of Brooklyn College and staff members.**
  - **The college process is supported through our partnership with Citigroup through college fairs, tours. In addition through our partnership with Reach Out '56, alumni from Princeton 1956, we offer a college awareness program in all grades specifically designed for Robeson students.**
  - **As members of College for Every Student (CFES), college awareness is school-wide and ongoing.**

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School Under Registration Review (SURR)

- **A senior parent meeting is held in the early fall to inform parents about requirements and alert them to the signs of senioritis as well as make them aware of the college office programs and services offered specifically to seniors.**
- **Promotion/graduation in doubt letters are sent out in the spring semester and additional meetings are scheduled for parents/students if deemed necessary**

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - **Working closely with our (Children First Network)CFN, teachers and other staff members have ongoing professional development on a weekly basis along with additional special conferences and opportunities to visit best practice schools.**
  - **At weekly Academy meetings, teachers receive in-house professional development.**
  - **All PD activities are planned to target areas in need of improvement—teachers develop curriculum together as well as curricular maps that**
  - **cross disciplines and incorporate our business and technology classes; teachers meet in study group and use looking at student work protocols to assist in assessing student progress and differentiated instruction**
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
  - **Assistant Principals and Academy Directors work directly with teachers on a weekly basis**
  - **Lesser experienced teachers are paired with more experienced teachers in study groups/level-alike groups**
  - **Staff from our CFN work closely with teachers through department meetings, giving teachers additional mentoring**
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - **Letters are sent home at the beginning of the school year, translated into Spanish and French Creole, informing student in a straight forward, plain-speaking manner of the schools status and progress.**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**We currently have 6 students in temporary housing.**
2. Please describe the services you are planning to provide to the STH population.  
**Students get individual counseling and tutoring. They also get school supplies and are taken for shopping based on individual needs. They are included in college planning and are engaged in all aspects of school life**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.



**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Paul Robeson High School					
<b>District:</b>	17	<b>DBN:</b>	17K625	<b>School</b>		331700011625

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		71.6	69.2	75.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	0	0	0		92.1	93.7	92.3
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	386	283	128		83.3	81.5	91.1
Grade 10	358	265	156				
Grade 11	226	207	135	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	204	261	207	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	2	1	1		16	156	37
Total	1176	1017	627	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	7	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	53	46	Principal Suspensions	242	236	25
# in Collaborative Team Teaching (CTT) Classes	64	56	48	Superintendent Suspensions	56	45	69
Number all others	52	48	43				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	1033	761
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	<b>Number of Teachers</b>	81	64	68
# receiving ESL services only	25	28	TBD	<b>Number of Administrators and Other Professionals</b>	31	29	24
# ELLs with IEPs	3	6	TBD	<b>Number of Educational Paraprofessionals</b>	4	3	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	133	192	364	% fully licensed & permanently assigned to this school	100.0	98.5	100.0
				% more than 2 years teaching in this school	61.9	76.1	83.8
				% more than 5 years teaching anywhere	56.0	64.2	85.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	90.0	91.2
American Indian or Alaska Native	1.1	1.4	1.6	% core classes taught by "highly qualified" teachers	87.6	92.1	90.9
Black or African American	88.7	87.2	87.1				
Hispanic or Latino	8.8	9.7	9.1				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	0.8				
White	0.7	0.9	1.4				
<b>Male</b>	59.4	58.9	57.7				
<b>Female</b>	40.6	41.1	42.3				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1						v
Restructuring Year 2						
Restructuring Advanced						

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	X
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				X	X	v	60
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				X	X	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander						-
White						-
Multiracial						-
Students with Disabilities				vsh	vsh	-
Limited English Proficient				-	-	-
Economically Disadvantaged				X	X	
<b>Student groups making</b>				<b>1</b>	<b>1</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	55.4	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	6.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	12.7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	36.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>305</b>	District <b>17</b>	School Number <b>625</b>	School Name <b>Paul Robeson H S</b>
Principal <b>Katherine Kefalas, IA</b>		Assistant Principal <b>Ann-Marie Henry-Stephens</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Dale Britton/ESL</b>		Guidance Counselor <b>Elsie Rose-Jemmot</b>	
Teacher/Subject Area <b>Cecily Humes-James/English</b>		Parent <b>Kenneth Moore</b>	
Teacher/Subject Area <b>Ronda Razak/English</b>		Parent Coordinator <b>N/A</b>	
Related Service Provider <b>Anna Torres/Sparks Counselor</b>		Other <b>Simone Grey, AP PPS</b>	
Network Leader <b>Joanne Mejias</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>687</b>	Total Number of ELLs	<b>24</b>	ELLs as Share of Total Student Population (%)	<b>3.49%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here 1.

1. The ELL identification process begins with parents filling out the Home Language Identification Survey (HLIS). Students are identified based on the language that the parents indicate is spoken in the home. If the HLIS show that the students speaks, reads or writes in a language other than English, then that student is identified for LAB-R testing. The persons responsible for conducting the initial formal assessment are Simone Grey (Assistant Principal, Pupil Personnel Services) or one of the other guidance counselors at the school. The school has 2 counselors who are fluent in Haitian Creole and other members of staff who are fluent in Spanish. Sometimes an informal interview done in the parent's native language may be necessary to determine identification. The LAB-R and the NYSESLAT are administered by the Licensed ESL teacher, Dale Britton.

2. Parents are informed about all three program choices via letters within 10 days, and in some cases, during the initial assessment. The letters describe the Dual Language, the Transitional Bilingual, and the Free-Standing ESL programs. Parents are also shown or directed to archived web videos on the DOE website that explain the benefits of all three programs. The process of outreach however has is far from perfect. We need to develop a more effective parent outreach system that meets state and city requirements and regulations and that better serves the needs of our ELL population.

3. Entitlement letters are sent by mail and/or given to students to deliver to their parents. The ESL teacher asks the student take home the Parent Survey and Program Selection forms, have their parents read and sign it, and return it within the 10-day deadline. In many cases, the letters have been returned much later than requested and in some cases they have not been returned. Phone calls are made continually to remind parents and guardians of their obligations to sign and return the forms.

4. Students who are identified as needing ESL instruction are placed according to parental choice. Based on their scores on the LAB-R, beginning students receive 3 units of ESL instruction, Intermediate students receive 2 units and advanced students receive 1 unit of ESL plus one unit of ELA, as per CR Part 154 regulations. Parents are notified through letters sent home that their child has been placed in ESL classes. Based on the Program Selection Form most parents then select the ESL program.

5. Over the last few years, 100% of our parents have chosen free standing ESL classes for their children. However, if parents request another program model such as a bilingual program, the school will be glad to open that program.

6. Yes, our program is aligned with parents' requests. For example, informal surveys with both Haitian students and parents show that many students prefer free standing ESL programs to Bilingual ones.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										5	9	4	6	24
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	9	4	6	24

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	11

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	9	0	0	4		2	11		3	24
<b>Total</b>	9	0	0	4	0	2	11	0	3	24

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

**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
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3	7	1	0	11
Chinese														0
Russian														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian										1	1	2	5	9
French										1	1	1		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>24</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1a. The organizational model for ELLs at Paul Robeson is self-contained and push-in. Our program offers both Pull-out and a Push-in ESL program to its relatively small number of English language learners. The objective of the program is to guide and to facilitate our students' development of fluency in the four modalities of reading, writing, speaking and listening in the English language, while adhering to the ELA standards. Our English language learners, (ELLs) like all of Paul Robeson's students receive a rigorous instructional program based on the New York State standards, which enrich their academic and social lives. The instructional program is designed to assist the students to exit the program by passing the NYSESLAT and eventually graduate high school by passing all required State Regents Exams.

1b. The program is ungraded and heterogeneous.

2. There is one full-time ESL teacher and 1 part-time ESL teacher who ensure that all proficiency levels receive their mandated number of instructional minutes.

- a. Beginning students receive 650 instructional minutes of ESL services per week, intermediate students receive 450 minutes and advanced students receive 225 minutes of ESL services and 225 minutes of ELA. There is no native language arts program at Paul Robeson high school.
3. The language of instruction is English. Instructional ESL approaches and methods used to make content comprehensible include:
- A. the use of graphic organizers, maps, pictures and graphs as visual aids for concept and vocabulary development
  - B. the pre-teaching of vocabulary and concepts students will need to ensure ongoing comprehension as they progress through a lesson or a unit
  - C. Cooperative learning activities in which more proficient ELLs who speak the same native language are paired with those of lower proficiencies.
  - D. Modeling of correct answers on the board so that students can copy rather than write what they hear
  - E. Modeling correct grammar and syntax when communicating orally with students
  - F. Use question stems or Bloom's taxonomy to promote high order thinking skills.
  - G. Writing frames to scaffold writing so that all students can become more effective writers.
4. a. SIFE are offered Afterschool tutoring sessions, Title III Afterschool and Saturday Academy programs to help improve their proficiency in reading and writing. In the classroom, we have materials designed to assist SIFE improve their academic performance.
- b. Newcomers receive three units of instruction per day. The focus is on helping these students to develop BICS (Basic Interpersonal Communication Skills) while at the same time helping them to develop CALP, (Cognitive Academic Language Proficiency). In addition to helping students develop the skill to successfully comprehend concepts from the content areas; students are also prepared for the NYSESLAT and Regents exams through intensive test preparation exercises. After school tutoring is also offered to these students.
- c. For ELLs receiving service 4 to 6 years, the focus is on helping these students to improve their proficiency in reading and writing. Data from the NYSESLAT reveal that many of these students obtain lower scores on reading and writing. Data from the classroom reveal that some of these students have difficulty decoding and comprehending what they read. Online reading programs and test prep materials have been ordered to help these students test out of ESL and improve their overall academic performance.
- d. The plan for Long-Term ELLs is try to resolve their attendance issues while employing similar instructional strategies outlined above for the other subgroups.
- e. The ESL teacher and other related content area teachers review the students' IEP and modify instruction and assessments in accordance to accommodations outlined in the IEPs.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### **Native Language Arts and Native Language Support**

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

<b>NLA Usage/Support</b>	<b>TBE</b>
--------------------------	------------

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Whenever possible, the ESL teacher pushes into the content area classes and helps to make the language of the tasks/activities more comprehensible to the students by working on vocabulary exercises. In addition, we provide after-school tutoring on Tuesdays, Wednesday and Thursdays from 3:30-5:30. This semester, we are also going to have a Saturday Academy from 10:00 a.m-2:00 p.m. to provide extra support for our ELL students. Intervention services are offered largely in English with minimal assistance in French. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. We find that these students take do not take advantages of intervention services

because they attend school less or leave earlier.

6. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes, including those funded by Title III funding.

7. This year, we plan to have a Saturday Academy from 10:00 a.m.-2:00 p.m to provide extra tutoring and support for students.

8. At this time we do not plan to discontinue any services for ELLs. We are however, with this exercise, engaged in a rethinking and redesign or services that ELLs receive that will result in more productive processes and systems that should greatly improving the learning environment and outcomes for ELLs in our school.

9. ELLs are offered all opportunities provided to all students of this school.

10. ELLs in our school community have a host of instructional resources available to them. The school has computer labs and has computers in the room designated for self-contained ESL classes. We have bi-language dictionaries, glossaries, texts and computer software programs such as Lexia Learning.

11. Native language support is delivered by the ESL teacher who is fluent in French. Additionally, students who are fluent in Spanish and English are paired with students who are Spanish-speaking beginning students. Students also have access to bilingual dictionaries, glossaries, and stories and poems in their native languages.

12. Yes. The ESL program at Paul Robeson uses a variety of resources to help ELLs improve their reading levels, their reading comprehension and writing skills. For example, we have the Lexia reading program which is designed to help our struggling readers and students who are unfamiliar with the phonics, phonology and phraseology of English. We have test preparation materials which are designed to help all students including our low-functioning ones improve their performance on tests. We also have intellectually challenging and stimulating programs for our high functioning students.

13. ELLs are invited to participate in our Summer Bridge program for incoming freshmen each year.

14. The language electives offered to ELLs are Spanish and French.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Workshops taken by our ESL teacher have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development

- Differentiation in the ESL classroom
- ESL in the English classroom
- The ESL teacher has also attend a variety of on-site and off-site workshops to promote collaboration between content area and language teachers

2. Teachers are provided with a list of strategies that have been found to be effective in assisting ELLs to understand the core content areas and improve ELLs' academic performance. More professional development needs to be done to assist content area teachers meet the academic needs of ELLs.

3. This year Paraprofessionals, Guidance counselors and intake staff and other staff responsible for the delivery of student instruction and who interact with ELLs daily will take advantage of relevant and meaningful professional development offered by the Department of Education's Office of English Language Learners. This will be in addition to onsite professional development offered by the ESL teacher or other professionals. School wide professional development plans include daily common planning periods in small learning communities where classroom teachers share lessons and strategies on differentiation and data-driven instruction. The ESL teacher and other teachers will also attend seminars and conferences offered by BETAC (the Bilingual Education Technical Assistance Center) which are held throughout the school year and These include workshops on Special Strategies: Teaching and Learning Strategies for English Language Learners with Disabilities, The Education of English Language Learners, and Differentiating Instruction: English Language Learners in the Mainstream Classroom, a workshop that will apply the principles of Differentiated Instruction to the case of the English language learner in the mainstream classroom. These workshops are free and are conducted during the school day.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents of newly enrolled LEP/ELLs will be provided with an orientation session at the beginning of the school year in order to inform them about our ESL program. Information will be provided in both English and Spanish at the orientation. Parents will be notified through the office of the Community Liaison, the Assistant Principal and the ESL Teacher. We will communicate with the parents of our English Language Learners through a series of correspondence regularly sent to their homes. In these letters and calls we will encourage them to attend our Parent Association meetings in an attempt to get them more involved with their children's schooling. We will also work more closely with our community liason and teachers to determine more topics of discussion that will be of more interest to parents of ELL learners. Our ESL teachers will also send a total of three letters home throughout each term written in both Spanish and English and will be encouraged to attend at least two Parent Association meetings per academic term. In the first letter of correspondence, our teachers are required to introduce themselves to each parent and provide a brief introduction of the class, their expectations, and their grading policy. In correspondence mailed throughout the term, we will continue to provide parents with an update of their child's academic progress or lack thereof.

2. There are no partnerships at this time with CBOs that provide workshops or services to ELL parents.

3/4 When ELL parents attend activities such as PTA meetings and Open-School evening and afternoon conferences, every effort is made to communicate the need for greater involvement on their part. This year, the school has identified increasing parental as one of its CEP goals. Every effort will be made to bring ELL parents into that fold. We will call home more frequently and send out letters on a regular basis informing parents of school activities and their child performance in class.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	2	2	1	9
Intermediate(I)										0	6	1	2	9
Advanced (A)										0	1	1	3	5
Total	0	0	0	0	0	0	0	0	0	4	9	4	6	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										627		596	580
	I										636			673
	A										702			716
	P											722	756	772
READING/ WRITING	B										604	583	627	
	I										662	754	700	
	A										712			
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	2	0	1	0	
Math <u>MXRE</u>	7	0	5	0	
Math <u>MXRG</u>	1	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	1	0	0	0	
Living Environment	3	0	0	0	
Physics	0	0	0	0	
Global History and Geography	4	0	1	0	
US History and Government	1	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

## B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- Our school uses the LAB-R and classroom assessments to assess the literacy skills of our ELLs. The school does not employ any other standardized instrument. However, classroom observations and interactions produce data which show that a significant number of our ELLs have difficulty decoding and segmenting multisyllabic words. In addition, the majority of students need support to develop their writing skills in terms of using appropriate punctuation, paragraphing and correct grammar. Of the 17 students who took the NYSESLAT in May 2010, only one students was advanced in reading and writing. The remaining 16 are either at the intermediate or beginning stage. This information will be used to more effectively target the students in meeting their academic requirements. For example, we have ordered Destination Reading, a program that is designed to help struggling readers and writers improve their fluency, comprehension and word study skills.
- Most students are at the beginning or intermediate level.
- The patterns across NYSESLAT modalities will be used to help teachers differentiate or scaffold instruction to help ELLs succeed in content areas. Rigorous instruction and valid, reliable and regular instructions will be used to continually refine and improve instruction to help ELL increase their scores on the NYSESLAT. Teachers will also modify assignments, both in class and homework to meet the varying reading and writing levels of ELLs. Wherever possible and appropriate, students will be provided with paraprofessionals to help improve their performance on the NYSESLAT.
  - Long Term ELLs present the greatest challenge in terms of moving ELLs from the lower levels of performance to the higher levels. Their frequent and prolonged absences from school has diminished their abilities to succeed on all types of assessments.
  - The school leadership has designed after school programs, Saturday classes and redesigned policies to bring these students back to school so that they can begin to succeed academically.
  - From the Periodic Assessments, we have learned that our many of our ELLs (especially Long Term ELLs) need intervention with basic reading decoding skills and on how to use reading strategies to make meaning of various types of texts and genres of literature.
- ELL programs are evaluated based on student performance on in class assessments, the NYSESLAT and the Regents exams. ELLs performance on Regents exams show that while many have passed one or more of these types of assesments, many are struggling to achieve

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

	Guidance Counselor		
	Network Leader		
	Other		