



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**PAUL ROBESON HIGH SCHOOL FOR BUSINESS & TECHNOLOGY
17K625**

PRINCIPAL: DR. RONALD J. WELLS

EMAIL: RWELLS@SCHOOLS.NYC.GOV

SUPERINTENDENT: Ms. KAREN WATTS

04-30-2012

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Dr. Ronald J. Wells	*Principal or Designee	
Jadzia Malinowski	*UFT Chapter Leader or Designee	
Angie Richardson	*PA/PTA President or Designated Co-President	
Anna Torres	DC 37 Representative, if applicable	
Lizabeth Cooper Carolina Lopez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Nisrin Elamin	CBO Representative, if applicable	
Stefanie Siegel	Member/Teacher/Chair SLT	
Ivlyn Callam	Member/Teacher	
Ramon Lopez	Member/AP Organization	
Grace-Ann Charles	Member/Teacher	
Lorna Clarke	Member/Parent	
Meneva Rolle	Member/Parent	
Adriel Joseph	Member/Parent	
Myrlande Duval	Member/Parent	
Lexia Johnson	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To increase daily student attendance by at least 10% during the 2011-2012 school year

Comprehensive Needs Assessment

Our attendance improved from 69% in the 2008-2009 school year to 76% in the 2009-2010 school year (Progress Reports). However, according to 2010-2011 Progress Report our attendance dropped to 73.6%, far below what it should be in order to increase academic outcomes.

Instructional strategies/activities

- a) We have reorganized our attendance team, which now meets weekly to assess attendance progress, established a phone bank where teachers can call students and parents, make home visits and work with Student Government and the PTA to develop an incentive program. All efforts are being made to bring LTA's back to school or counsel them out. The needs of special education students, ELL's as well as those of students in temporary housing are specifically addressed by our guidance staff. Due to the phase out, we are targeting students whose placement at Robeson might be inappropriate and working with them to find a more suitable placement.
- b) The Assistant Principal of Guidance, the Attendance Office staff, the guidance counselor, school aides, family paraprofessionals, school social workers and psychologist, Global Kid (CBO) staff, the COSA and SPARK counselor, and students are all members of this attendance team.
- c) Teachers serve on the attendance committee; progress and strategies are shared with the entire staff during weekly faculty meetings.
- d) September 2011 through June 2012

Strategies to increase parental involvement

The school will:

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

Strategies for attracting Highly Qualified Teachers (HQT)

Paul Robeson is in the process of being phased out; therefore, our staff is slowly and steadily decreasing we are not in a position to attract and or hire new staff.

Service and program coordination

Attendance Improvement Dropout Prevention Grant Funds brought Global Kids into our building. They work directly with a group of approximately 110 students who have poor attendance. They monitor their attendance, have daily phone contact with parents/guardians, make home visits and counsel both parents and students about issues that may be affecting the students' attendance. SPARK counselor works closely with students living in shelters, addressing their emotional, psychological and physical needs. Daily breakfast program is available to all students who arrive to school on time.

Budget and resources alignment

Title I; AIDP (Attendance Improvement Dropout Prevention) Grant Funds; TL Fair Student Funding HS, TL School-Based-Support Team; TL IEP

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To increase graduation rate by at least 8% from 52.7% to 60% for the 2011-2012 school year

Comprehensive needs assessment

Our graduation rate increased from 40.1% in 2008-2009 to 50% in 2009-2010; however, we only made a 2.7% gain (52.7%) in 2010- 2011 (Progress Reports). It is imperative that we graduate as many of our on-track students as possible this school year. Given that the population of Paul Robeson High School will continue to decrease, as will funding and staff, it will be more and more challenging to give students more than the basic requirements they need to graduate.

Instructional strategies/activities

- a) A Credit Recovery Program, PM school, tutoring, and a Saturday Regents Exam Prep Program Teachers and the guidance counselor will do case conferencing to support academic achievement and to review individual student credit accumulation.**
- b) Every six weeks teachers, administration and guidance will review report cards and student transcripts, and will analyze scholarship data on HSST, ARIS and ATS to ensure that students are making adequate progress toward graduation.**
- c) Teachers have an on-going role in the process by keeping guidance up to date on student progress, academic or social issues and/concerns.**
- d) October 2011 through June 2012**

Strategies to increase parental involvement

The school will:

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

Paul Robeson is in the process of being phased out; therefore, our staff is slowly and steadily decreasing we are not in a position to attract/hire new staff. However when circumstances allow, we are hiring supplemental staff to support our PM, Credit Recovery and Summer School programs

Service and program coordination

Students who are eligible have access to additional tutoring through Supplemental Education Services (SES)

Budget and resources alignment

Title I; TL Fair Student Funding HS, TL School-Based-Support Team; TL IEP

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To increase the percentage of students earning ten or more credits by at least 5% by the end of the 2011-2012 school year.

Comprehensive needs assessment

There have been small fluctuations in students' accumulation of credits over the past three years (see Progress Reports). With the imminent phase out of the school, it is imperative that students have every opportunity to increase credit accumulation.

Instructional strategies/activities

- a) A credit recovery program, PM school, tutoring by teachers as well as Global Kids, Brooklyn College and Liberty Partnership will all be utilized to increase student achievement. Teachers and guidance will do case conferencing to support academic achievement and will review credit accumulation, with a special focus on the O cohort. All students are scheduled for at least seven classes each semester. Students who are accelerated will be programmed for additional classes so that they might graduate early.
- b) Teachers, guidance counselors, school-based support team, administration
- c) Every six weeks teachers, administration and guidance will review and analyze data on ARIS, HSST, and ATS. We will also regularly review report cards and student transcripts.
- d) October 2011 through June 2012

Strategies to increase parental involvement

The school will:

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

Paul Robeson is in the process of being phased out; therefore, our staff is slowly and steadily decreasing we are not in a position to attract/hire new staff. However when circumstances allow, we are hiring supplemental staff to support our PM, Credit Recovery and Summer School programs.

Service and program coordination

Students who are eligible have access to additional tutoring through Supplemental Education Services (SES)

Budget and resources alignment

Title I; TL Fair Student Funding HS, TL School-Based-Support Team; TL IEP

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To increase the passing rate on the Global Studies Regents Exam by 5%, from 29% to 34%, by the end of the 2011-2012 school year.

Comprehensive needs assessment

The Global Studies Regents Exam has historically been a challenge for our students. Over the past few years, as the academic readiness of our entering students has continued to decline, so have our Global Studies Regents Exam scores, which we continue to address through additional services focused in this area.

Instructional strategies/activities

- a) All students who have not passed the Global Studies Regents Exam are programmed for special prep classes and will be scheduled to take the exam in January 2012 as well as June 2012, if necessary. There is extra support built into the school-day through prep classes and tutoring (37.5 minutes) as well as PM school twice a week and on-line programs to support students with test taking skills. All Social Studies teachers will meet during common Planning time to discuss and develop additional strategies, uniform mid-term and final exams to support all students.
- b) Assistant Principals, Network staff, Guidance and School-Based Support Team, Teachers
- c) Teachers meet on a weekly basis with Assistant Principals and the Principal to assess the success of strategies and programs
- d) September 2011 through June 2012

Strategies to increase parental involvement .

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

Strategies for attracting Highly Qualified Teachers (HQT)

Paul Robeson is in the process of being phased out; therefore, our staff is slowly and steadily decreasing we are not in a position to attract/hire new staff. However when circumstances allow, we are hiring supplemental staff to support our PM, Credit Recovery and Summer School programs.

Service and program coordination

Students who are eligible have access to additional tutoring through Supplemental Education Services (SES)

Budget and resources alignment

Title I; TL Fair Student Funding HS, TL School-Based-Support Team; TL IEP

ACADEMIC INTERVENTION SERVICES (AIS)

	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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	25	20	20	20	20	12	20	20
11	40	30	30	75	55	17	30	20
12	35	10	10	55	40	7	40	20

Name of Academic Intervention Services (AIS)	Description
ELA	Small group tutoring is available after school for students in the school's lowest third population, and for any other students identified as needing help in reading and writing. ELLs and SpEds are programmed in CTT settings as much as possible to ensure that they get extra help as needed. Seniors who have failed the ELA Regents exam are programmed to take a review class before retesting.
Mathematics	Tutoring is available throughout the day, before and after school, with our teachers and through our partnerships with Global Kids, Liberty Partnership and Brooklyn College. Compass Learning, an on line tutoring and support program, will also be available at school for all students.
Science	Students receive help after school to complete their lab requirements for the Living Environment regents exam. Students in grades 10-12 also take a prep class in either living environment or earth science in preparation for regent exams as needed. Tutoring is available throughout the day, before and after school, with our teachers and through our partnerships with Global Kids, Liberty Partnership and Brooklyn College.
Social Studies	Students in grades 10-12 also receive a prep class during the regular school day in either global or US history or both in preparation for regent exams as needed. Tutoring is available throughout the day, before and after school, with our teachers and through our partnerships with Global Kids, Liberty Partnership and Brooklyn College. Students are also scheduled for a PM class for Global Studies two days per week.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor, and AP of Pupil Personnel are available throughout the school day for all students. Counselors meet with every student in their case load at least twice per semester.
At-risk Services provided by the School Psychologist	The school psychologist is available throughout the day and by referral from teachers, staff members or parents
At-risk Services provided by the Social Worker	Social Workers are available throughout the school day.
At-risk Health-related Services	The school has a school based health center in which all students receive services as needed.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K625 **School Name:** Paul Robeson High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Attendance and Math

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

PM School, Credit Recovery, Smaller Classes, Integration of Technology in the classroom, Saturday School, and "On time program".

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

We have paid for teachers to register for additional courses; we have also provided extensive professional development on Common Core State Standards and Danielson's The Framework for Teaching.

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

Most teachers have been paired with another teacher to support and reinforced effective integration of technology into the classroom.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters in all languages were mailed home to parents.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Steven Chernigoff	District 17	Borough Brooklyn	School Number 625
School Name Paul Robeson High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ronald Wells	Assistant Principal Ann-Marie Henry-Stephens
Coach NA	Coach NA
ESL Teacher Dale Britton	Guidance Counselor Jacqueline Hudson
Teacher/Subject Area Ronda Razak/English	Parent type here
Teacher/Subject Area Ivylyn Callam/SpEd	Parent Coordinator N/A
Related Service Provider Anna Torres/Spark Counselor	Other Simone Grey, AP PPS
Network Leader Steven Chernigoff	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	337	Total Number of ELLs	11	ELLs as share of total student population (%)	3.26%
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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. 

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														L

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

1b. The program is ungraded and heterogeneous.

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

a. Beginning students receive 650 instructional minutes of ESL services per week, intermediate students receive 450 minutes and advanced students receive 225 minutes of ESL services and 225 minutes of ELA. There is no native language arts program at Paul Robeson high school.

3. The language of instruction is English. Instructional ESL approaches and methods used to make content comprehensible include:

- A. the use of graphic organizers, maps, pictures and graphs as visual aids for concept and vocabulary development
- B. the pre-teaching of vocabulary and concepts students will need to ensure ongoing comprehension as they progress through a lesson or a unit
- C. Cooperative learning activities in which more proficient ELLs who speak the same native language are paired with those of lower proficiencies.
- D. Modeling of correct answers on the board so that students can copy rather than write what they hear
- E. Modeling correct grammar and syntax when communicating orally with students
- F. Use question stems or Bloom's taxonomy to promote high order thinking skills.
- G. Writing frames to scaffold writing so that all students can become more effective writers.

4. We ensure that ELLs who speak Spanish as a first language, if they become entitled to ESL service, are tested with the Spanish LAB to determine their level of native literacy language skills. New York City offers no test for students who speak a language other than Spanish.

5 a. SIFE are offered Afterschool tutoring sessions to help improve their proficiency in reading and writing. In the classroom, we have materials designed to assist SIFE improve their academic performance.

b. Newcomers receive three units of instruction per day. The focus is on helping these students to develop BICS (Basic Interpersonal Communication Skills) while at the same time helping them to develop CALP, (Cognitive Academic Language Proficiency). In addition to helping students develop the skill to successfully comprehend concepts from the content areas; students are also prepared for the NYSESLAT and Regents exams through intensive test preparation exercises. After school tutoring is also offered to these students.

c. For ELLs receiving service 4 to 6 years, the focus is on helping these students to improve their proficiency in reading and writing. Data

A. Programming and Scheduling Information

from the NYSESLAT reveal that many of these students obtain lower scores on reading and writing. Data from the classroom reveal that some of these students have difficulty decoding and comprehending what they read. Online reading programs and test prep materials have been ordered to help these students test out of ESL and improve their overall academic performance.

- d. The plan for Long-Term ELLs is try to resolve their attendance issues while employing similar instructional strategies outlined above for the other subgroups.
- e. The ESL teacher and other related content area teachers review the students' IEP and modify instruction and assessments in accordance to accomodations outlined in the IEPs.

6. Teachers use various strategies and types of materials to ensure that ELLs-SWDs develop academic content knowledge areas and academic language proficiency. These include breakings tasks into smaller chunks, pre-teaching background vocabulary and concepts aid comprehension, using visual and non-verbal aids such as pictures, maps, and graphic organizers, creating a classroom environment that encourages risk-taking, including these students in all classroom activities so that they do not feel isolated, create opportunities for cooperative activities and modeling correct answers on the board so that student can record what they see rather than what they hear.

7. The IEPs of all special needs students who are ELLs are adhered to. Curricula are modified to create oportunites for teachers to differentiate for students within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Whenever possible, the ESL teacher pushes into the content area classes and helps to make the language of the tasks/activities more comprehensible to the students by working on vocabulary exercises. In addition, we provide after-school tutoring on Tuesdays, Wednesday and Thursdays from 2:43-:3.20 p.m. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. We find that these students take do not take advantages of intervention services because they attend school less or leave earlier.

B. Programming and Scheduling Information--Continued

8. 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.
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9. We offer ELLs who are transition to monolingual classes extended time on all required school and state assessments. These students are also invited to attend all after-school classes and small group tutoring sessions.

10. Along with the rest of the student body, ELLs will have after-school tutoring sessions to provide support for their learning.

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

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

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

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

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

16. N/A.

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

B. Programming and Scheduling Information--Continued

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8. Whenever possible, the ESL teacher pushes into the content area classes and helps to make the language of the tasks/activities more comprehensible to the students by working on vocabulary exercises. In addition, we provide after-school tutoring on Tuesdays, Wednesday and Thursdays from 2:43-3.20 p.m. Intervention services are offered largely in English with minimal assistance in French and Spanish. Intervention services are largely target to students who have been ELLs for 0-3 years. As a school community, we have to do more outreach to students who have been ELLs from 4-6 years or those who are Long Term ELLs. We find that these students take do not take advantages of intervention services because they attend school less or leave earlier.

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16. N/A.

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1. Parents of newly enrolled ELL/ELLs will be provided with an orientation session at the beginning of the school year in order to inform them about our ESL program. Information will be provided in both English and Spanish at the orientation. Parents will be notified through the office of the Community Liaison, the Assistant Principal and the ESL Teacher. We will communicate with the parents of our English Language Learners through a series of correspondence regularly sent to their homes. In these letters and calls we will encourage them to attend Parent Academy sessions in order to get the most out of their child's education. We will also

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Workshops taken by our ESL teacher have included:

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

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

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

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

E. Parental Involvement

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

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

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

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Our school uses the LAB-R and classroom assessments to assess the literacy skills of our ELLs. The school does not employ any other standardized instrument. However, classroom observations and interactions produce data which show that a significant number of our ELLs have difficulty decoding and segmenting multisyllabic words. In addition, the majority of students need support to develop their writing skills in terms of using appropriate punctuation, paragraphing and correct grammar. Of the 17 students who took the NYSESLAT in May

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

Paul Robeson High School is being phased out over the next two years and as such our ELL population is shrinking significantly. We will, however, continue to provide service and support to the ELL students we do have until the school closes in June 2014.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										602	668	661	0
	I										711	713	656	694
	A										726	0	718	719
	P										0	741	0	734
READING/ WRITING	B										622	641	648	0
	I										689	690	662	682
	A										707	0	722	739
	P										0	742	0	750

NYS ELA

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

NYS Math

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		3	
Integrated Algebra	6		4	
Geometry	1		1	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	1		0	
Living Environment	10		8	
Physics	0		0	
Global History and Geography	4		3	
US History and Government	5		4	
Foreign Language	5		5	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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Part VI: LAP Assurances

School Name: Paul Robeson High School		School DBN: 17K625	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ronald Wells	Principal		1/1/01
Ann-Marie Henry-Stephens	Assistant Principal		1/1/01
N/A	Parent Coordinator		1/1/01
Dale Britton	ESL Teacher		1/1/01
	Parent		1/1/01
Ronda Razak/English	Teacher/Subject Area		1/1/01
Ivylyn Callam/SpEd	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Jacqueline Hudson	Guidance Counselor		1/1/01
Steven Chernigoff	Network Leader		1/1/01
Simone Grey	Other <u>Assistant Principal</u>		1/1/01
Anna Torres	Other <u>Spark Counselor</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K625** School Name: **Paul Robeson High School**

Cluster: **6** Network: **610**

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

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

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

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

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

Part B: Strategies and Activities

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

Translation will include any and all information pertaining to students' services and academic performance in the school. Parents will also receive documents pertaining to parent meetings, programs, and other school events in their native languages. In some cases, translation services will be provided in-house by staff, but whenever absolutely necessary, an outside vendor will be used also.

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

Previously, we have been able to meet our translation needs in house with our school staff, but this year we will be using the services of the DOE Translation and Interpretation Unit whenever necessary. We will also continue to utilize our in-house resources for oral interpretation services as needed. We have bilingual staff members who speak Haitian Creole, French and Spanish who are able to communicate fluently with the parents and guardians of our students.

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

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