



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL

DBN: 06M540

PRINCIPAL: DAVID FANNING

EMAIL: DFANNIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

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
David Fanning	*Principal or Designee	Signature on file
Nicole McShall	*UFT Chapter Leader or Designee	Signature on file
Eunice Garcia	Elected CSA	Signature on file
Shayron McLean	Elected UFT	Signature on file
Adam Seidman	Elected UFT	Signature on file
Judith Amaro	*PA/PTA President	Signature on file
Lorna Woods	Parent SLT member	Signature on file
Michelle Clarke	Parent SLT member	Signature on file
Jeremy Jaico	Student Representative 2013	Signature on file
Leudin Dominguez	Student Representative 2014	Signature on file
Fernando Flores	Student Representative 2015	Signature on file
Dylan Ramproshad	Student Representative 2016	Signature on file
Charles Thompson	CBO Representative, if applicable	Signature on file

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To ensure that 80% of all of the students in our regular cohorts reach their credit matriculation goals (ten or more credits, credit accumulation in all core areas) by the end of summer school 2013. The current average is 65%.

Comprehensive needs assessment

- The progress report for 2010-2011 and 2011 – 2012 identified credit matriculation as one of the major challenges facing the A. Philip Randolph Campus High School community. The Administrative cabinet reviewed the progress report data and concurred that credit matriculation was the deciding factor that was affecting student achievement. By improving credit matriculation student graduation rates and other achievement data would also improve as a ripple effect.

Instructional strategies/activities

- Members of the administration will engage the faculty in a reflective cycle of observations which will focus on improving instruction, which will improve achievement.
- Members of the administration will engage the faculty in Academic Intervention Meetings (AIM) to review passing rates less than 80% to discuss strategies to improve performance.
- Members of the administrative team will conduct academic intervention conferences with all of the members of the class of 2016 who have failed three or more subjects in T1M1. The process will be repeated for the class of 2015 in T1M2 and 2014 for T1M3. The process will then be repeated in T2.
- The creation of an Academic Intervention Team (AIT) to evaluate student data and brainstorm intervention strategies. The AIT will include administrators, teachers, parents, and students.
- PM School will be offered in Term 1 and Term 2 of 2012 – 2013. Classes and students will be determined in consultation with the guidance department and the AIT.

Strategies to increase parental involvement

- Parents will be invited to participate in the Academic Intervention Team (AIT) at Parent’s Association Meetings
- As outlined above parents of failing students will be participating in intervention meetings.
- Status reports for the above interventions will be provided to the School Leadership Team

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

12,000 Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other _____

If other is selected describe here:

Service and program coordination

- \$11,545 have been allocated to GK9BL for Teacher Per Session to fund the per session activities behind the PM school program
- \$2,416 have been allocated to GKD3E for Supervisor Per Session to fund the per session activities behind the PM school program
- The Guidance department in coordination with the Administrative cabinet have selected students to target to participate in the program

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To maintain the existing high performance for the Mathematics and Science weighted passing rates for the Regents exams and increase the weighted passing rate for English (1.20), Global History (1.12) and US History (1.20) to meet or exceed the average peer horizon (1.27, 1.43, and 1.22) by the end of summer school 2013.

Comprehensive needs assessment

- The progress report for 2010-2011 and 2011 – 2012 identified the weighted regents passing rate as one of the major challenges facing the A. Philip Randolph Campus High School community. The Administrative cabinet reviewed the progress report data and determined that the weighted regents pass rate for our school was below the average for competitive schools and that increasing our performance in this area was critical to the long term health and success of A. Philip Randolph Campus High School.

Instructional strategies/activities

- The creation of an Academic Intervention Team (AIT) to evaluate student data and brainstorm intervention strategies. The AIT will include administrators, teachers, parents, and students.
- Members of the administrative team and faculty will identify students who are struggling to complete their Regents requirements and refer them to the AIT.
- Regents Review Workshops will be offered in January and June to allow students to go for extra help right before the test administration.

Strategies to increase parental involvement

- Parents will be invited to participate in the Academic Intervention Team (AIT) at Parent’s Association Meetings
- Status reports for the above interventions will be provided to the School Leadership Team

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Summer Regent’s Preparation Program: \$5,000 in GKVC6
- January Regent’s Preparation Program: \$2,519 (60 hours) in PENDING

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To improve the school’s learning environment by establishing a culture of transparency, open communication, and shared decision making. To improve the school’s Learning Environment Survey (LES) by at least one point in each category.

Comprehensive needs assessment

- The Principal prepared an executive summary of the Learning Environment Survey (LES) for 2011- 2012 and provided the SLT and faculty with the report. The report found that while there was significant improvement with the LES since last year that the gains did not yield a substantive increase in the LES scores. This was mostly attributed to the relative dearth of responses that achieved a result of strongly agree (10 points) as opposed to agree (6.7 points). The building administration remain committed to sharing information and decision making powers with the faculty, staff, students, and parents to ensure that all constituent groups are well informed and part of the process of school reform.

Instructional strategies/activities

- Continued expansion of the website as a communications tool.
- Regular calendar and newsletter updates for students and staff
- Create of several committees to better inform the Principal on issues affecting the building (Technology, Academic Intervention, etc.)
- Creation of instructional lead teacher positions to allow for more shared decision making
- Teachers and faculty invited to Parent’s Association Meetings to present information and make themselves available for questions.

Strategies to increase parental involvement

- Parents will be invited to participate in the committees at Parent’s Association Meetings
- Status reports for the above interventions will be provided to the School Leadership Team
- AM Parents Association meetings will be scheduled to increase parental involvement

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- NA

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- To align school programs with the Common Core State Standards (CCSS).

Comprehensive needs assessment

- The Citywide Instructional Expectations for 2012 – 2013 call for schools to expose students to common core aligned units of study eight different times this year.

Instructional strategies/activities

- School passed a School Based Option (SBO) vote to transform the four 37 ½ minute tutoring periods into three fifty minute blocks. One of these blocks are reserved for professional development on Wednesdays each week. During this period the faculty will work on aligning the current curricula to the Common Core State Standards
- Under the direction of the departmental Assistant Principal's, each department will develop two common core aligned units of instruction for each class taught at APRCHS. The final copy of the first unit will be due at the end of the first term and the second unit will be due by the end of the second term.
- Creation of instructional lead teacher positions as an additional resource to assist the Departmental Assistant Principal in aligning the curriculum to the CCSS.

Strategies to increase parental involvement

- Status reports for the above will be provided to the School Leadership Team

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Funding for afterschool work of the instructional lead teachers to work on CIE: \$9,000 (214 hours) GK247
- Funding for afterschool work of the assistant principals to work on CIE: \$1,800 (40 hours) GK248
- SBO vote to create fifty minute block of common planning for all staff on Wednesdays for SY13

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Wednesdays
Mathematics	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Wednesdays
Science	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Wednesdays
Social Studies	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Wednesdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual need based counseling	One to one	During lunch periods or pull out as needed
Substance Abuse and Intervention Counseling	Individual need based counseling	One to one and group	During lunch periods or pull out as needed

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Teachers at A. Philip Randolph Campus High School (APRCHS) are hired by the Principal who is advised by a hiring panel. The hiring panel may include, but is not limited to, the Assistant Principal of Supervision for the license area and one or more teachers within the license area.

The applicant pool is created first by considering all candidates in district excess within the subject area and then by considering external applicants. External applicants are generated by using the new teacher finder, the human resources management system, and by recommendations from our college partners (CCNY, Hunter, Touro, etc).

All teachers at APRCHS attend weekly professional development session (Wednesdays) as well as planned citywide professional development days. During SY13 APRCHS has partnered with Brienza Academic Advantage to provide training and support with CIE 3D Using assessment in instruction. During other sessions APRCHS teachers engage in common planning and development to meet the goals of the city wide instructional expectations.

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL (06M540)
PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL (06M540)

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

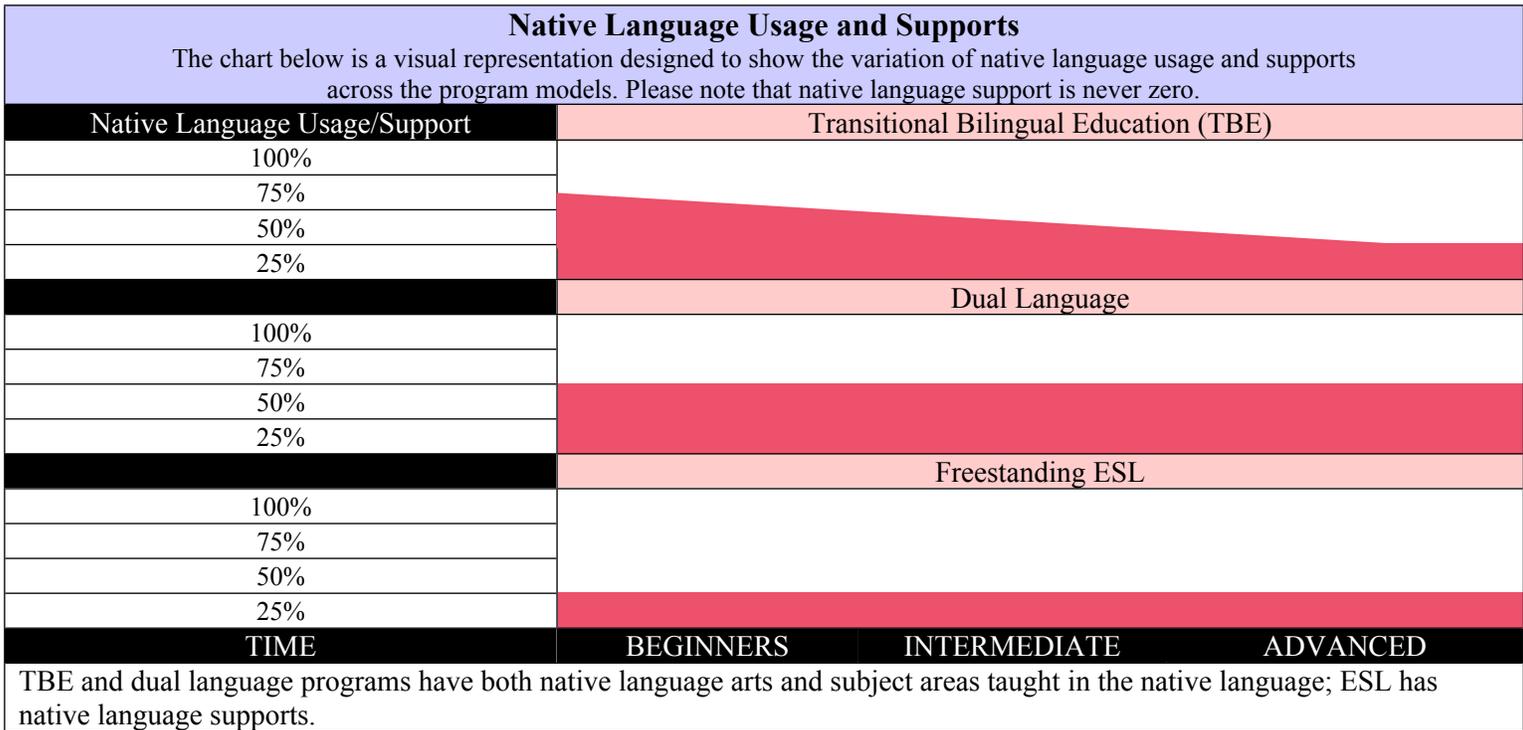
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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.
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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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, workshop, trainings, observation feedback, books that provide strategies/techniques and teaching activities that promote learning through the use of differentiated 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 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 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

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													
	P										10	6		
READING/ WRITING	B										4	4	2	3
	I										1	2	1	3

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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
Comprehensive English	1			
Integrated Algebra	2		1	
Geometry				

New York State Regents Exam

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

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

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 classes.

3. Patterns across NYSESLAT modalities are utilized to plan PD workshops for teacher that address the need of our students. as well as instructional materials like books (multiple intelligence strategies/ the skillful teacher).

4a. Based on our NYSESLAT results, students who pass or show improvement in the four modalities tend to do perform better in their content areas classes.

4b. Periodic assessments are used to improve pedagogical practices and determine who needs more support.

c. From periodic assessment our school is learning that PDs must address instructional activities and approaches that benefit our ELLs. Teachers instructions must be differentiated in order to "academically" benefit our ELLs.

5. N/A

6. NYSESLAT, improvement on grades, attitude improvement are the main tool used to evaluate success of the program for ELLs.

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

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)
	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: A. Philip Randolph High School	DBN: 06M540
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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 four Regents Subject area teachers for conducting an After-School and Saturday Program that will prepare our English Language Learners (grades 9 through 12) for their English, United States History, Global History, and Algebra 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 June, 2012 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 2013 until the June 2013 exam. Based on the 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 be using various test preparatory materials available at the school.

For school year 2013 - 2014 an After-School and Saturday Program that will prepare our English Language Learners (grades 9 through 12) for their English, United States History, Global History, and Algebra Regents exam. This program will adjusted to the needs of the June 2013 Regents exam results.

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 November 6, 2012, November 7, 2012, January 7, 2013, and April 1, 2013. 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

Part C: Professional Development

Lessons, Making Content Clear for ELL students. 5. Understanding the Socio-cultural implications for SIFE students. Another series of workshops will be conducted school year 2013 -2014 address the need for ELL between October 2013 and May 2014.

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 6, 2013 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.

For the school year 2013 - 2014, We shall facilitate a workshop on College Readiness from the parent perspective for our ELL population.

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. 		

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.
Supplies and materials <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		