



# **A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL**

**2010-11**

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

**SCHOOL:** 06M540  
**ADDRESS:** 443 W135TH STREET NEW YORK, NY 10031  
**TELEPHONE:** 212-926-0113  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 540      **SCHOOL NAME:** A. Philip Randolph

**SCHOOL ADDRESS:** 443 West 135<sup>th</sup> Street New York, NY10031

**SCHOOL TELEPHONE:** 212 926-0113      **FAX:** 212 281-2726

**SCHOOL CONTACT PERSON:** Henry Rubio      **EMAIL ADDRESS:** HRubio@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Henry Rubio

**PRINCIPAL:** Henry Rubio

**UFT CHAPTER LEADER:** Amos Levy

**PARENTS' ASSOCIATION PRESIDENT:** Rosa Olivares

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Maleek McKenzie

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 06      **CHILDREN FIRST NETWORK (CFN):** LLSO/Network # 1

**NETWORK LEADER:** Larry Block

**SUPERINTENDENT:** Geraldine Taylor-Brown

**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.*

Name	Position and Constituent Group Represented	Signature
Henry Rubio	Principal or Designee	
Gerry Menegatos	Assistant Principal, Organization	
Amos Levy	UFT Chapter Chairperson or Designee	
Rosa Olivares	*PA/PTA President or Designated Co-President	
Rosa Olivares	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alexander Le Grand	DC 37 Representative, if applicable	
William Fullwood	Member/Teacher	
Sharon McLean	Member/Teacher	
Karen Flowers	Member/Parent	
Hector Vasquez	Member/Parent	
Martha Herrera	Member/Parent	
Maleek McKenzie	Student Representative 12 <sup>th</sup> Grade	
Kelly Herrera	Student Representative 11 <sup>th</sup> Grade	
	Member/ Student Representative 10 <sup>th</sup> Grade	
	Member/ Student Representative 9 <sup>th</sup> Grade	

\* 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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A. Philip Randolph offers strong college preparatory programs for our students in a variety of ways: Advanced placement courses; College Now; Electives such as CISCO and Forensics; and a full-time college advisor. Our school utilizes a rigorous, selective process for enrollment into our academies in medical science, engineering and the humanities. Students, who complete our rigorous academic program of instruction inclusive of our core curriculum, and a minimum of three years of a foreign language, can take advantage of an array of Advanced Placement and college level courses at City College of New York.

Regardless of their choice of academy, our students have access to a wide range of resources through partnerships with organizations with which we have strong ties. The overarching purpose of these collaborations is to enrich academic preparations and experiences for our students. City College of New York, our primary institutional partner, works closely with our school to support our teachers and students through our Affiliated Schools' Program, College Now, and Teacher Academy. The Affiliated Schools' program provides our Arista students with stipends for their peer tutoring services, professional development for teachers, funding and mentoring for our Engineering Academy's robotics program, and college preparation for students. The College Now program is led by Dr. Joyce Coppin who supports our college preparatory program by furnishing support intervention services that help student gain admittance into College Now courses, by providing eligible students with college course vouchers, and dual accreditation opportunities.

Students in our Medical and Engineering Academies are encouraged to apply and participate in the Grove School of Engineering's STEM summer and Robotics program, and Columbia University's Double Discovery Program. Other enrichment opportunities include volunteering and mentoring at Harlem Hospital, opportunities to mentor and tutor middle school students, and an array of internships.

Maintaining our college-preparatory focus is a main goal of our school. Regular school assemblies, announcements, college visits, college fairs, financial aid workshops, and classroom presentations serve to keep our student and parents informed and motivated to attend the college of their choice.

We have also developed meaningful and strategic partnerships with outside organizations that further support our academic initiatives. Sound Business Institute (SBI) is our primary community based organization and supports several aspects of our school. SBI administers a College and Career Preparatory program for students 9-12 with weekly sessions that focus on study, writing, reading, communication, and presentation skills. Students are exposed to a college preparatory experience through college campus visits, talks with Alumni members, community service, resume writing workshops, mock interviews, and participation in our Career Fair. SBI also works closely with the students of the Humanities House to develop media and communication skills that will not only enable to improve their communication skills, but also to learn the hands on technical skills required in the world of media.

**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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	A. Philip Randolph High School				
<b>District:</b>	06	<b>DBN #:</b>	540	<b>School BEDS Code:</b>	310600011540

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9	407	491	506	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	377	339	416	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	381	239	297						
Grade 12	353	395	213						
Ungraded	23	32	68	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1541	1496	1427						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	73	72	68	Principal Suspensions	89	184	206		
No. in Collaborative Team Teaching (CTT) Classes	1	5	0	Superintendent Suspensions	12	27	48		
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	0	0	0	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	55	33	17	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	96	90	84
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	23	24	23
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	5	6
	30	53					
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.3	0.3	0.4	Percent more than two years teaching in this school	70.0	70.3	85
Black or African American	31.4	32.5	33.7	Percent more than five years teaching anywhere	53.3	55.9	70
Hispanic or Latino	64.5	63.4	62.2				
Asian or Native Hawaiian/Other Pacific Isl.	3.0	3.2	3.1	Percent Masters Degree or higher	81.0	78.0	82
White	0.8	0.5	0.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.5	84.3	88.8
Multi-racial							
<b>Male</b>	44.9	47.0	49.3				
<b>Female</b>	55.1	53.0	50.7				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>				✓	✓	✓	
<b>Ethnicity</b>							
American Indian or Alaska Native				✓	✓		
Black or African American				✓	✓		
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged				✓	✓		
<b>Student groups making AYP in each subject</b>							

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	57.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	16.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	33.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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?
- 

### **What student performance trends can you identify?**

The cabinet analyzes a comprehensive range of data (e.g. subject specific uniform periodic assessments, Acuity, Walkthroughs, attendance, safety, referrals, Academic intervention conferences with teachers, lesson plans, formal and informal observations, bulletin boards etc.) to ascertain the schools strengths and areas of need, and decide on the focus on at a given time. This is then discussed and shared with our School Leadership Team and faculty for their input and feedback. Together a goal and action plan is agreed upon that the team believes will best address the area (s) of challenge and accelerate student learning. Once we determine what students need to know and be able to do, we design an action plan that incorporates the instructional strategies and professional development necessary to ensure student achievement. This work then happens at the teacher team level where the team may also flexibly adapt plans and practices to meet its goal for accelerating learning. Teachers then share with their students these areas of challenge and the targeted strategy and/or skill that will be used to help the state standards. Assistant principals then provide the necessary professional development and other supports, track progress and help teachers adjust their practices where warranted. The principal together with the school leadership team then evaluates the impact of the actions taken on student progress

The data is used to inform the effectiveness of teacher practice through the cycle of inquiry. For instance, after the data of one uniformed assessment was analyzed, teams of teachers and assistant principal observed that students experienced difficulty with questions that required them to make inferences. Using the inquiry approach the team formulated a goal and a measurable objective using the pass rate as the baseline. The team agreed on using two strategies: contextual redefinition – a vocabulary strategy, and the three step approach to making inferences in order to address the challenges identified. Two assistant principals modeled one strategy each and the team agreed on the frequency of the use of the strategies. The feedback the assistant principals received from teachers were further used to help teachers improve their practice. The team agreed to test the skill in the subsequent uniformed exam to ascertain whether or not the objective was met and to determine whether or not the strategy was effective in achieving the goal.

Teams of teachers and individual teachers are also developing their expertise in selecting and/or designing assessments to gather and analyze classroom level data to differentiate classroom strategies.

In this case, teachers are improving their ability to design meaningful assessments and classroom activities in order to create a more accurate picture of individual students' strengths and areas of need.

The overall score for our school environment improved from 6.2 to 6.5. This was largely due to the increase response rate of students and teachers to the environment survey and the nature of their responses. Our letter grade for school environment, however, remained the same. While academic expectations increased from 6.6 to 7.1, communication increased from 5.6 to 6.3, and engagement increased from 6.0 to 6.6, the Progress Report clearly indicate that there was not insufficient growth in this area in relation to schools in our peer index.

The overall score for student progress has decreased from 33.5 to 34.2. Despite this decrease in the student progress section of the Progress Report, the percentage of students that earned 10 or more credits in every group increased. Students, however, have improved their Regents passing rates in English, mathematics, and science as compared to our peers. With respect to our Global History and United States History Regents, we student pass rates declined as compared to our peers.

Some student performance trends we identified are:

- Decreasing Regents pass rates for Integrated Algebra, Living Environment, and Global Studies.
- Increasing Regents pass rates for English and United States History
- Compared to our peer index, our Regents passing rate for Global Studies and United States History has decreased
- Compared to our peer index, our Regents passing rate for English, mathematics, and science have improved
- The percentage of students who earned ten or more credits in the 2009-10 school year has improved for every group of students
- Compared to our peer index, our credit accumulation for 1<sup>st</sup> – 3<sup>rd</sup> year students has decreased

## **What have been the greatest accomplishments over the last couple of years?**

### **A. Improved Academic Performance**

We have made the following performance gains in the 2008-2009 school year compared to our data for the 2007-2008 school year:

- Improve our graduation rate from 67.1% to 87.5%
- Improved weighted diploma rate from 133.7% to 191.4%
- Scholarships to graduates increased from \$1.2 million to \$1.6 million
- Improved attendance rate from 88.7% to 90.3%
- Our overall progress report score improved from 47.9 to 57.9
- The Regents pass rate for students taking the Living Environment Regents the first time increased by 22%
- The Regents pass rate for students taking the Global Studies Regents the first time increased by 20.4%
- There was a 26% increase in the number of students passing the Chemistry Regents
- Additionally, the school received extra credit for closing the achievement gap for Lowest Third Citywide Regents in ELA.

### **B. Improved Goal Setting and Implementation**

Each department uses various data sources to plan and set goals. These data sources include our 2009-2010 Quality Review recommendations; our progress reports; STARS, ATS, Acuity, Regents' results analysis, and scholarship reports for each grade, teacher, and the school. In preparation for the new academic year, we identify the trends in our data, reflect on areas of success, and identify the practices that have contributed to these gains. Using our current data to refine our goals or set new goals with established interim goals for each subject areas, cohort of students, and groups of students. Our goals are strategic and build on a long term school improvement plan that demonstrates a "theory of action" that takes into account the needs of adult learners, embeds the principles of the Department's Children First Initiative, and the changing needs of an organization.

Our School Leadership Team formulates the major school wide goals with the active participation and voices of students, parents, and faculty to consistently ensure that they are each engaged in the school's decision making and commitment to high expectations. These major goals are separated into department goals at the cabinet level to enable each department to contribute to the attainment of the school wide goals. At the department level, assistant principals and teachers determine the baseline data, align the curriculum, and identify instructional strategies and professional development necessary to achieve these goals. Departments, through teams of teachers, then design uniformed examinations as interim progress measures to assess the degree to which the goal is being achieved.

### **C. Improved Professional Development & Organizational Structure**

Our instructional practices are better aligned because of the professional development and academy structures. The strengthening and expansion of our academies has created greater personalization for staff, students, and families. At the same time, this has now provided greater empowerment, accountability, and transparency. Our structures include:

#### *Subject Grade-Level Professional Learning Teams*

- Analyze interim student performance data to identify learning trends and patterns of grade, class, sub-group and individual students.
- Focus on specific student groupings for further analysis of learning patterns and needs for improvement. Select a student group and an aspect of their learning that warrants further attention.
- Identify an instructional technique that the team anticipates will have a positive influence on targeted learning.
- Work collaboratively with colleagues to improve the sophistication of instructional techniques for maximum impact on learning outcomes.
- Gauge student performance through the use of common assessments to determine efficacy of instructional practices.

#### *Academy Meetings-Interdisciplinary Grade Level Meetings*

- Identify individual and sub-groups of students for team interventions
- Identify strategies to meet student subgroups' and individual students' social-emotional needs
- Develop S.M.A.R.T. goals/intervention the include contributions from all teachers, the counselor, dean, social worker, student, and parent
- Conduct case conferencing
- Identify common standards and instructional methods across curricula
- Devise uniform classroom management procedures
- Incorporate rubrics (criteria) across curricula to establish horizontal and vertical alignment, expectations and practices

### *Faculty & Department Meeting*

- Transact administrative and/or organizational business, as needed
- Provide training in instructional methodologies
- Conduct whole or small-group meetings
- Share information and elicit feedback on the work of inquiry teams.
- Share information regarding school progress, data and implications for the work of school improvement

### **D. Improved Monitoring and Revise Practices**

Our work focuses around goals with clear and measurable objectives. We then create tools to periodically-weekly, monthly, and/or every six weeks-evaluate the extent of our progress. For example, we have designed our structured professional development sessions based on a six week cycle. We then evaluate the effectiveness of these sessions using a rubric with four categories:

- Purpose and collaboration
- Use of data and external resources
- Develop strategy, set goals, implement, monitor and revise
- Teacher empowerment and leadership.

Each of these strands is aligned to well-developed practices we want to see embedded in our teacher teams. During periods of monitoring and revision, we have identified areas of strength and further focus within our professional development cycle. For instance in our first cycle, all teacher teams used an Apperson scanner to analyze periodic assessment data. When our sessions were too long and unfocused, we designed and used a tool to facilitate the discussion of the analysis during our second cycle in order to determine subsequent curricular and instructional decisions. The tool was discussed at the cabinet and teacher team level and revised, and is now being used to increase the coherence of our practices and policies across departments. Similarly, the assistant principals designed and made several revisions to tools created to facilitate supervisory practices. One such tool is the rubric used for walkthrough observations and formal observations. We are currently revising the rubric to arrive at a final document that is simpler and consistent with the teacher practices we want to see embedded in our classrooms, the Quality Review, and teachers' end of year evaluation.

### **What are the most significant aids and/or barriers to the school's continuous improvement?**

During the past several years, our school has made substantial headway in creating professional development opportunities for our teachers and collaborative forums to share best practices. This year we were finally able to create a structure that more effectively allows an even greater number of teachers to participate in teacher teams. Teacher teams are organized by subject area and Academies. Although our progress in this area is noteworthy:

- We are seeking to continually enhance collegial work that will lead to the refinement of instructional practices and further student achievement gains.
- Teachers need ongoing support in developing an inquiry practice, differentiating instruction, effectively working in teams, holding themselves and others accountable for student performance and developing strategic goals for groups of students.
- Instructional Assistant Principals must confront institutional and individual mediocrity by demonstrating a stronger instructional, managerial, and administrative leadership in the areas of

#### **A. Personal Leadership** – Fosters a culture of excellence through personal leadership

1. Believes all students can achieve at high levels. Articulates a clear vision and goals for high student achievement.

2. Holds self and others accountable for student learning.
3. Strategically aligns leadership behaviors with stated values and goals to drive required change. Develops strategic plans with effective solutions. Adapts appropriately to situation, audience, and needs.
4. Influences others to achieve results. Builds strong relationships based on mutual respect, trust, and empathy.
5. Communicates clearly and appropriately for the audience and message.
6. Demonstrates self-awareness and a commitment to ongoing learning. Welcomes and acts on performance feedback.
7. Demonstrates emotional fortitude and perseveres in the face of obstacles.

**B. Curriculum and Instruction** – Leverages deep knowledge of curriculum, instruction and assessment to improve student learning

1. Develops, implements, and evaluates rigorous curricula to accelerate learning for all students.
2. Supports teachers in using effective instructional strategies to meet students' diverse learning needs.
3. Regularly assesses student learning and ensures the provision of specific, timely feedback to teachers and students.
4. Aligns standards, curricula, instructional strategies, and assessment tools.

**D. Staff and Community** – Develops staff, appropriately shares leadership, and builds strong school communities

1. Recruits and selects effective teachers.
2. Improves classroom teaching by setting clear expectations and observing, coaching, and evaluating teachers and staff.
3. Supports the development of all teachers. Stimulates and retains high performers, mentors early career teachers, challenges low performers to improve, and dismisses poor performers who do not improve.
4. Builds strong teams, develops leadership capacity among staff, and shares responsibilities appropriately.
5. Establishes systems that promote learning, collaboration, and communication throughout the school.
6. Listens effectively to families, students, and the school community. Proactively engages the school community around the school's learning goals.

- While we made noted improvements with respect to credit accumulation in 2009-2010, teacher teams are developing the effectiveness of teaching techniques and methodologies that lead to student mastery of learning goals and course mastery. We have also incorporated the online credit recovery courses offered by AVENTA to support the credit accumulation goals.
- During monitor and revisions sessions, one to one conferences, faculty/department conferences, and UFT consultative meetings in 2009-2010, we have identified a need to refine and consistently develop classroom routines and practices that more effectively foster classroom environment and the achievement of students in our bottom third. To this end, we have provided all teachers with professional development in this area by contracting the services ESR-Educators for Social Responsibility. Several of our staff members have attended their professional development sessions on Saturday, and we decided that our entire teaching staff could greatly benefit from the same experience.



## 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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We use a collaborative planning process to develop a comprehensive needs assessment of the entire school based on the performance of in relation to State academic achievement standards and make strategic steps toward school wide improvement that ensures that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective and timely assistance. During UFT consultation meetings we discuss some important areas of improvement. This same conversation takes place at faculty, department, and School Leadership meetings. Several members of our administrative team and I then write our first school self evaluation draft. After assessing data from the 2009-2010 school year in late August, our full cabinet and several teachers take another careful look at our school self evaluation before we embarked on our work for the current school year and refine our focus with the School Leadership Team. Our school goals, data, and action plan were then shared with teachers the first days of school for their comment and input. Our self evaluation is then a pivotal part of our September 2010 School Leadership Team agenda, because it drives the goals for our 2010-2011 Comprehensive Education Plan. For the next several months, members of the team that include parents, teachers, students, support staff members, and administrators finalized the focus of our work for the current school year. Subsequent faculty, department, and School Leadership meetings serve to flexibly adapt our plans to meet our goals for accelerating student achievement. Every school year, we then use Regents week in the month of January to monitor and revise our goals by department. Departments and teams of teachers spend 90-130 minutes evaluating:

- The use of organizational resources in response to student learning needs, with a focus on building alignment and coherence between how the school is organized and strategies used to accelerate student learning.
- Our curricular and instructional practices in response to student learning needs, with a focus on building alignment and coherence between what is taught, and how it is taught.
- How decisions on curriculum, instruction, and resource use align with and reinforce assessment and capacity-building practices.
- The process and format for sharing performance data with students and families, with a focus on ensuring that this information is accessible and helps students understand their next learning steps.
- How data is aggregated and organized, with a focus on building alignment and coherence between the use of these data tools and teacher teams' structured professional collaboration
- How assessment practices and tools are fostering alignment and coherence between what students need to know and be able to do, what is taught, and how teachers assess what students have learned.

Each Assistant Principal also provides me with their mid-year review and reflection. All this feedback and input from these and other conversations are embodied in our current SSEF and shared with our teachers and member of the School Leadership Team.

For the 2010-2011 school year, our goals include:

- To increase the percentage of students who earn ten or more credits in 2010-11 school year for cohorts 2014-2011 to 90% or higher.
- To decrease the achievement gap for SETTSS and ELL students by ensuring that they meet the school wide goal of 90% earning 10 or more credits.
- To increase the Regents pass rate for each department in order to meet the school wide graduation goal at 90% and increase the number of Advanced Regents diploma.
- To improve the school learning environment survey, our goal is to increase by 30% the number of parents who were very satisfied with the level of communication parents received from our school
- To improve the school learning environment survey, our goal is to increase by 3.5% the score under the category *“There is an adult at the school whom my child trusts and can go to for help with a school problem.”*

**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.

**Subjects:** Credit Accumulation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase our scholarship to 85% across all cohorts (2011-2014) in order to meet the school wide goal of 85% our students earning 10 or more credits and graduating in four years.</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><u>Math Department-Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Conference with the students to review the department grading policy and course requirements for passing. <b>( September 2010- ongoing)</b></li> <li>• Analyze all six assessments to inform instruction. <b>(Fall and Spring semester 2010-2011)</b></li> <li>• Re-teach areas of low performance on uniform exams and class exams as well as regular classroom assessments. <b>(September 2010 – ongoing)</b></li> <li>• Utilize class assessments for differentiating instruction <b>(September 2010 - ongoing)</b></li> <li>• Academic Intervention Conferences are held between Assistant Principal and teacher to determine specific strategies for low performing students. <b>(October 2010 – Ongoing)</b></li> <li>• Revise the curriculum as a result of final grades and regents results for Spring 2010 semester to meet the needs and abilities of the students.<b>(Ongoing)</b></li> <li>• Offer tutoring by mathematics teachers during lunch periods and after school. <b>(September 2010 – ongoing)</b></li> <li>• Use Apperson technology in all classrooms for in class tests to regularly analyze assessment results and evaluate teaching approaches to improve the delivery of instructions. <b>(September 2010 – ongoing)</b></li> <li>• Review with the students the department grading policy. <b>(September 2010- ongoing)</b></li> <li>• Teachers collaboratively design lessons to engage and support students in their mathematics classes <b>(September 2010 – ongoing)</b></li> </ul>

- Teachers will conference with individual students at least once a marking period especially the failing students and continue to monitor their progress during the semester. **(October 2010 – ongoing)**
  - All homework assignments are to be spiraled back to work learned earlier in the term **(September 2010 – ongoing)**
  - Use of tiered assignments to address the various needs of the students. **(September 2010 - 2011)**
  - Incorporate a variety of differentiated instructional techniques. **(September 2010-2011)**
  - Many of the teachers are now putting their classroom lessons on line for the students to review at home or in the school library. **(September 2010 - ongoing)**
    - Teachers will check the students’ notebooks on a regular basis. **(September 2010 -ongoing)**

#### **Science Department-Instructional Strategies**

- Teachers develop uniform exams that mirror Regents exams and are composed of past Regents questions **beginning in September, 2010 (ongoing)**
- Teachers administer uniform exams (total of twelve per year) to identify class needs and to plan for improvement **beginning in September, 2010 (ongoing)**
- Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment **(September, 2010)**
- Improve reading comprehension of students in the Ramp-Up English program by using Achieve 3000 in both science and English classes **beginning in February, 2011 (on-going)**
- Gateway tutoring, for the students in the Gateway program earning below an 80%, will occur in science and math once per week with tutors from the Sophie Davis School of Medicine **(beginning in January, 2011)**
- Teachers use vocabulary-building strategies such as word circles and word walls to increase students’ vocabulary necessary to understand Regents questions **beginning September, 2010**
- Teachers use diagram analysis and/or comprehension marks to help students understand Regents questions at least four times per week, **beginning in February, 2011 (on-going)**
- Teachers incorporate differentiated instruction into their lessons **beginning in September, 2010 (on-going)**

	<p>Teachers develop lessons that require students to engage with the material, either through inquiry activities or through practice of skills or application of content <b>beginning in September, 2010 (on-going)</b> <u><b>ELA &amp; Social Studies Department-Instructional Strategies</b></u></p> <ul style="list-style-type: none"> <li>• Teachers administer uniform assessments to identify student needs and to plan for improvement through differentiated instruction beginning in October (<b>ongoing</b>).</li> <li>• Utilize READ 180 in lowest performing Ramp-Up 9<sup>th</sup> grade ELA classes to provide both reading practice and on-going assessment (<b>December 2010</b>)</li> <li>• Utilize Achieve 3000 in Ramp-Up 9<sup>th</sup> grade Social Studies classes to provide both reading practice and on-going assessment (<b>October 2010</b>)</li> <li>• Incorporate research based questioning strategies (e.g. scaffolding questions; building in wait time via written response and think, pair, share; asking higher order questions; and providing students with mental frames) (<b>September 2010 On-going</b>)</li> <li>• Incorporate REWARDS Plus program lessons in the Global Studies classes with RAMP-UP to Reading students (<b>September 2010-ongoing</b>)</li> </ul>
<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><u><b>Math Department-Professional Development Strategies</b></u></p> <ul style="list-style-type: none"> <li>• Assistant Principal and teachers have weekly collaborative meetings to review questioning techniques, Bloom’s taxonomy, and to develop teaching strategies and instructional methods for specific topics in all mathematics classes. (<b>September 2010- ongoing</b>)</li> <li>• Assistant Principal conducts an item analysis of all six assessments for each semester, the results of which are then discussed to determine strategies that address students’ needs. (<b>September 2010 – ongoing</b>)</li> <li>• Assistant Principal and teachers determine areas of need that have to be taught using a different approach. These skills and procedures are then included as Do Now problems, homework problems, quizzes and again on tests. (<b>September 2010 – ongoing</b>).</li> <li>• Structured inter-visitations allow teachers the opportunity to observe each other to identify effective practices. (<b>November 2010 - ongoing</b>)</li> <li>• Assistant Principal has group visits to various teachers, so that all teachers can see a variety of successful teaching strategies and works with the teachers to increase their teaching strategies used in all their classes to engage the students. (<b>November 2010 – ongoing</b>)</li> <li>• Train teachers in interpretation of performance series data and interpretation of strategies for teaching (<b>September, 2010</b>).</li> </ul>

- Assistant Principal conducts Academic Intervention conferences with each teacher individually and reviews intervention plans for struggling students **(October 2010-ongoing)**
- Review with teachers the techniques for conducting parent conferences in school and on the telephone to enhance communication and support **(September 2010- ongoing)**
- Pair mathematics teachers with each other to improve their use of the available technology. **(September 2010 - ongoing).**
- Monitor and revise the newly created three semester courses and curriculum changes in all mathematics courses to meet student learning goals **(September 2010-ongoing)**

#### **Science Department-Professional Development Strategies**

- Weekly, teacher common planning periods are used to analyze data, introduce, discuss, and improve instructional strategies, and assess lesson plans **beginning in September, 2010 (on-going)**
- Twice per marking period, teachers use common planning periods to perform an item analysis of previous uniform exam in order to develop strategies to re-teach material to those students who need it. **beginning in October, 2010 (on-going)**
- Teacher common planning periods are used to refine the Regents curriculums, utilizing the Understanding by Design model **beginning in September, 2010.**
- Focused inter-visitations are arranged each semester to evaluate instructional strategies. Observations are discussed in PD meeting, **beginning in December, 2010.**
- Science teachers teaching 9<sup>th</sup> grade students who scored 1 or 2 on the 8<sup>th</sup> grade ELA exam are trained in Achieve 3000 program **(January, 2011)**
- Assistant Principal conducts goal-setting conferences with each teacher individually, reviewing data, including scholarship and observation reports for the purpose of setting individual teacher goals that will improve achievement **in November, 2010**
- Assistant Principal conducts Academic Intervention Conferences with each teacher individually who has a passing rate of below 90% and goes over failing students' grades for the purpose of identifying strategies that will improve achievement, **beginning December, 2010 (on-going)**

#### **ELA & Social Studies-Professional Development Strategies**

- AP and lead teachers train teachers in the use of diagnostic tools such as in unit examinations, mid-terms, Acuity and Performance Series, and in the use of rubrics, individual conferring and guided group work to provide students with differentiated instruction and useful feedback for improvement **(by December 2010)**

	<ul style="list-style-type: none"> <li>• Teachers attend weekly professional development sessions with assistant principal and/or literacy coach during which teachers are provided with professional development on a range of topics: <b>(September 2010-ongoing)</b> <ul style="list-style-type: none"> <li>▪ Effective questioning techniques (questions that activate schema; build in weight time; foster critical thinking)</li> <li>▪ Strategies for vocabulary development such as Rewards (a word attack program); semantic mapping; etc.</li> <li>▪ Writing across the content area</li> <li>▪ The use of rubrics to provide clear expectations and to foster student self-management of learning</li> <li>▪ The use of diagnostic tools to analyze student performance on midterms and finals; unit test; and Acuity in order to devise targeted instruction</li> <li>▪ Differentiating instruction by incorporating appropriate scaffolding and the use of menus (e.g. RAFT Writing; text structures; reciprocal teaching; etc)</li> </ul> </li> <li>• AP and/or department teachers model lessons in teacher classrooms</li> <li>• Focused inter-visitations are scheduled to study practices that render positive results on subject-area unit tests <b>(On-going – teacher initiated)</b>.</li> <li>• Achieve 3000 training for 9<sup>th</sup> and 10<sup>th</sup> grade level 1 and level 2 English teachers <b>(December 10)</b></li> <li>• Rewards Plus training <b>(by November 2010 - Ongoing)</b></li> </ul>
<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>This is the data the school is going to collect as well as the intervals of time established to check progress:</b></p> <ul style="list-style-type: none"> <li>• Results of uniform exam results</li> <li>• Marking period scholarship report data for each cohort</li> <li>• Cohort scholarship data</li> </ul>

## Regents Results

### Subjects:

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the Regents pass rate for the across all department in order to meet the school wide graduation goal at 90% and increase the number of Advanced Regents diplomas.</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><u>Mathematics Department-Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Initiate a department wide campaign to set clear expectations for passing the Integrated Algebra Regents examination. <b>(September 2010 – ongoing)</b></li> <li>• Implement the Saturday tutoring program in April for the June Regents. <b>(April 2010-ongoing)</b></li> <li>• Create incentives for achieving 85 plus scores on uniform periodic assessments like Pizza Party, etc. <b>(February 2011 – ongoing)</b>.</li> <li>• Do Now problems will be Regent’s vocabulary and sentence structure problems. <b>(September 2010- ongoing)</b></li> <li>• All classroom assessments will follow the Regent’s Format <b>(September 2010-ongoing)</b></li> </ul> <p><b><u>Science Department-Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teachers develop uniform exams that mirror Regents exams and are composed of past Regents questions <b>beginning in September, 2010 (ongoing)</b></li> <li>• Teachers administer uniform exams (total of twelve per year) to identify class needs and to plan for improvement <b>beginning in September, 2010 (ongoing)</b></li> <li>• Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment <b>(September, 2010)</b></li> <li>• Improve reading comprehension of students in the Ramp-Up English program by using Achieve 3000 in both science and English classes <b>beginning in February, 2011 (on-going)</b></li> <li>• Gateway tutoring, for the students in the Gateway program earning below an 80%, will occur in science and math once per week with tutors from the Sophie Davis School of Medicine <b>(beginning in January, 2011)</b></li> <li>• Teachers use vocabulary-building strategies such as word circles and word walls to increase students’ vocabulary necessary to understand Regents questions <b>beginning September, 2010</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers use diagram analysis and/or comprehension marks to help students understand Regents questions at least four times per week, <b>beginning in February, 2011 (on-going)</b></li> <li>• Teachers incorporate differentiated instruction into their lessons <b>beginning in September, 2010 (on-going)</b></li> <li>• Teachers develop lessons that require students to engage with the material, either through inquiry activities or through practice of skills or application of content <b>beginning in September, 2010 (on-going)</b></li> </ul> <p><b><u>ELA &amp; Social Studies Department-Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; language charts; etc.) that expand student lexicons</li> <li>• Expand the use of a variety of non-fiction readings to provide increase opportunity for content reading comprehension</li> <li>• Unit tests will incorporate questions that are similar to those on the regents, including multiple choice, short answer and extended writing tasks <b>(September 2010)</b></li> <li>• Teachers will furnish students with feedback on work samples, using department specific rubrics weekly. <b>(September 2010-ongoing)</b></li> <li>• Results of unit tests and mock Regents examinations will be used to design individual and small group instructional interventions that meet the specific needs of students for each unit <b>(September 2010-ongoing)</b></li> <li>• Students and teachers will set unit test goals and strategies to meet them. <b>(September 2010)</b></li> </ul>
<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><u>Mathematics Department-Professional Development Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Assistant Principal analyzes Integrated Algebra regent's results, determines the areas of greatest need and trains the teacher to re-teach these designated topics. <b>(August 2010 – ongoing)</b></li> <li>• The Saturday Tutoring program curriculum developed by Assistant Principal and the teacher.<b>(February 2011-ongoing)</b></li> <li>• The Spring Saturday program will start with the administration of a mock Integrated Algebra Regents to use as a basis for differentiated instruction. <b>(Spring 2011)</b></li> </ul> <p><b><u>Science Department-Professional Development Strategies</u></b></p>

	<ul style="list-style-type: none"> <li>• Weekly, teacher common planning periods are used to analyze data, introduce, discuss, and improve instructional strategies, and assess lesson plans <b>beginning in September, 2010 (on-going)</b></li> <li>• Twice per marking period, teachers use common planning periods to perform an item analysis of previous uniform exam in order to develop strategies to re-teach material to those students who need it. <b>beginning in October, 2010 (on-going)</b></li> <li>• Teacher common planning periods are used to refine the Regents curriculums, utilizing the Understanding by Design model <b>beginning in September, 2010.</b></li> <li>• Focused inter-visitations are arranged each semester to evaluate instructional strategies. Observations are discussed in PD meeting, <b>beginning in December, 2010.</b></li> <li>• Science teachers teaching 9<sup>th</sup> grade students who scored 1 or 2 on the 8<sup>th</sup> grade ELA exam are trained in Achieve 3000 program <b>(January, 2011)</b></li> <li>• Assistant Principal conducts goal-setting conferences with each teacher individually, reviewing data, including scholarship and observation reports for the purpose of setting individual teacher goals that will improve achievement <b>in November, 2010</b></li> <li>• Assistant Principal conducts Academic Intervention Conferences with each teacher individually who has a passing rate of below 90% and goes over failing students' grades for the purpose of identifying strategies that will improve achievement, <b>beginning December, 2010 (on-going)</b></li> </ul> <p><b><u>ELA &amp; Social Studies Department-Professional Development Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Assistant Principal and teachers will incorporate curriculum changes in order to integrate differentiated and targeted instruction to improve Regents results into all courses <b>(September 2010-ongoing)</b></li> <li>• Research and train teachers in specific sub-group engagement strategies <b>(September 2010-ongoing)</b></li> </ul>
<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>This is the data the school is going to collect as well as the intervals of time established to check progress:</b></p> <ul style="list-style-type: none"> <li>• Results of uniform exam results</li> <li>• Marking period scholarship report data for each cohort</li> </ul>

	<ul style="list-style-type: none"> <li>• Cohort scholarship data</li> </ul>
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**Area:** School Survey

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase by 10% the number of parents who responded positively to the L.E.S. survey statement:</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>Professional Development:</b> Parent Coordinator to participate in workshops with members of the school community best practices to include parents in the education process.</p> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Create and distribute monthly Newsletter to parents beginning January 2010.</li> <li>• Notify parents and students via the phone masters and e-mail of classes available to students such as College Now and Advanced Placement classes.</li> <li>• Bi-monthly workshops.</li> <li>• Informational posters and bulletins.</li> <li>•</li> </ul>	

<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>Staffing:</b> Principal, Assistant Principals, Guest Speakers, PA Executive Board and Parent Coordinator  <b>Scheduling:</b> Workshops to begin January 2010.  <b>Budgeting:</b> Funding for refreshments.</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>Conduct monthly reviews of the parents' feedbacks and inquiries through the use of the Mock Surveys, telephone master system and telephone conversations.</p>

**Area:** Develop Staff's Personal Leadership

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To foster a culture of excellence through personal leadership</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>Professional Development:</b>  Each administrator, counselor, dean, and the Parent Coordinator will be invited to participate in a series of retreats and other professional development activities that will serve to develop highly effective teams and foster a stronger and more consistent culture of excellence through personal leadership through out the school.</p> <p><b>Actions/Strategies:</b></p> <ul style="list-style-type: none"> <li>• Participate in 1-3 weekend retreats and/or other professional development activities</li> <li>• Develop more effective teambuilding skills among team members and academy teams</li> <li>• Develop more effective communication strategies to improve overall performance</li> <li>• Develop more effective strategies through communication protocols/expectations</li> <li>• Develop more effective execution strategies through communication protocols/expectations</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a clear action plan that will engage all staff member to demonstrate personal leadership</li> <li>• Develop a clear action plan that will engage all staff member to believe all students can achieve at high levels</li> <li>• Develop a clear action plan that will engage all staff member to hold self and other accountable for student learning outcomes</li> <li>• Develop a clear action plan that will engage all staff member to strategically align leadership behaviors with stated values and goals to drive required change</li> <li>• Develop a clear action plan that will engage all staff member to demonstrate self-awareness and a commitment to ongoing learning</li> <li>•</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedules</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTS budget categories that will support the actions/strategies/activities described in this action plan</i></p> <p><b>Indicators of Interim Progress and Submission Instructions and Timelines.</b> (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings has been moved to Appendix 9 of this year; will not be required for this year; projected gains</p> <p><b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS</b></p>	<p><b>Staffing:</b> Each administrator, counselor, dean, and the Parent Coordinator</p> <p><b>REQUIRED APPENDICES TO THE CEP FOR 2010-2011</b></p> <p><b>Retreats:</b> Retreats and professional development sessions to begin August 2010.</p> <p><b>Budgeting:</b> Funding for professional development and retreats</p> <p>Appendices 1, 2, 3, &amp; 7. All Title I schools must complete Appendix 4. All schools identified under 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 must also complete Appendix 6. <b>Please refer to the accompanying GEP guidance for specific GEP requirements.</b></p> <p><b>Check progress:</b></p> <ul style="list-style-type: none"> <li>• Conduct feedback sessions</li> <li>• Develop a communication rubric</li> <li>• Develop a project plan</li> <li>• Attendance sheets and work products</li> </ul>

**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	Aprox. 102	Aprox. 34	Aprox.102	Aprox. 102	Aprox.102		Aprox. 102	
10								
11								
12								

**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>	<p><b>Instructional Strategies</b></p> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>• Teachers administer uniform assessments to identify student needs and to plan for improvement through differentiated instruction beginning in November. Utilize Achieve 3000 in Ramp-Up 9<sup>th</sup> ELA classes to provide both reading practice and on-going assessment at their reading level. Incorporate research based questioning strategies (e.g. scaffolding questions; building in wait time via written response and think, pair, share; asking higher order questions; and providing students with mental frames)</li> <li>• Implement clear, uniform grading policy and rubrics that allow students to monitor their own progress</li> <li>• Incorporate “Self-Management of Learning” Principle in all ELA classes by encouraging students to self evaluate their own progress both in terms of how much of the content they understand and their individual test scores. Differentiating instruction in order to support the learning needs of diverse learners and to ensure that “effort” leads to academic success</li> <li>• Expand our Wilson initiative to two periods in the 9<sup>th</sup> grade Basic II classes. Use of NYSELAT to group students based on proficiency. Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; and language charts) that expand students’ lexicons. Target students who did not previously earn 10 credits / year</li> <li>• Implement Read 180 and the Rewards Program to afford students the opportunity to learn and practice basic grammar skills.</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>• Provide after-school classes and tutoring</li> <li>• Train students in specific literacy and writing performance skills</li> <li>• Assistant Principals conduct academic intervention conferences with teachers to ensure the fair application of the uniform grading policy; to identify the needs of failing students and to help teachers strategize solutions for at-risk students</li> <li>• Differentiated options for special needs learners, including oral and visual delivery of content (in English and Spanish), and fundamental skills review</li> </ul>

	<ul style="list-style-type: none"> <li>• Each student will receive a transcript review with a guidance counselor. Each student and student’s parent will sign a contract which includes a personalized plan for graduation to be returned to the Guidance Counselor. Credit recovery courses will include a guidance component and attendance outreach</li> <li>• Create credit recovery courses by offering off-track classes with customized curriculum to focus on specific student needs</li> <li>• Incorporating media and technology in after-school courses. Provide differentiated options for students who need credit only, students who need credit and regents prep, and students who need Regents prep only</li> <li>• Introduce a Saturday Regents’ Academy to prepare students for re-test examinations. Initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores</li> </ul>
<p><b>Mathematics:</b></p>	<p><b>Instructional Strategies</b></p> <p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>• Teachers will use differentiated instruction to help students who are having difficulties in math</li> <li>• Discuss with students their grades and how to improve them</li> <li>• Classes conducted with Smart Boards will allow the students the opportunity to review that day’s lesson</li> <li>• Students can use math programs on internet</li> <li>• Students can use Integrated Algebra workbooks to improve their basic skills</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>• Several teachers will offer tutoring during their lunch periods</li> <li>• Several teachers will be offering after school tutoring</li> <li>• Tutoring by teachers’ schedules</li> <li>• Teachers will attend academic planning services</li> <li>• Call parents and email parents</li> <li>• Teachers will lend their own books to help students understand the work</li> <li>• email contact with students</li> <li>• Teachers have directed students to Regents’ Prep Sites</li> <li>• Other tutoring such as GATEWAY, CFES and CCNY tutors</li> <li>• Classes for students who have not passed their last mathematics test Students can use math programs on internet.</li> <li>• Provide after-school classes and tutoring</li> </ul>

	<ul style="list-style-type: none"> <li>• Train students in specific literacy and writing performance skills.</li> <li>• Assistant Principals conduct academic intervention conferences with teachers to ensure the fair application of the uniform grading policy; identify the needs of failing students and to help teachers strategize solutions for at-risk students</li> <li>• Differentiated options for special needs learners, including oral and visual delivery (in English and Spanish) of content, and fundamental skills review.</li> <li>• Each student will receive a transcript review with a guidance counselor. Each student and student’s parent will sign a contract which includes a personalized plan for graduation to be returned to the Guidance Counselor. Credit recovery courses will include a guidance component and attendance outreach.</li> <li>• Create credit recovery courses by offering off-track classes with customized curriculum to focus on specific student needs (Small group instruction)</li> <li>• Incorporating media and technology in after-school courses. Provide differentiated options for students who need credit only, students who need credit and Regents prep, and students who need Regents prep only</li> <li>• Introduce a Saturday Regents’ Academy to prepare students for re-test examinations. Initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores</li> </ul>
<p><b>Science:</b></p>	<p><b>Instructional Strategies</b></p> <p><b>Tier I</b></p> <ul style="list-style-type: none"> <li>• Teachers administer uniform exams in all Regents classes (total of twelve per year) to identify class needs and to plan for improvement</li> <li>• Use literacy strategies, such as word circles, to increase students’ non-science vocabulary and comprehension skills necessary to understand Regents questions</li> <li>• Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment</li> <li>• Improve reading comprehension of students in the Ramp-Up English program by using Achieve 3000 in both science and English classes</li> <li>• Utilize Apperson scan machine to do item analysis and analyze this data in team meetings to plan instruction.</li> <li>• Implement clear, uniform grading policy that allows students to gauge their own progress</li> <li>• Utilize IEP instructional goals to individualize instruction for students.</li> <li>• Initiate a school-wide campaign to set clear expectations for passing Regents examinations</li> <li>• Conduct an analysis of all Regents testing results for the 2009 and 2010 student cohorts and</li> </ul>

	<p>identify students missing only a science exam to earn a Regents diploma with advanced designation</p> <ul style="list-style-type: none"> <li>• Inform all students in Regents classes that they are required to take the Regents exam</li> <li>• Modeling of expectations based on the Regents</li> <li>• Conduct an analysis of all Regents testing results for the 2008 and 2009 student cohorts and identify students earning 80-89% on previous Regents exams</li> <li>• Set expectation in Gateway classes that students will earn 85% or higher on course and Regents grades.</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>• Gateway tutoring, for the students in the Gateway program earning below an 80% in any subject, will occur once per week with tutors from the Sophie Davis School of Medicine</li> <li>• Introduce a Saturday Regents Academy and/or PM School to prepare students for re-test examinations</li> <li>• Introduce a Saturday Regents Academy to prepare students for re-test examinations</li> </ul>
<p><b>Social Studies:</b></p>	<p><b>Instructional Strategies</b></p> <p><b>Tier I</b></p> <p>Teachers administer uniform assessments to identify student needs and to plan for improvement through differentiated instruction beginning in November</p> <ul style="list-style-type: none"> <li>• Incorporate research based questioning strategies (e.g. scaffolding questions; building in wait time via written response and think, pair, share; asking higher order questions.</li> <li>• Create credit recovery courses by offering off-track courses with customized curriculum to focus on specific student needs (Small group instruction)</li> <li>• Credit recovery curricula will include a variety of delivery methods, including test review and personalized instruction.</li> <li>• Provide differentiated options for students who need credit only, students who need credit and regents prep, and students who need Regents prep only</li> <li>• Design extended periods after school to support students.</li> <li>• Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; language charts; etc.) that expand student lexicons</li> <li>• Incorporate “Self-Management of Learning” Principle in all social studies classes by encouraging students to self evaluate their own progress both in terms of how much of the content they understand and their individual test scores. Incorporating literacy instruction in social studies self-contained classrooms (Wilson; Rewards)</li> <li>• Teach students to use a universal format to write essays for the Regents.</li> <li>• Teach students to use the Cornell Note taking system.</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate vocabulary into daily lessons and provide classes with dictionaries.</li> <li>• Teachers will meet with the Assistant Principal during common planning time to discuss student engagement, classroom environment, data, differentiated instruction, and professional development through articles, websites, and instructional strategies.</li> </ul> <p><b>Tier II</b></p> <ul style="list-style-type: none"> <li>• Implement after-school and before school tutoring to support students.</li> <li>• Create credit recovery classes to students with a customized curriculum to focus on specific student needs.</li> <li>• Credit recovery curricula include a variety of different methods, including test review and personalized instruction.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Small Group Counseling: at-risk students and students potentially earning less than 10+ credits a year, study skills, grief, homeless, etc</li> <li>• Individual Counseling: Voluntary Transfer, Referral to Community based Organization, Schedule Change, Referral for Section 504 Services, Referral for Special Education Services, Referral for Sp. Ed. Services or Re-evaluation, Referral for IEP Review of Transitional Services, Career and College counseling, etc</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Intense personal counseling, individual evaluations, counseling for classification if students do not have an I.E.P.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Advisory groups for at-risk 9<sup>th</sup> and 12<sup>th</sup> graders</li> <li>• Advisory professional development for teachers of at-risk 9<sup>th</sup> and 12<sup>th</sup> graders</li> <li>• Small group and individual counseling for at-risk boys</li> <li>• Individual counseling</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Individual and group mental health counseling</li> </ul>

**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.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s)    9-12    Number of Students to be Served:        41        LEP            Non-LEP

Number of Teachers        1        Other Staff (Specify)    \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

*Brief Description on Extension of Services Request for English Language Learner*

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*A. Philip Randolph High School provides a Free-Standing ESL program in order to fully serve our English Language Learners (ELLs). Our mission is to provide a bridge that will level the educational gap that our ELLs confront in the process of learning a new language, English, along with their acquisition of their academic criteria.*

*In addition, all ELLs have been recommended for the following intervention:*

- *Group and/or individual counseling based on their individual needs.*
- *Contact with local community agencies that will assist in the success of the child's education.*
- *Paired with other students that can assist them with specific skills in reading and writing.*
- *A contract to promote changes in areas that can affect learning and behavior.*
- *Saturday Program in which the student receives differentiated instruction through small group instruction in the content areas.*
- *Extended Day Programs in which the student participates in order to improve performance in ESL and the core content areas.*

*This intervention will be funded through Title I, Title III, and various other sources that our school has allocated for the success of our students.*

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**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.

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The Five Staff Development sessions will be:

1. Assessment, Evaluation and Placement of ELL students-*January 2010*
2. Implementation of Instructional ESL throughout the curriculum-*February 2011*
3. Demonstrated Lessons, Making Content Clear for ELL students-*March 2011*
4. Planning Differentiated Instruction and Five Stages of Language Acquisition-*April 2011*
5. Understanding the Socio-cultural Implication for SIFE students-*May 2011*



### **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.
  - At the School Leadership Team level, we assess our school's written and oral translation and interpretation practices. Here we set goals and actions plans to maintain, expand, and improve our practices.
  
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.
  - We have found that our practices have been consistent and effective. Every call and letter made to families is in both English and Spanish. For more than fifty percent of our parent meeting and workshops, translation services are provided.
  - We found that a bi-lingual school operator, student volunteer translators for school wide parent-teacher conferences, and a translation sheet in English and Spanish for our report card comments has significantly improved communication.
  - All student and family orientations are translated and have also improved communication and expectations.
  - The yearly translation of our graduation ceremony by an outside vendor is greatly appreciated by students and families.
  - At this point, one area of improvement would be the translation of our weekly open houses. In September, we plan to revisit this and assess our practices.
  - The last area of improvement would be the translation of our yearly orientation sessions

#### **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.
  - All written interpretation is provided by school staff
  - We plan to address the need of translation services for weekly open houses by utilizing student service volunteers

- We plan to address the need of translation during orientation session by utilizing the Parent Association's translation devices
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.
- Most oral and written interpretation will be provided by school staff.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A. The school provides the Bill of Rights and Responsibilities to parents in the following ways:

- Mailing a copy to the home of parents who require language assistance services
- Posting a copy in the Main Office
- Including it in the Parent handbook, and
- Offering each parent a copy when s/he comes into the school

B. The school posts signs in each of the covered languages indicating the availability of interpretation services in the main areas of the school, for example, the Main Office, the Parent Coordinator's Office, and in the lobby area of the school.

C. The school's safety plan outlines procedures that ensure that staff members are contacting homes, are answering the phones, and that they speak the parents' primary languages.

E. The school informs parents whose primary language is a covered language that the Department of Education provides information regarding their rights to translation and interpretation services, and provides them with instructions regarding access of this information.

**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:	1,339,888	17,393	1,357,281
2. Enter the anticipated 1% set-aside for Parent Involvement:	13,399	174	13,573
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	66,994	*	66,994
4. Enter the anticipated 10% set-aside for Professional Development:	133,989	*	133,989

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
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.

We allocated the 5% for Highly Qualified teachers. We have offered to reimburse teachers taking classes in becoming highly qualified. Teachers have been informed of this through faculty conferences, and they have also been reminded via memoranda. Additionally, teachers are encouraged to sit the HOUSSE test.

\* 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.

**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.

## **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.
  - **Pages 10-14, 16-27**
2. School wide 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:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- 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.
- Are consistent with and are designed to implement State and local improvement, if any.
  - **Answers to question 2 can be found on Pages 10-11, 14, 15, 16-20, 23, 24**

3. Instruction by highly qualified staff.

- ***Use Title I Funding 5% mandate for Highly Qualified teacher reimbursement. Ask teachers to take the content test so that they may fully qualify.***

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.

- ***Use Title I Funding 10% mandate for teacher, counselor, and administrative professional development.***

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- ***Advertise and/recruit teachers from Open Market System, city-wide hiring fairs, and borough hiring fairs***

6. Strategies to increase parental involvement through means such as family literacy services.

- ***Parent information workshops will be provided monthly for all parents.***
- ***Parents are invited to participate in school trips, award ceremonies, annual shows, orientations, open houses, award dinners, sports events, and assembly programs.***
- ***Parent outreach is made by phone, mail, email, and is translated in Spanish.***

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.

- ***NA***

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 meet twice a week in professional learning teams that are led by Assistant Principals. Once by academy and once by content area to collaborate and discuss design periodic uniform assessments, analyze assessment data, discuss curricular decisions, improve instructional strategies, and differentiate instruction.***

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.

- **Pages 10-14, 16-27**

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.

- ***Coordination and integration of these services and programs are ensured by Assistant Principals of Operations and Administration.***

## **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.

**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	✓			1,339,888		
Title I, Part A (ARRA)	Federal	✓			17,393		
Title II, Part A	Federal			✓			
Title III, Part A	Federal		✓		Funding not yet reflected in Galaxy		
Title IV	Federal			✓			
IDEA	Federal	✓			167,333		
Tax Levy	Local	✓			7,512,643		

**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.

**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.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
  - **Pages 10-14, 16-27**
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - ***Planning for students that have not met state standards and are Title One eligible is embedded in our CEP and school goals***
  - **Pages 10-14, 16-27**
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:
4.
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    - ***Our Living Environment classes meet for 1-4 times a week above the state minimum to increase learning time***
    - ***Credit recover programs during summer and pm school***
    - ***Tutoring across core subject areas***
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    - ***Students are provided with opportunities to take accelerated courses and Regents that prepare them to exceed minimum graduation requirements and better prepare them for college***
    - ***Students have the opportunity to take advanced placement classes in English Composition, English Literature, American History, Economics, Biology, Psychology, Calculus, and Computer Science.***
  - c. Minimize removing children from the regular classroom during regular school hours;
5. Coordinate with and support the regular educational program;
  - ***All school initiatives are coordinated and support the regular school program***
6. Provide instruction by highly qualified teachers;
  - ***Vast majority of teacher are highly qualified***

- ***Percentage of teachers with more than two years teaching has increased from 70-85%***
  - ***Percentage of teachers with more than five years of teaching has increased from 53.3-70%***
  - ***Percentage of teachers with Master's Degree or higher has increased from 81-82%***
  - ***Percentage of core classes taught by highly qualified has increased from 84.3-88.8%***
7. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- **Pages 10-14, 16-27**
8. Provide strategies to increase parental involvement; and
- ***Pages 21, 22, see Parent Compact and Parent Involvement Policy***
9. Coordinate and integrate Federal, State and local services and programs.
- ***All school initiatives are coordinated, support the regular school program, and are coordinate with Federal, State, and local services 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:** \_\_\_\_\_ **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.
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.

### **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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

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School Under Registration Review (SURR)

**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.)
  - 16 (sixteen)
2. Please describe the services you are planning to provide to the STH population.  
We plan to assess the individual needs of students and provide them with whatever supports will ensure their academic success as needed:
  - Books and materials
  - Tutoring and online support
  - Individual and/or group counseling
  - Family support services
  - Referral to community organizations
  - Metro cards and free lunch
  - Regular parent and student conferences

### **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>	A. Philip Randolph Campus High School					
<b>District:</b>	6	<b>DBN:</b>	06M540	<b>School</b>		310600011540

**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>			
(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		88.7	90.3	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	438	510	453				
Grade 10	427	429	462				
Grade 11	225	303	245				
Grade 12	250	179	281				
Ungraded	30	52	50				
<b>Total</b>	<b>1370</b>	<b>1473</b>	<b>1491</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	98.0	98.0	98.4

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	64.2	74.7	76.2

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	4	21	13

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	3	2	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	61	61	57	Principal Suspensions	203	158	47
# in Collaborative Team Teaching (CTT) Classes	1	0	0	Superintendent Suspensions	5	49	50
Number all others	28	30	28				

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
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>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	91	80	85
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	23	18
# receiving ESL services only	16	14	TBD	Number of Educational Paraprofessionals	1	1	6
# ELLs with IEPs	20	22	TBD				

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
	53	22	109	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	75.3	84.1	88.2
				% more than 5 years teaching anywhere	55.9	65.9	76.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	84.0	92.9
American Indian or Alaska Native	0.3	0.4	0.1	% core classes taught by "highly qualified" teachers	84.3	93.0	93.0
Black or African American	33.7	33.7	33.5				
Hispanic or Latino	62.0	62.3	62.9				
Asian or Native Hawaiian/Other Pacific	3.4	3.1	3.0				
White	0.5	0.5	0.5				
<b>Male</b>	46.9	49.8	49.5				
<b>Female</b>	53.1	50.2	50.5				

#### 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,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
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>	-	-	-	v	v	v	70
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-		
Black or African American	-	-	-	v	v		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-		
Students with Disabilities	-	-	-	-	-		
Limited English Proficient				-	-	-	
Economically Disadvantaged	-	-	-	v	v		
<b>Student groups making</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</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>	51.3	<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:	10.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.2						
<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)



**THE NEW YORK CITY DEPARTMENT OF EDUCATION**  
**JOEL I. KLEIN, *Chancellor***

**A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL AT CITY COLLEGE**  
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## **Title I Parent Involvement Policy 2010-2011**

### **I. General Expectations**

A. Philip Randolph Campus High School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. A. Philip Randolph Campus High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

2. A. Philip Randolph Campus High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
3. A. Philip Randolph Campus High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - ✓ Convene an annual meeting of all parents to explain the Title I and Title III programs and their rights to be involved in the program;
  - ✓ Involve representatives from the PA Executive Board in an ongoing and timely manner in planning, reviewing and improvement of programs;
  - ✓ Offer a flexible number of meetings, and may use Title I funds to pay related expenses such as child care, transportation, and home visits;
  - ✓ Provide timely information about its programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet; provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions;
  - ✓ Provide parents with an opportunity to submit dissenting views to the District/Region if the school's school-wide program plan is not acceptable to them.
4. A. Philip Randolph Campus High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Achieve3000 and Daedalus parental involvement, ARIS.

***LIST ACTIONS***

5. A. Philip Randolph Campus High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
  - ✓ Involve representatives from the PA Executive Board in an ongoing and timely evaluation, reviewing and improvement of programs during School Leadership Team, Parent Association, and Parent Association Executive Board meetings
  - ✓ Offer a flexible number of meetings, and may use Title I funds to pay related expenses such as child care, transportation, and home visits;
  - ✓ Provide timely information about its programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet; provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions;

- ✓ Provide parents with an opportunity to submit dissenting views to the District/Region if the school's school-wide program plan is not acceptable to them.
6. A. Philip Randolph Campus High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
  - ✓ Encourage parents to participate in in-state, out of state workshops, conferences, and/or classes
  - ✓ Encourage the purchase and/or use of any equipment and/or materials that may be useful for the effective implementation of strategies
  - ✓ Encourage parental participation in Parent-Teacher conference sessions and individual guidance conferences with counselors.
  - b. A. Philip Randolph Campus High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by encouraging parents to participate and attend workshop provided by the school and/or district.
  - c. A. Philip Randolph Campus High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff on how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing them with ongoing professional development.
  - d. A. Philip Randolph Campus High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Achieve 3000, Ramp-up, ARIS, Daedalus, the APRCHS website, and Home Instruction Programs , for high school students, and conduct and/or encourage participation in activities that support parents in more fully participating in the education of their children.
  - e. A. Philip Randolph Campus High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by sharing such information frequently and in languages other than English.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

**IV. Adoption**

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 \_\_\_\_\_. This policy was adopted by the A. Philip Randolph Campus High School on \_\_mm/dd/yy\_\_\_\_\_ and will be in effect for the period of \_\_\_\_\_. The school will distribute this policy to all parents of participating Title I, Part A children on or before \_\_\_\_\_.

PA President Signature: \_\_\_\_\_

Date \_\_\_\_\_

UFT Chapter Leader: \_\_\_\_\_

Date \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date \_\_\_\_\_

**A.PHILIP RANDOLPH CAMPUS HIGH SCHOOL  
SCHOOL-PARENT COMPACT  
2010-2011 SCHOOL YEAR**

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

<b>PARENTS AGREE</b>	<b>STUDENTS AGREE</b>	<b>THE SCHOOL AGREES</b>
To know the school's mission, educational goals and objectives	To know the school's mission, educational goals and objectives	To provide a clear description and explanation of the school's mission, educational goals and objectives
To become familiar with the school calendar, discipline codes, and basic school safety rules, and discuss same with their children	To follow the school calendar, discipline codes and the school's basic school safety rules and regulations	To provide parents and students a copy of the school's calendar, discipline codes and the school's basic school safety rules and regulations
To provide the school with current family addresses and telephone numbers, and accurate alternate and emergency contacts	To transmit any necessary correspondence to and from school personnel and parents	To maintain up-to-date records containing parent contact information when submitted to the school
To have their child immunized and to provide current health information to the school as necessary	To give appropriate medical information to school personnel	To maintain up-to-date health information in each student's file
To monitor their child's punctuality and school attendance	To attend school regularly and arrive at each class on time	To inform parents of students' inconsistent attendance to school and subject classes
To periodically review their child's class work, homework and project assignments	To attend classes, participate, and complete homework and project assignments on time	To communicate expectations regarding student performance and progress as well as school policies
To monitor television viewing, video game playing and internet use	To prioritize the use of free time by limiting television viewing, video game playing and internet use	To give students strategies and tips to develop good study skills, and internet safety tips

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

<b>PARENTS AGREE</b>	<b>STUDENTS AGREE</b>	<b>THE SCHOOL AGREES</b>
To show respect for their child and school personnel by modeling appropriate adult behavior	To respect themselves, their parents, their peers, and school personnel	To promote an atmosphere that is safe, respectful, and welcoming to students and their families
To encourage their child to resolve conflicts in a respectful and positive manner	To resolve conflicts in a positive and respectful manner including trying alternative methods for resolving conflicts	To provide students with appropriate conflict resolution strategies including peer mediation
To participate in curriculum and information parent meetings including the schools' parent / teacher conferences	To talk with their families, teachers and school support staff about what they are learning and doing in school	To provide opportunities for parents to discuss their child's achievement as reported on report cards and/or during parent-teacher conferences'
To keep the lines of communication open with teachers and the school administration about their child's academic and social needs	To seek assistance (before, during, and/or after school) when they have problems with schoolwork, homework and/or project assignments	To provide information to students and parents regarding available programs and support services
To keep informed about services that are available for their child, such as tutoring and regents' preparatory classes	To attend and participate fully in programs provided for them to improve and/or enhance academic success	To provide students and parents timely information on available resources to supplement and enhance student learning

*The parents, students, and the school working cooperatively to provide for the successful education of the agree*

<b>.PARENTS AGREE</b>	<b>STUDENTS AGREE</b>	<b>THE SCHOOL AGREES</b>
To learn about opportunities for parental involvement at the school and within the community and get involved whenever possible.	To take advantage of every opportunity offered to them and strive for excellence in their academics and extra-curricular activities	To offer specific opportunities for parent involvement, make them readily available and provide a welcoming environment for all parents
To seek opportunities to learn English to better communicate with other parents and the school community	To seek opportunities to learn English to better communicate with peers and the school community	To provide written information translated in the native language of the home using easy to understand language
To inform school parent representatives about the type of training and/or assistance they need to be more effective in assisting their child' s academic success	To inform parents of meetings and available opportunities offered by the school and the community through the various parent representatives	To make available information and tools to parents in a timely manner so they can help their children to achieve academic and social success
To attend literacy, mathematics and technology presentations and/or workshops to further develop their understanding of the high school curriculum	To study for examinations and participate in school and community activities that will support learning and seek help for early intervention	To implement an academic program that supports high expectations for students by providing high quality curriculum and instruction
To communicate to teachers and school staff concerns they may have with school work, homework, project assignments, and child's interactions with school personnel	To inform parents when they experience problems in school in understanding academic expectations and any concerns interacting with school staff	To serve as a mediator for student concerns by investigating and addressing the concern in a variety of ways
To encourage your child to participate in a variety of activities that can enhance their development in all areas of life	To seek opportunities to enhance their academic, emotional, and social growth	To provide a variety of activities that can enhance the academic and social development of students

*After discussing this school-parent compact with your child, please sign and return this page only to your child's official teacher.*

Student's Name \_\_\_\_\_ Official Class \_\_\_\_\_ Student's Signature \_\_\_\_\_

Parent's Name \_\_\_\_\_ Date Signed \_\_\_\_\_ Parent's Signature \_\_\_\_\_

PAC Chairperson \_\_\_\_\_ Date Signed \_\_\_\_\_ Principal's Signature \_\_\_\_\_

**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>CFN 1, Cluster 6</b>	District <b>06</b>	School Number <b>540</b>	School Name <b>A. Philip Randolph</b>
Principal <b>Henry Rubio</b>		Assistant Principal <b>Gilberto A. Garcia</b>	
Coach <b>Altagracia Del Orbe/Sp. Ed</b>		Coach <b>Kierra Foster Ba/ELA</b>	
Teacher/Subject Area <b>Adam Seidman/Math</b>		Guidance Counselor <b>Elba Colon</b>	
Teacher/Subject Area <b>Didiel Navarro/ESL</b>		Parent <b>Rosa Olivares</b>	
Teacher/Subject Area <b>Celedonio Rivera/ELA</b>		Parent Coordinator <b>Melinda Kinard</b>	
Related Service Provider <b>Reginald Austin</b>		Other <b>Rosa Cespedes/ELA</b>	
Network Leader <b>Larry Block</b>		Other <b>Florence Grosvenour/Guid. Coun</b>	

### 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>0</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>1463</b>	Total Number of ELLs	<b>41</b>	ELLs as Share of Total Student Population (%)	<b>2.80%</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) We identify possible ELLs at our school by:
  - a) Administering the Home Language Identification Survey (HLIS)
  - b) Interview in English and in the native language
  - c) Administering the LAB-R (if necessary) and Spanish LAB (if applicable). In addition, an annual evaluation of all the ELLs will be administered through the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT will be administered in four modalities as per the New York State Department of Education mandates and directions. The persons responsible for this process are: Gilberto Garcia, Assistant Principal, Didiel Navarro, ESL Teacher, Paul Villeneuve, and Foreign Language Teacher.
- 2) We provide our ELLs parents we a series of workshop in which we share the parent orientation video to ensure that parents understand all three program choices. Besides the annual parent association meeting in which we explain all three programs choices we will schedule a orientation on a one to one basis to ensure that all parent are aware of the diverse programs offered through the New York City Department of Education. Our outreach is performed by an automatic phone call made to the ELLs home phone.
- 3) The distribution and collection of entitlement letters, Parent Survey and Program Selection forms are performed by Mr. Navarro, the English as a Second Language Teacher.
- 4) Students are place based on the results of the initial or most recent testing along in consultation with the parents or guardian in their native language.
- 5) Based on previous years parent selection of programs we have continued to offer Freestanding ESL.
- 6) Therefore, our Freestanding ESL program is aligned with the parent request.

## 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>														
Self-Contained														0
Push-In										18	10	11	2	41
<b>Total</b>	0	0	0	0	0	0	0	0	0	18	10	11	2	41

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

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	23
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	21

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	0	4	16	0	7	21	0	21	41
<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>16</b>	<b>0</b>	<b>7</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>41</b>

Number of ELLs in a TBE program who are in alternate placement: 0

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

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

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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										18	11	11	1	41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other														0
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>11</b>	<b>11</b>	<b>1</b>	<b>41</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.

1) How is instruction delivered?

a) What are the organization models?

A Philip Randolph High School (APRHS) provides a program and set of supports to ensure that English Language Learners (ELLs) receive the language-based services necessary to excel in high school and create the necessary skill to succeed in post secondary education. The program models that we follow is Freestanding English as a Second Language (ESL) programs provide all classroom instruction in language arts and subject matters in English through the use of specific instructional strategies. Native language support is available to help students accelerate their understanding in subject areas. Native language assistance is supported by such activities as encouraging students to discuss subject matter with peers in the native language, allowing students to use the native language to write explanations of what they understand, and making native language dictionaries, reference materials and technology resources available for students to use in the classroom. Our instructional models are push-in, pull-out, and self-contained in order to ensure that ELLs will surpass in high school and create the necessary skill to succeed in their post secondary education. Our school is using these ESL model to individualized the necessary English instruction as per the needs of our students. The program models is heterogeneous as we mixed proficiency level and grade.

Our staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (ESL) as mandated advance students receives 225 minutes a week, intermediate students receives 450 minutes and beginners students receives 540 minutes a week.

To enrich language development for all ELLs a set of instructional practice has been set on place. One of them is through differentiated instruction in English as ELLs are provided with glossary of the most commonly used word in the content area. Weaker students are partnered with students that are stronger in terms of language skills and performance. The ESL teacher provides support by teaching lessons that build students academic and language skills in the most content area such as math, science, social studies and language arts.

Instructional for newer students is differentiated by providing first able by providing students with accommodation in the classroom. Weaker

students are partnered with stronger and more advanced ones. Instruction is supported with visuals. Native language is when possible and needed. Newer students are given more opportunity to participate. HOTS (higher order thinking skill) are not emphasized. Clear expectation is part of every lesson as well as comprehensive in-put. Objectives are aligned with the State standards for ELLs. ESL lessons are carefully planned to support learning in other content areas (vocabulary and content as well).

Students receiving service for four to six years would normally be able to perform, at least, at an intermediate level. Their instructional plans will focus on developing confidence to answer/respond questions that require HOTS, in academic (classroom related/content areas) and social situations (BICS and CALPS). Instructional plans and goals must be aligned with the New York State standards.

Students receiving service for six years or longer would normally be in advance. Their instructions will be planned and differentiated by demanding a evidence of Higher Order Thinking Skills (HOTS) and critical thinking skills in all language skills (Listening, Speaking, Reading and Writing). Advanced students are demanded to show a deep level of understanding and performance in every period/lesson.

Our instructional plan for ELL identified as having special needs is created in collaboration with their teachers and related service provider to ensure that their Individualized Educational Program (IEP) is fulfill and his/her goals and objectives are being met.

**POINT 5**

Students reaching proficiency are included in programs that support their academic and social skills such as the Title III program. We are considering language development software such as Rosetta Stone for the upcoming school year. Beside the Title III program our ELL's students participate in our mainstream daily routines.

Based on research, students who have built a strong foundation in their native language will be able to transfer to a second or third language. Lessons structures include Turn and Talk activities in which students that are stronger in the second language are partnered up with students who are weaker in the second language, at this moment the use of native language is ideal and valued. However, all our students can choose to take either French as a Foreign Language or Spanish as a Foreign Language. Thereafter, AP Spanish a course design to supports students' culture and language at a higher level.

We conduct a series of orientation workshops during the months of May and June for the incoming 9th graders. This orientational workshop is repeated through the school year in one to one need basis.

At, A.P. Randolph, we offer French as a Foreign Language and Spanish as a Foreign Language.

Paste response to questions 1-4 here

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

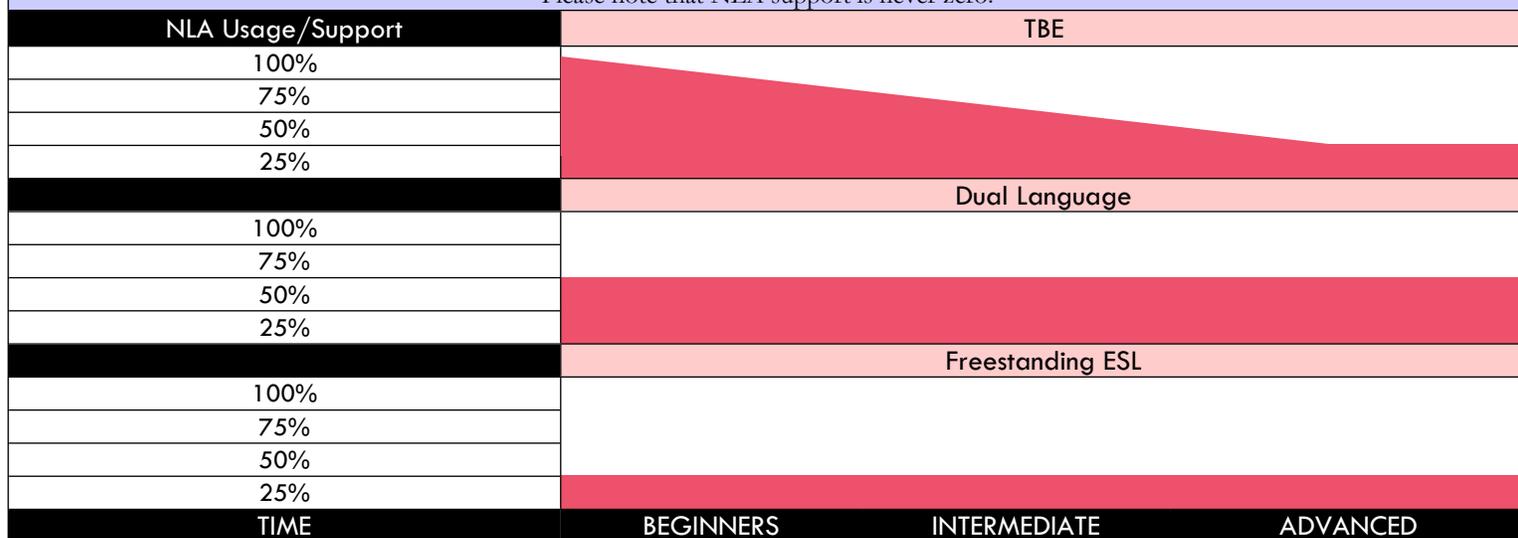
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language 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. 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

### 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.

A series of professional developments have been plan for all ELL personnel at the school.

1. Assessment, Evaluation and Placement of ELL students.
2. Implementation of Instructional ESL throughout the curriculum.
3. Demonstrated Lessons, Making Content Clear for ELL students. Lesson planning for high demand and high support work in English Language Learners
4. Scaffolding the reading of difficult text
5. Scaffolding instruction for English Language Learners
6. Scaffolding the Development of Literacy
7. The Development of Oracy

Paste response to questions 1-3 here

### 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?

Describe parent involvement in your school, including parent of ELLs.

Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The parents of ELL are invited to participate in all of parent association along with any other function that are intended for our parents.

In addition, A. Philip Randolph High School is partner with the Sound Business, Inc. (SBI) an independent, not-for-profit education service corporation that offers high potential, to our students the opportunity to prepare themselves for the pursuit of professional careers. Sound Business, Inc. works with educators, parents/guardians, community groups, and business leaders to develop and implement extra-curricular studies which complement rigorous academic programs. SBI extra-curricular studies address the attitudinal, socio-cultural, and informational needs of students who must be prepared to assume a broad range of societal leadership roles in the future. SBI's employs three complementary strategies: improving individual students' lives, strengthening individual schools, and advocating for citizens to take responsibility for public schools. We are always requesting feedback from our parents in order to address their needs and keep them involve in the educational process of their children.

Paste response to questions 1-4 here

# 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)										6	3	0	0	9
Intermediate(I)										12	2	10	1	25
Advanced (A)										2	4	1	0	7
Total	0	0	0	0	0	0	0	0	0	20	9	11	1	41

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I										12	4	10	1
	A										8	4	1	0
	P													
READING/ WRITING	B										6	3	0	0
	I										12	2	10	1
	A										2	4	1	0
	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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1		0	
Math <u>A</u>	2		1	
Math <u>B</u>	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	1		0	
Living Environment	7		1	
Physics	0		0	
Global History and Geography	6		0	
US History and Government	1		0	
Foreign Language	1		1	
Other <u>Algebra</u>	11		2	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other <u>Geometry</u>	2		0	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?

**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		