



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAM: A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL

DBN **06M540**

PRINCIPAL: HENRY RUBIO EMAIL: HRUBIO@SCHOOLS.NYC.GOV

SUPERINTENDENT: Geraldine Taylor-Brown

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Henry Rubio	*Principal or Designee	
Susan Epstein	*UFT Chapter Leader or Designee	
Karen Flowers	*PA/PTA President or Designated Co-President	
Alexander Le Grand	DC 37 Representative, if applicable	
Omar Pineda Kelly Herrera	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Gerry Menegatos	CSA Representative	
Sharyon McClean	Member/Teacher	
Sonia Burke	Member/Counselor	
Karen Flowers	Member/Parent	
Hector Vasquez	Member/Parent	
Martha Herrera	Member/Parent	
Omar Pineda	Member/Student	
Kelly Herrera	Member/Student	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

To increase our scholarship to 90% across all cohorts (2011-2014) in order to meet the school wide goal of 90% our students earning 10 or more credits

Comprehensive needs assessment

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. Some student performance trends we indentified are:

- The percentage of students who earned ten or more credits in the 2010-11 school year has decreased for every group of students based on the new Progress Report Metric
- Compared to our peer index, our credit accumulation for 1st – 3rd year students has decreased

Instructional strategies/activities

Math Department-Instructional Strategies

- Conference with the students to review the department grading policy and course requirements for passing. (**September 2011-ongoing**)
- Analyze all six assessments to inform instruction. (**Fall and Spring semester 2011-2012**)
- Re-teach areas of low performance on uniform exams and class exams as well as regular classroom assessments. (**September 2011 – ongoing**)
- Utilize class assessments for differentiating instruction (**September 2011 - ongoing**)
- Academic Intervention Conferences are held between Assistant Principal and teacher to determine specific strategies for low performing students. (**October 2011 – Ongoing**)
- 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. (**Ongoing**)
- Offer tutoring by mathematics teachers during lunch periods and after school. (**September 2011 – ongoing**)
- 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. (**September 2011 – ongoing**)
- Review with the students the department grading policy. (**September 2011- ongoing**)
- Teachers collaboratively design lessons to engage and support students in their mathematics classes (**September 2011 – ongoing**)

- 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 2011 – ongoing)**.
 - All homework assignments are to be spiraled back to work learned earlier in the term **(September 2011 – ongoing)**
 - Use of tiered assignments to address the various needs of the students. **(September 2011 - 2012)**
 - Incorporate a variety of differentiated instructional techniques. **(September 2011-2012)**
 - 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 2011 - ongoing)**
 - Teachers will check the students' notebooks on a regular basis. **(September 2011 -ongoing)**

Science Department-Instructional Strategies

- Teachers develop uniform exams that mirror Regents exams and are composed of past Regents questions **beginning in September, 2011 (ongoing)**
- Teachers administer uniform exams (total of twelve per year) to identify class needs and to plan for improvement **beginning in September, 2011 (ongoing)**
- Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment **(September, 2011)**
- 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, 2011**
- Teachers use diagram analysis and/or comprehension marks to help students understand Regents questions at least four times per week, **beginning in February, 2012 (on-going)**
- Teachers incorporate differentiated instruction into their lessons **beginning in September, 2011 (on-going)**
- Teachers develop lessons that require students to engage with the material, either through inquiry activities or through practice of skills or application of content **beginning in September, 2011 (on-going)**

ELA & Social Studies Department-Instructional Strategies

- Teachers administer uniform assessments to identify student needs and to plan for improvement through differentiated instruction beginning in **September, 2011 (ongoing)**.
- Utilize READ 180 in lowest performing Ramp-Up 9th grade ELA classes to provide both reading practice and on-going assessment **(December 2011)**
- Utilize Achieve 3000 in Ramp-Up 9th grade Social Studies classes to provide both reading practice and on-going assessment **(October 2011)**

- 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) (**September 2011 On-going**)
- Incorporate REWARDS Plus program lessons in the Global Studies classes with RAMP-UP to Reading students (**September 2011-ongoing**)

Strategies to increase parental involvement

- 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:
- 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.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- 88.8% of our classes are taught by highly qualified teachers and we will work to maintain current teachers by providing them with ample professional/teambuilding development opportunities in house and outside of the school.
- We will attract new teachers at job fairs and recruitment activities sponsored by school's teachers.
- We allocated 5% of Title 1 funding for ongoing professional development of highly qualified teachers. We offer ongoing professional development activities for new teachers to become highly qualified. Teachers have been informed of this through faculty and departmental conferences, and they have also been reminded via memoranda.
- Additionally, teachers are encouraged to sit the Housse test.
- Teachers will be encouraged to become certified to teach Advanced Placement Classes

Service and program coordination

- 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.
- 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.
- 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.

Budget and resources alignment

Math Department-Professional Development Strategies

- 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. **(September 2010- ongoing)**
- 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. **(September 2011 – ongoing)**
- 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. **(September 2011 – ongoing).**
- Structured inter-visitations allow teachers the opportunity to observe each other to identify effective practices. **(November 2011 - ongoing)**
- 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. **(November 2011 – ongoing)**
- Train teachers in interpretation of performance series data and interpretation of strategies for teaching **(September, 2011).**
- 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 2011 - 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**)

All fiscal resources that will support the activities to achieve this goal are a combination of portions of Title I, Title III and Fair Student Funding budget allocations.

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, 2011 (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, 2011 (on-going)**
- Teacher common planning periods are used to refine the Regents curriculums, utilizing the Understanding by Design model **beginning in September, 2011.**
- Focused inter-visitations are arranged each semester to evaluate instructional strategies. Observations are discussed in PD meeting, **beginning in December, 2011.**
- Science teachers teaching 9th grade students who scored 1 or 2 on the 8th grade ELA exam are trained in Achieve 3000 program **(January, 2012)**
- 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, 2011**
- 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, 2011 (on-going)**

All fiscal resources that will support the activities to achieve this goal are a combination of portions of Title I, Title III and Fair Student Funding budget allocations.

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 2011)**
- 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: **(September 2011-ongoing)**
 - Effective questioning techniques (questions that activate schema; build in weight time; foster critical thinking)
 - Strategies for vocabulary development such as Rewards (a word attack program); semantic mapping; etc.
 - Writing across the content area
 - The use of rubrics to provide clear expectations and to foster student self-management of learning

- The use of diagnostic tools to analyze student performance on midterms and finals; unit test; and Acuity in order to devise targeted instruction
 - Differentiating instruction by incorporating appropriate scaffolding and the use of menus (e.g. RAFT Writing; text structures; reciprocal teaching; etc)
- AP and/or department teachers model lessons in teacher classrooms
 - Focused inter-visitations are scheduled to study practices that render positive results on subject-area unit tests (**On-going – teacher initiated**).
 - Achieve 3000 training for 9th and 10th grade level 1 and level 2 English teachers (**December 11**)
 - Rewards Plus training (**by November 2011 - Ongoing**)

All fiscal resources that will support the activities to achieve this goal are a combination of portions of Title I, Title III and Fair Student Funding budget allocations.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To increase the Regents pass rate across all departments in order to meet the school wide graduation goal at 90% and increase the number of Advanced Regents diplomas.

Comprehensive needs assessment

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.

Some student performance trends we identified are:

- Compared to our peer index, our Regents passing rate for Global Studies, United States History, and science has decreased
- Compared to our peer index, our Regents passing rate for English, mathematics, and have improved

Instructional strategies/activities

Mathematics Department-Instructional Strategies

- Initiate a department wide campaign to set clear expectations for passing the Integrated Algebra Regents examination. **(September 2011 – ongoing)**
- Implement the Saturday tutoring program in April for the June Regents. **(April 2011-ongoing)**
- Create incentives for achieving 85 plus scores on uniform periodic assessments like Pizza Party, etc. **(February 2012 – ongoing).**
- Do Now problems will be Regent's vocabulary and sentence structure problems. **(September 2011- ongoing)**
- All classroom assessments will follow the Regent's Format **(September 2011-ongoing)**

Science Department-Instructional Strategies

- Teachers develop uniform exams that mirror Regents exams and are composed of past Regents questions **beginning in September, 2011 (ongoing)**
- Teachers administer uniform exams (total of twelve per year) to identify class needs and to plan for improvement **beginning in September, 2011 (ongoing)**
- Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment **(September, 2011)**
- Improve reading comprehension of students in the Ramp-Up English program by using Achieve 3000 in both science and English classes **beginning in February, 2012 (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, 2012)**
- Teachers use vocabulary-building strategies such as word circles and word walls to increase students' vocabulary necessary to

understand Regents questions **beginning September, 2011**

- Teachers use diagram analysis and/or comprehension marks to help students understand Regents questions at least four times per week, **beginning in February, 2012 (on-going)**
- Teachers incorporate differentiated instruction into their lessons **beginning in September, 2011 (on-going)**
- Teachers develop lessons that require students to engage with the material, either through inquiry activities or through practice of skills or application of content **beginning in September, 2011 (on-going)**

ELA & Social Studies Department-Instructional Strategies

- Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; language charts; etc.) that expand student lexicons
- Expand the use of a variety of non-fiction readings to provide increase opportunity for content reading comprehension
- Unit tests will incorporate questions that are similar to those on the regents, including multiple choice, short answer and extended writing tasks **(September 2011 on-going)**.
- Teachers will furnish students with feedback on work samples, using department specific rubrics weekly. **(September 2011 on-going)**
- 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 **(September 2011-ongoing)**
- Students and teachers will set unit test goals and strategies to meet them **(September 2011 on-going)**

Strategies to increase parental involvement

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- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- 88.8% of our classes are taught by highly qualified teachers and we will work to maintain current teachers by providing them with ample professional/teambuilding development opportunities in house and outside of the school.
- We will attract new teachers at job fairs and recruitment activities sponsored by school's teachers.
- We allocated 5% of Title 1 funding for ongoing professional development of highly qualified teachers. We offer ongoing professional development activities for new teachers to become highly qualified. Teachers have been informed of this through faculty and departmental conferences, and they have also been reminded via memoranda.
- Additionally, teachers are encouraged to sit the HOUSSSE test.
- Teachers will be encouraged to become certified to teach Advanced Placement Classes

Service and program coordination

- 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.
- 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.
- 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.

Budget and resources alignment

Mathematics Department-Professional Development Strategies

- Assistant Principal analyzes Integrated Algebra regent's results, determines the areas of greatest need and trains the teacher to re-teach these designated topics. **(August 2011 – ongoing)**
- The Saturday Tutoring program curriculum developed by Assistant Principal and the teacher.**(February 2012-ongoing)**
- The Spring Saturday program will start with the administration of a mock Integrated Algebra Regents to use as a basis for differentiated instruction. **(Spring 2012)**

All fiscal resources that will support the activities to achieve this goal are a combination of portions of Title I, Title III and Fair Student Funding budget allocations.

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, 2011 (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, 2011 (on-going)**
- Teacher common planning periods are used to refine the Regents curriculums, utilizing the Understanding by Design model **beginning in September, 2011.**
- Focused inter-visitations are arranged each semester to evaluate instructional strategies. Observations are discussed in PD meeting, **beginning in December, 2011.**
- Science teachers teaching 9th grade students who scored 1 or 2 on the 8th grade ELA exam are trained in Achieve 3000 program **(January, 2012)**
- 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, 2011**
- 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, 2011 (on-going)**

All fiscal resources that will support the activities to achieve this goal are a combination of portions of Title I, Title III and Fair Student Funding budget allocations.

ELA & Social Studies Department-Professional Development Strategies

- Assistant Principal and teachers will incorporate curriculum changes in order to integrate differentiated and targeted instruction to improve Regents results into all courses **(September 2011-ongoing)**
- Research and train teachers in specific sub-group engagement strategies **(September 2011-ongoing)**

All fiscal resources that will support the activities to achieve this goal are a combination of portions of Title I, Title III and Fair Student Funding budget allocations.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To improve the results of the school environment section of the survey by 7 points in the areas of Academic Expectations, Communication, Engagement and Safety and Respect.

Comprehensive needs assessment

Some learning environment survey trends we identified are:

- In every category in the survey, we scored lower
- For every category in the survey, parents scored us about the same as the previous year with a small rise in some categories
- For the academic expectations and communication categories of the survey, students scored us higher
- For every category in the survey, teachers scored us lower.

Instructional strategies/activities

Strategies

- **Staff and community** appropriately shares leadership, and builds strong school communities by:
 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.
 7. Establish school community development programs with the ongoing participation of students, teachers and parents.
 8. To further enhanced college and career awareness activities for all students, parents and teachers starting during freshman year.
 8. All initiatives will begin early on September 2011 (on-going)

Activities and Partnerships

We have initiated over 25 clubs and activities in the following areas:

- Yoga
- Community service
- Campus beautification and enhancement
- Environmentalism
- Horticulture
- Photography
- Videography and filmmaking
- Spoken word
- Poetry
- Debate
- Literature club
- Robotics
- Chorus
- Symphonic, concert, orchestral band
- Rock band
- Guitar
- Chess
- Drumline
- Audience development
- Computer aided drafting and design
- Mural projects
- Glee
- Gay-straight alliance
- Cheerleading
- Dance
- Chemistry tutoring
- Math club

We work with the following organizations to provide our students with relevant training within each of their areas of expertise in order to improve our school learning environment:

- **Art Here** provides music and choral training to students and professional development to teachers.

- **Rock ‘N Renew** provides environmentalism education through garden development, green mentoring/internships, field trips, LEED certified building visits, the green campus and watershed restoration project of Germantown Academy in Pennsylvania, curriculum development for the CTE Engineering Program.
- **Downtown Community Television, New Yorkers Against Gun Violence and the Beyond Bullets Campaign** provide media and documentary video training for students and professional development for teachers by providing one trainer weekly to discuss gun violence and help students write blogs and make documentary videos.
- **The Apollo Theater** provides Saturday internship and apprenticeship programs in Technical Theater to teach live events and hosts workshops at our school.
- **Urban Word NYC** hosts free poetry writing workshops to develop students literacy
- **Angela Basile**, artist, creates murals and works with the Arts Department to develop curriculum.
- **Columbia University** provides 5 highly qualified people to lead Youth Participatory Action Research Groups, debate, and professional development and support for teachers.
- **The New York Restoration Project and the Million Trees Initiative** will host a tree giveaway worth \$30,000 that students organize and direct.
- **Generation Citizen**, a non-profit community service initiative will provide one person to work with our Community Crew.
- **Green Thumb** a support organization for our rooftop greenhouse that will provide \$5,000 in resources and on-going teacher and student training.
- **PEN American Center** provides thousands of dollars of books and access to authors from around the world to develop students’ literacy.
- **The Harlem Education Alliance Foundation** a partner college prep program specializing in community service, environmentalism awareness and campus beautification and provides one trainer and 20 students for 2 community service projects.
- **NY Cares** provides unlimited human resources for 3 service projects per year.
- **Goldman Sachs** provides 20 people for 1 service project and the accompanying materials.
- **International Center of Photography** provides up to five scholarships in each of four semesters for students to take darkroom photography classes.
- **Green Thumb** has certified our greenhouse as a NYC Green Thumb Community Garden and will provide up to \$5,000 in gardening resources and professional development.
- **The Metropolitan Opera** provides free tickets for students to attend operas, conducts several professional development sessions for educators, supports curriculum development for the CTE Technical theater program and gives students opportunities to intern at the opera house.
- **St. Luke's Hospital** provides meaningful community service and internship experiences.
- **College for Every Student (CFES)** provides mentoring, college prep and leadership development to over 100 students per year.
- **College and Career Preparatory Institute with Sound Business Inc** provides college prep, arts enrichment and leadership development for over 150 students per year. 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.

- **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.
- **Grove School of Engineering's STEM summer and Robotics program** offers our students summer programs.
- **Columbia University's Double Discovery Program** offers enrichment opportunities include volunteering and mentoring at Harlem Hospital, opportunities to mentor and tutor middle school students, and an array of internships.

Strategies to increase parental involvement

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, teacher communication, and school performance.

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

Strategies for attracting Highly Qualified Teachers (HQT)

- **Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
 - 88.8% of our classes are taught by highly qualified teachers and we will work to maintain current teachers by providing them with ample professional/teambuilding development opportunities in house and outside of the school.
 - We will attract new teachers at job fairs and recruitment activities sponsored by school's teachers.
 - We allocated 5% of Title 1 funding for ongoing professional development of highly qualified teachers. We offer ongoing professional development activities for new teachers to become highly qualified. Teachers have been informed of this through faculty and departmental conferences, and they have also been reminded via memoranda.
 - Additionally, teachers are encouraged to sit the HOUSSE test.
 - Teachers will be encouraged to become certified to teach Advanced Placement Classes

Service and program coordination

- 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.
- 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.
- 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
- To create student clubs and community development activities sponsored and supported by teachers, parents and community based organizations.
- To create community and cultural awareness programs that would enhance participation of student, teachers and parents in the life of our institution.
- Enhance connections with community based organizations that will provide our school with resources to further develop cultural and academic programming.

Budget and resources alignment

All fiscal resources that will support all activities necessary to achieve this goal are a combination of portions of Title I and Fair Student Funding budget allocations.

Teacher volunteers and partnerships with community-based organizations provide both monetary and human resources that are used to achieve our goal of improving the school environment.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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					TBD	TBD	TBD	TBD
10		45	40		90			
11	20	35	65	125	245			
12	45	20	45	175	285			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • 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 9th 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) • Implement clear, uniform grading policy and rubrics that allow students to monitor their own progress • 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 • Expand our Wilson initiative to two periods in the 9th 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 • Implement Read 180 and the Rewards Program to afford students the opportunity to learn and practice basic grammar skills. 2. <ul style="list-style-type: none"> • Train students in specific literacy and writing performance skills • 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 • Differentiated options for special needs learners, including oral and visual delivery of

	<p>content (in English and Spanish), and fundamental skills review</p> <ul style="list-style-type: none"> • 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 • Create credit recovery courses by offering off-track classes with customized curriculum to focus on specific student needs • Provide differentiated options for students who need credit only, students who need credit and regents prep, and students who need Regents prep only <p>3.</p> <ul style="list-style-type: none"> • Provide after-school classes and tutoring incorporating media and technology in after-school courses. • 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
<p>Mathematics</p>	<p>1.</p> <ul style="list-style-type: none"> • Teachers will use differentiated instruction to help students who are having difficulties in math • Discuss with students their grades and how to improve them • Classes conducted with Smart Boards will allow the students the opportunity to review that day’s lesson • Students can use math programs on internet • Students can use Integrated Algebra workbooks to improve their basic skills <p>2.</p> <ul style="list-style-type: none"> • Teachers will attend academic planning services • Call parents and email parents • Teachers will lend their own books to help students understand the work • email contact with students • Teachers have directed students to Regents’ Prep Sites • Other tutoring such as GATEWAY, CFES and CCNY tutors • Classes for students who have not passed their last mathematics test Students can use math programs on internet. • Train students in specific literacy and writing performance skills. • 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

	<ul style="list-style-type: none"> • Differentiated options for special needs learners, including oral and visual delivery (in English and Spanish) of content, and fundamental skills review. • 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. • Create credit recovery courses by offering off-track classes with customized curriculum to focus on specific student needs (Small group instruction) • 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. • Initiate a school wide campaign to set clear expectations for passing Regents examinations including grade incentives for achieving 65 plus or 85 plus scores <p>3.</p> <ul style="list-style-type: none"> • Several teachers will offer tutoring during their lunch periods • Several teachers will be offering after school tutoring • Tutoring by teachers’ schedules • Provide after-school classes and tutoring • Introduce a Saturday Regents’ Academy to prepare students for re-test examinations.
<p>Science</p>	<p>1.</p> <ul style="list-style-type: none"> • Teachers administer uniform exams in all Regents classes (total of twelve per year) to identify class needs and to plan for improvement • Implement clear, uniform grading policy that allows students to gauge their own progress • Initiate a school-wide campaign to set clear expectations for passing Regents examinations <p>2.</p> <ul style="list-style-type: none"> • Improve reading comprehension of students in the Ramp-Up English program by using Achieve 3000 in both science and English classes • Utilize Apperson scan machine to do item analysis and analyze this data in team meetings to plan instruction.

	<ul style="list-style-type: none"> • Utilize IEP instructional goals to individualize instruction for students. • Use literacy strategies, such as word circles, to increase students’ non-science vocabulary and comprehension skills necessary to understand Regents question. • Conduct an analysis of all Regents testing results for the 2009 and 2010 student cohorts and identify students missing only a science exam to earn a Regents diploma with advanced designation • Inform all students in Regents classes that they are required to take the Regents exam • Modeling of expectations based on the Regents • 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 • Set expectation in Gateway classes that students will earn 85% or higher on course and Regents grades. <p>3.</p> <ul style="list-style-type: none"> • Provide students in the Ramp-Up English program with two periods per day of Regents Living Environment • 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 • Introduce a Saturday Regents Academy and/or PM School to prepare students for re-test examinations.
<p>Social Studies</p>	<p>1.</p> <ul style="list-style-type: none"> • Create credit recovery classes to students with a customized curriculum to focus on specific student needs. • Provide course options for students who need credit only, students who need credit and regents prep, and students who need Regents prep only • Incorporation of language acquisition strategies/activities (graphic organizers; writing frames; word walls; language charts; etc.) that expand student lexicons • 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) Incorporate research based questioning strategies (e.g. scaffolding questions; building in wait time via written response and think, pair, share; asking higher order questions. <p>2.</p> <ul style="list-style-type: none"> • Teachers will administer uniform assessments to identify student needs and to plan for

	<p>improvement through differentiated instruction</p> <ul style="list-style-type: none"> • Credit recovery curricula will include a variety of delivery methods, including test review and personalized instruction • Teach students to use a universal format to write essays for the Regents. • Teach students to use the Cornell Note taking system. • Incorporate vocabulary into daily lessons and provide classes with dictionaries. • 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. • Credit recovery curricula include a variety of different methods, including test review and personalized instruction. <p>3.</p> <ul style="list-style-type: none"> • Implement after-school and before school tutoring to support students Regents preparation needs • Facilitate student tutoring during teacher’s professional development periods • Saturday Regents Academy and/or PM School to prepare students for re-test examinations.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Small Group Counseling: at-risk students and students potentially earning less than 10+ credits a year, study skills, grief, homeless, etc • 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
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Intense personal counseling, individual evaluations, counseling for classification if students do not have an I.E.P.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Advisory groups for at-risk 9th and 12th graders • Advisory professional development for teachers of at-risk 9th and 12th graders • Small group and individual counseling for at-risk boys • Individual counseling
At-risk Health-related Services	Individual and group mental health counseling

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Parent Involvement Policy

I. General Expectations

A. Philip Randolph Campus High School PIP was designed 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

- 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:
- 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:
- 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.

- 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

- 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.
- 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 lanuages 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:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- 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.

Parent Compact 2011-2012

PARENTS AGREE	STUDENTS AGREE	THE SCHOOL AGREES
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	To attend school regularly and arrive at	To inform parents of students' inconsistent

school attendance	each class on time	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

PARENTS AGREE	STUDENTS AGREE	THE SCHOOL AGREES
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

PARENTS AGREE	STUDENTS AGREE	THE SCHOOL A
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 parental 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 in the native language of the parent in an 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 to parents in a timely manner to 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 by providing high quality 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 parent concerns by investigating 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 to enhance the academic and social development of students

**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/Larry Block	District 06	Borough Manhattan	School Number 540
School Name A. Philip Randolph			

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

Principal Henry Rubio	Assistant Principal Gilberto Garcia Jimenez
Coach Altagracia Del Orbe	Coach Kierra Foster Ba
ESL Teacher Didiel Navarro	Guidance Counselor Altagracia Ramirez
Teacher/Subject Area Cindy Cruz/Science	Parent Karen Flower
Teacher/Subject Area Kristina Karaivanov/ELA	Parent Coordinator type here
Related Service Provider Reginald Austin	Other Rosa Cespedes, ELA
Network Leader Larry Block	Other Jose Ruiz, Cluster Leader

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

D. School Demographics

Total number of students in school	1450	Total Number of ELLs	36	ELLs as share of total student population (%)	2.48%
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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. We identify possible ELLs at our school by:

- a) Administering the Home Language Identification Survey (HLIS) to be filed out by parent.
- b) Informal oral interview in English and in the native language, if needed translator will be requested. The persons responsible for this process are Gilberto Garcia, Assistant Principal for World Language and Didiel Navarro, Certified ESL Teacher.
- c) Based on the responses on the HLIS and on the interview we may consider the LAB-R assesment. The results of the LAB-R exam will determine the eligibililty for ESL services.
- d) After the grading of the LAB-R, Parent will be provided with an orientation session to determine the election of service for their child based on the Chancellor's Regulation Part 154 mandates. This process must be completed within the first ten days of the student registration to our school.
- e) 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 is administered in four modalities as per the New York State Department of Education mandates and directions.

2. We provide our ELLs parents with a series of workshops, in which we share the parent orientation video (available in english and spanish only. However brochures are available in a whole variety of languages) to ensure that parents understand all three program choices. Besides the annual parent association meeting, we schedule an English Language Learner Orientation Meeting for October 25th, 27th, and 28th. 2011, in which we will explain all three program choices. In addition, we do schedule an orientation on a one to one need basis. Thus ensuring that all parents are aware of the diverse programs offered through the New York City Department of Education. Our outreach are performed by an automatic phone call made to the ELLs home phone, notification handed to the students and mailed through the United States Postal Service. These orientations are being conducted by Mr. Didiel Navarros, Certified ESL Teacher and Mr. Gilberto Garcia, Assistant Principal for World Language/Certified ESL Teacher.

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 during the meeting listed above. For the parent that opt for assisting to our orientation meeting we conduct a telephone conference and will provide parents with correspondences via United State Postal Services. We collect this letter from the students, as they will be instructed to request a response from their parents and/or legal guardian.

4. Students are place based on the results of the initial exam LAB-R or most recent language testing (NYSESLAT). During our first marking we will conduct an orientation meeting and will forward notification of the most recent score to the parent of the ELL's. During the oreintation and stated in the informative documentation provided we allow the parent to make a selection in bilingual or ESL instruction programs. These consultations with the parent or guardian are performed in their native language.

The parent response and selection is recorded along with the placement and/or entitlement letter are maintained in Mr. Garcia's office, room 151.

5. Based on past parent selection of programs being collected by tallying the results of the complete survey form during our orientation meeting, we offered Freestanding ESL for ELLs..

6. Freestanding ESL program is aligned with the parent request. 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.

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 type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										9	7	2	3	21
Push-In										6	5	1	3	15
Total	0	0	0	0	0	0	0	0	0	15	12	3	6	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	22
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	18

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	8		2	10		5	18		12	36
Total	8	0	2	10	0	5	18	0	12	36

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	12	3	6	34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	15	12	3	6	36

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).
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 implemented at Philip Randolph is departmentalized and Pull-Out for ESL Student.

1b. The program model implemented at Our school is the Block program model. When it comes to our regular ed. ESL population we implement an ungraded model in which groups are homogeneous. However, our special ed. ESL population is grouped heterogeneously.

2. Our staff ensures 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.

3. Content areas are delivered in English. Students work in cooperative groups, pairs and independently. Teacher use projectors (visual), computers, mimios, , etc. to make content comprehensible to enrich language development.

4. The LAB-R is used to assess native language proficiency. As well, students are interviewed in their native language, provided there is personnel capable of doing so in the students native language

5a. To enrich language development of all ELLs a set of instructional practice has been set on place. One of them is through differentiated instruction in English. Also, ELLs are provided with glossaries of the most commonly used words in the content areas. 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.

5b. Instructions 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 used whenever it is possible to use it or when 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

A. Programming and Scheduling Information

standards for ELLs. ESL lessons are carefully planned to support learning in other content areas (vocabulary and content as well).

5c. 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.

5d. Students receiving service for six years or longer would normally be in advance. Their instructions will be planned and differentiated by demanding evidence of Higher Order Thinking Skills (HOTS) and critical thinking skills in all language skills/modalities (Listening, Speaking, Reading and Writing). Advanced students are demanded to show a deep level of understanding and performance in every period/lesson.

6. Some of the instructional strategies ESL teacher uses are analyzing data and graphing (math, social studies), summarizing (English), describing situations/people/things (English and foreign lag.), inferencing, making comparisons, analyzing cause and effect among others. The materials utilized to accelerate learning of ELLs are poster, content area connected and/or related topics, murals, audio visual tools (mimio, projector, cds, videos).

7. Our instructional plan for ELLs identified as having special needs is created in collaboration with their content area teachers (teacher confer) and related service provider. This way teacher ensure that their students Individualized Educational Program (IEP) is fulfill and his/her goals and objectives are being met.

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

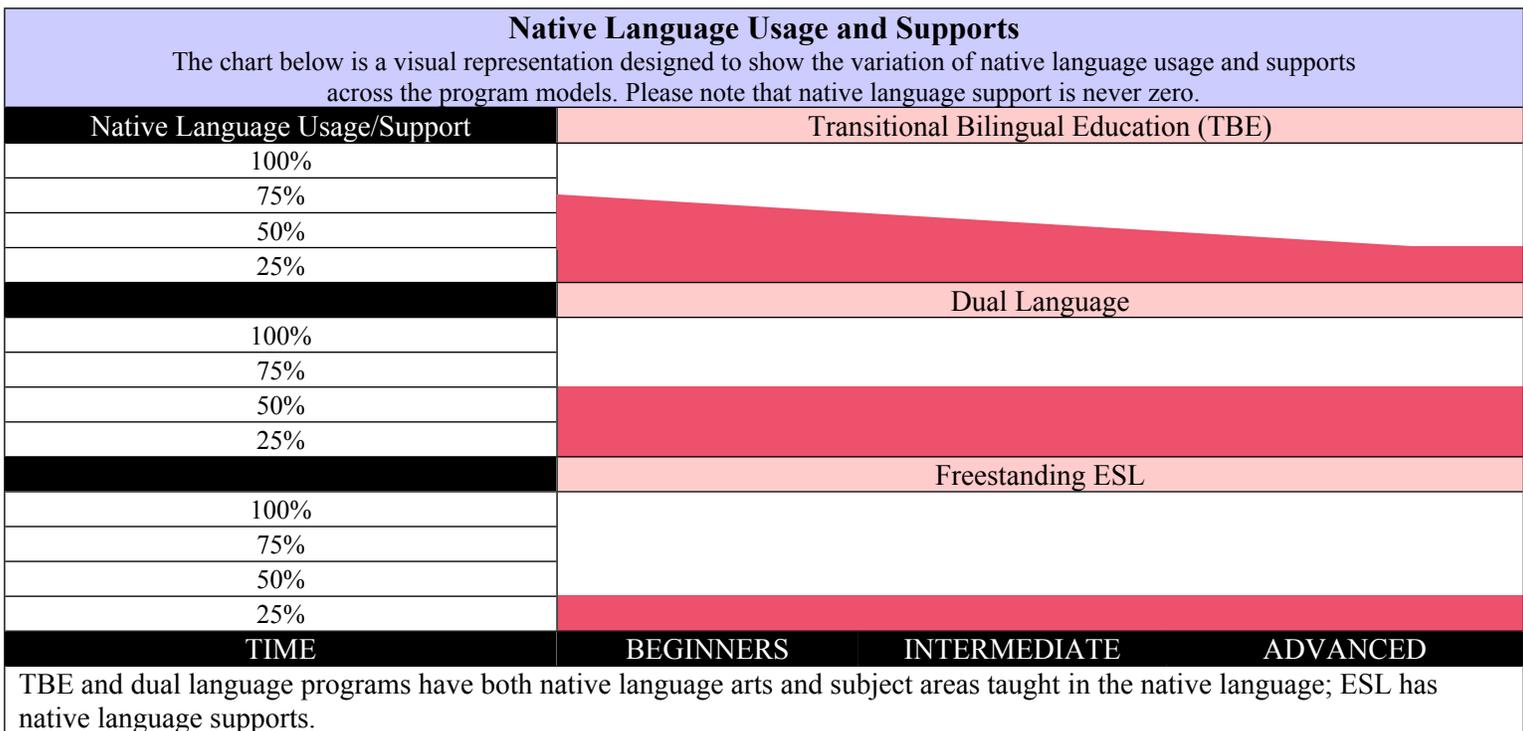
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



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?

8. The ESL teacher provides support in all content area specially in Science, Social Studies and Math by planning lessons that build academic and language skills. This way students will get familiar with content and area vocabulary that support content area.

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?

8. The ESL teacher provides support in all content area specially in Science, Social Studies and Math by planning lessons that build academic and language skills. This way students will get familiar with content and area vocabulary that support content area.

9. Students reaching proficiency are included in programs that support their academic and social skills such as the Title III program and the COLLEGE BOUND PROGRAM.

10. 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.

11. None

12. Student afforded equal access to all school programs. announcements are made periodically and the A.P. (Mr. Garcia) and the ESL teacher (Mr. Navarro) provide information and explanation of programs announced. Posters are placed on each floor and the A.P. and the ESL Teacher encourage students to join clubs and programs offered at A. P. Randolph Campus H.S.

13. Some of the instructional materials and technology used to support ELLs are glossaries, electronic encyclopedias, dictionaries, posters, computers, radios, projectors, CDs, mimios, etc. in all content areas and available to all our the students.

14. 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. Native language support is available to help students accelerate their understanding in subject areas. Native language assistance is supported by activities such as: discussions and turn and talk. Such activities encourage students to discuss subject matter topics with peers in the native language. Thus, students are provided with the opportunity of using the native language to write explanations of what they understand, and making native language dictionaries or directories and reference materials. Hispanic students are offered the A.P. Spanish a course, which is designed to supports students' culture and language at a higher level.

15. Our library, computers, authentic resources, books, poster, topics taught are appropriate to the age level and grade of ELLs

16. 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.

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

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)?

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.

1. A series of professional developments have been plan for all ELL personnel (Mr.Navarro, ESL teacher) 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.
2. Mr. Rubio, and the APs provide PDs, worshop, trainings, observation feedback, books that provide strategies/techniques and teaching activities that promote learning through the use of differenciated instructions and scaffolding strategies.
3. All teaching staff 7.5 hours of ELL training
 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.

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?

1. The parents of ELLs are invited to participate in trips. Also, ESL parents (and al parents) are invited to participate in all of parent association activities and meeting, along with any other function that are intended for our parents. Parents are also welcome to visit the ESL classroom and be part to their children leaning experience.
2. 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 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.
3. 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.
4. Some of the parental activities that A PHILIP RANDOLPH offers parents and that address the need of our parent are: English as a Second Language, Nutrition, Computer Literacy, along with Health First

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?

1. The parents of ELLs are invited to participate in trips. Also, ESL parents (and all parents) are invited to participate in all of parent association activities and meeting, along with any other function that are intended for our parents. Parents are also welcome to visit the ESL classroom and be part to their children learning experience.

2. 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 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.

3. 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.

4. Some of the parental activities that A PHILIP RANDOLPH offers parents and that address the need of our parent are: English as a Second Language, Nutrition, Computer Literacy, along with Health First

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)										7	6			13
Intermediate(I)										7	4	2	3	16
Advanced (A)										1	2	1	3	7
Total	0	0	0	0	0	0	0	0	0	15	12	3	6	36

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										14	10	3	1
	I										1	2		
	A													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1			
Integrated Algebra	2		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment	7		1	
Physics				
Global History and Geography	6			
US History and Government	1			
Foreign Language	1		4	
Other <u>Algebra</u>	11			
Other	2			
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?
 - 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.

2. The higher their proficiency level, the better their grades in their content area. Data patterns across proficiency levels on NYSESLAT revealed that students who performed poorly in the NYSESLAT, also perform poorly in their content areas. In contrast, those who have succeeded in passing their NYSESLAT are those who are performing well in their content area, also.

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

School Name: A. PHILIP RANDOLPH CAMPUS H.S.

School DBN: 06M540

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **06M540** School Name: **A. Philip Randolph Campus HS**

Cluster: **6** Network: **1**

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.

• 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

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 housed 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: A. Philip Randolph High School	DBN: 06M540
Cluster Leader: Jose Ruiz	Network Leader: Larry Block
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 36 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The title III funds are being allocated to provide per session to the ESL teacher, Mr. Navarro, and the ESL Supervisor, Mr. Garcia (ESL Certified Teacher) in conducting an After-School and Saturday Program that will prepare our English Language Learners for their English Regents exam. This program will provide direct supplemental instruction to English Language Learners in meeting the State High School graduation requirement.

Due to the scores of the January English Regents, we have design a Regents Preparatory class for our English Language Learners to be conducted three days a week for eleven weeks and eight Saturdays from March 2012 until the June 2012 exam. Based on the English Regents scores, our English Language Learners need additional instructional support in analyzing reading passages and in writing critical lens essays. The language of instruction is English, and Spanish will be used for clarification purposes as needed. We will use the "Barrons" Regents prep software for students practice their reading and writing skills.

Part C: Professional Development

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

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

Begin description here:

The school will offer a series of professional developments that will be conducted by Mr. Gilberto Garcia, Assistant Principal for ESL/LOTE to all teachers that serve the ELL population. The listed topics are to create understanding and mastery among teachers that serve our ELL population regarding their level of proficiency with the English Language, specifically within each of the four modalities and how this factor will affect ELL performance within the content areas. The schedule to be followed is September 6th, 2011, October 31st, 2011, November 8th, 2011, April 2nd, 2012, and May 7th, 2012. Each professional development will be 45 minutes long. The topics to be covered include: 1. Assessment, Evaluation and Placement of ELL students. 2. Implementation of Instructional ESL strategies throughout the curriculum. 3. Planning Differentiated Instruction and the Five Stages of Language Acquisition. 4. Demonstration Lessons, Making Content Clear for ELL students. 5.

Part C: Professional Development

Understanding the Socio-cultural implications for SIFE students.

Part D: Parental Engagement Activities

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

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

Begin description here:

Mr. Garcia, the Assistant Principal, will facilitate a workshop for our ELL parents to help parents of ELLs understand the relationship between US and Latin American educational systems and college enrollment. This workshop will cover an educational comparison between US K-12 educational system and Latin American K-12 educational system including the similarities and differences of both systems to help parents lead their children to attend US colleges and universities. The purpose of this workshop is to orient parents in how to lead their kids through acquiring a high school diploma and attending college, as parental influence on high school graduation and encouraging ELLs to submit college applications is a critical factor to ensuring ELLs apply for and enroll in college. This workshop will be conducted on April 28th, 2012 from 9:00 am to 12:00 pm. Parents will be notified by the automatic phone system and a written notification will be sent home with their children.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		