Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL

DBN (*i.e. 01M001*): 06M540

Principal: DAVID FANNING

Principal Email: DFANNIN@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: JOSEPH ZAZA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
David Fanning	*Principal or Designee	
Nicole McShall	*UFT Chapter Leader or Designee	
Judith Amaro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Leudin Dominguez	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Charles Thompson	CBO Representative, if applicable	
Wilfredo Dejesus	Member/ Student	
Frank Martinez	Member/ Student	
Nazario Gonzalez	Member/ Student	
Shayron Mclean	Member/ UFT Elected	
Adam Seidman	Member/ UFT Elected	
Ruth Lacera	Member/ UFT	
Paulette Palmer	Member/ Parent	
Lorna Woods	Member/ Parent	
Deborah Pitter	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To ensure that 85% 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 78.8%. To introduce an instructional focus on students in the bottom third who averaged a 62% completion rate (the bottom third were included in the earlier metric).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The progress report for 2012-2013 continued to identify credit matriculation as 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. While APRCHS enjoyed a significant improvement in credit matriculation in SY13 (65% to 78.8%) it still fell short of the peer horizon which is 82.7% overall and 69.4% for students in the bottom third.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Members of the administration will engage the faculty in a reflective cycle of observations which will focus on improving instruction, which will improve achievement.
2. 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.
3. Members of the administrative team will conduct academic intervention conferences with all of the members of the class of 2017 who have failed three or more subjects in T1M2. The process will be repeated for the class of 2016 in T1M3 and 2015 for T2M1.
4. 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.
5. PM School will be offered in Term 1 and Term 2 of 2013 – 2014. Classes and students will be determined in consultation with the guidance department and the AIT.

B. Key personnel and other resources used to implement each strategy/activity

1. Funds have been allocated to GM5ID for Teacher Per Session to fund the per session activities behind the PM school program
2. Funds has been allocated to GM5IE for Supervisor Per Session to fund the per session activities behind the PM school program
3. The Guidance department in coordination with the Administrative cabinet have selected students to target to participate in the program

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Scholarship report for school for all marking periods
2. Use of SKEDULA student database to identify students who are off track for credit matriculation.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funds have been allocated to GM5ID for Teacher Per Session to fund the per session activities behind the PM school program
2. Funds have been allocated to GM5IE for Supervisor Per Session to fund the per session activities behind the PM school program
3. The Guidance department in coordination with the Administrative cabinet have selected students to target to participate in the program

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Implementation of the SKEDULA/Pupilpath system which allows parents and students 24/7 access to grades and scholastic resources. Pupilpath also provides students and parents with tracking programs to let them know if they are on track for graduation and where they are deficient.
2. Introduction of the parent coordinator position.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve the Weighted Regents and PARCC Pass Rate in all subject areas by 10% by the end of the June 2014 examination period. This will require a greater focus on the Regents pass rate for students in the bottom third as well as improving Mastery rates (85+) for all students. APRCHS students improved their Regents passing rates in most areas in SY13 but fell short of the peer horizon in all areas except Science.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The progress report for 2012 – 2013 continued to identify the weighted regents passing rate as one of the major challenges facing the A. Philip Randolph Campus High School community. The Administrative cabinet and the School Leadership Team (SLT) 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
2. 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. 3. Members of the administrative team and faculty will identify students who are struggling to complete their Regents requirements and refer them to the AIT. 4. Regents Review Workshops will be offered in January and June to allow students to go for extra help right before the test administration. 5. Continue the SY13 initiative of offering Regents practice tests in December 2013 and May 2014
6. Key personnel and other resources used to implement each strategy/activity
1. January Regent's Preparation Program: 2. Instructional faculty 3. Purchase of the Skedula system
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Weighted Regents Pass Rates in June 2014
8. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
9. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. January Regent's Preparation Program:

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Implementation of the SKEDULA/Pupilpath system which allows parents and students 24/7 access to grades and scholastic resources. Pupilpath also provides students and parents with tracking programs to let them know if they are on track for graduation and where they are deficient. 2. Introduction of the parent coordinator position.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To continue to improve the school's learning environment by maintaining a culture of transparency, open communication, and shared decision making. To improve the school's

performance on the school environment section of the Progress Report by improving the average student attendance rate from 88% (SY13) to the peer horizon of 90.9%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Principal prepared an executive summary of the Learning Environment Survey (LES) and Progress Report for 2012- 2013 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 School Environment section of the Progress Report could be improved with an improvement of the average student attendance rate.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2. Parental outreach regarding attendance by faculty members using the Skedula/Pupilpath system
3. Parental outreach regarding attendance by the bilingual parent coordinator

4. Key personnel and other resources used to implement each strategy/activity

1. Purchase of the Skedula system
2. Hiring of parent coordinator

5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Principal will review monthly attendance reports with the SLT, faculty, SGO, and Parents Association

6. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

7. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Implementation of the SKEDULA/Pupilpath system which allows parents and students 24/7 access to attendance data.
2. Introduction of the parent coordinator position

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Implementation of the SKEDULA/Pupilpath system which allows parents and students 24/7 access to attendance data.
2. Introduction of the parent coordinator position

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To align instruction school wide to meet the challenges of the Common Core State Standards (CCSS) and the new teacher evaluation system (ADANCE).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Citywide Instructional Expectations for 2013 – 2014 calls for schools to expose students to completely align all lessons with the common core state standards.
NYSED requires that all teachers be evaluated using the new ADVANCE system that aligns to Charlotte Danielson's Framework for Teaching (2013).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
2. 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. The faculty will also engage in professional development regarding the alignment of their teaching practices to meet the demands of the ADVANCE evaluation system. **3.** Under the direction of the departmental Assistant Principal's, each department will work in teacher teams to share best practices and ensure that all of their lessons meet the challenges of the Common Core and ADVANCE. **4.** Analysis of observation data collected through the Teachboost system to identify key areas of weaknesses by department and staff member to allow for targeted professional development.
5. Key personnel and other resources used to implement each strategy/activity
1. Teaching faculty 2. Purchase and use of the Teachboost observation software. Teachboost uses a web based platform to collect and analyze observation data.
6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Weekly review of Teachboost data during Cabinet meetings
7. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Purchase and use of the Teachboost observation software. Teachboost uses a web based platform to collect and analyze observation data.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Implementation of the SKEDULA/Pupilpath system which allows parents and students 24/7 access to academic content. 2. Introduction of the parent coordinator position who provides parent development regarding the common core.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
2.
3. Key personnel and other resources used to implement each strategy/activity
1.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.

5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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 Thursdays
Mathematics	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Thursdays
Science	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Thursdays
Social Studies	Small group tutoring available during period 9 on Tuesdays and Thursdays.	Small group (<11)	Period 9 on all school Tuesdays and Thursdays
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Individual need based counseling	Small group (<11)	During lunch periods or pull out as needed

Title I Information Page (TIP)

For Schools Receiving Title I Funding

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

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).

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers at APRCHS attend weekly professional development session (Wednesdays) as well as planned citywide professional development days. During SY14 APRCHS has received targeted instructional support from CFN201 aimed at exposing teachers to best practices. During other sessions APRCHS teachers engage in common planning and development to meet the goals of the city wide instructional expectations

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH students receive school supplies and school apparel provided using city funds.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers at A. Philip Randolph meet in subject specific grade level teams to create uniform assessments that are administered at the end of each marking period. Teacher teams meet during the Wednesday common planning sessions to review student data and discuss modifications to pedagogical practice within the teams.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
NA

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
NA

Parent Involvement Policy (PIP) Template

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;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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 will 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 prompting 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.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs.This LAP form is a part of the school's CEP. 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 ⓘ

District 6	Borough Manhattan	SchoolNumber 540
SchoolName A. Philip Randolph Campus HS		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team:principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

PrincipalDavid Fanning	Assistant PrincipalIngrid Buntschuh
Coach	Coach
ESL TeacherDidiel Navarro	Guidance CounselorDaniel Calcano
Teacher/Subject AreaCindy Cruz/ Science	ParentJanko Jawara
Teacher/Subject AreaRuth Lacera/ World Langugae	Parent CoordinatorAna Cruz
Related Service ProviderType here	Other Altagracia DelOrbe
Network Leader(Only if working with the LAP team)type here	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	7	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers notcurrently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. StudentDemographics

Total number of students in school (Excluding Pre-K)	1379	Total number of ELLs	74	ELLs as share of total student population (%)	5.37%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% →75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1				1
self-contained														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	**Newcomers (ELLs receiving service 0-3 years)**	18	**ELL Students with Disabilities**	28
SIFE	3	**ELLs receiving service 4-6 years**	21	**Long-Term (completed 6+ years)**	35

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 SWD.

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	18	3	1	21		10	35		17	74
Total	**18**	**3**	**1**	**21**	**0**	**10**	**35**	**0**	**17**	74
Number of ELLs who have an alternate placement paraprofessional:										

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**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									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
SELECT ONE									0	0
SELECT ONE									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										42	13	7	3	65
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										3	1			4
Haitian														0
French										3				3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	0	0	0	49	15	7	3	74

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	1	2	2	**11**
Intermediate(I)										17	9	3	1	**30**
Advanced (A)										26	5	2	0	**33**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**49**	**15**	**7**	**3**	**74**

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	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	30	5			35
NYSAA Bilingual (SWD)	2				2

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
8	24		11						35
NYSAA Bilingual (SWD)	2								2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	10		20		4				34
NYSAA Bilingual (SWD)	2								2

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2			
Integrated Algebra				
Geometry	1			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment		3		
Physics				
Global History and	1	2		
Geography				
US History and		2		
Foreign Language				
Government				
Other Algebra	1	6		1
Other				
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 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   As our students are all in high school, we use the LAB-R and the NYSESLAT to measure their literacy skills. We share the results with the faculty so that they can use it to plan lessons that support all students. Of the 42 9th graders, 12 are already proficient in listening, 27 in speaking, 24 in reading, and 9 in writing. Of the 13 tenth graders, 1 is already proficient in listening, 10 in speaking, 2 in reading, and 5 in writing. Of the 7 eleventh graders, 0 are already proficient in listening, 4 in speaking, 1 in reading, and 2 in writing. Of the 3 twelfth graders, 1 is already proficient in writing. As a result, teachers will work on asking students to repeat or explain what they have heard the teacher or other students say to make sure that the ELL students understand the content.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   From December, 2012 to December, 2013, we tested 3 students with the LAB-R and none required ESL services. The NYSESLAT data indicates that our ELL students have the most trouble with the listening modality. This means that we need to provide sufficient visuals for them to be able to understand their coursework as well as ask students to explain what other people in the class have said.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (seeSED memo and AMAO tool)
   Oue ELLs are weakest in listening, of the four modalities. All teachers have received the NYSESLAT scores and information on how to interpret the results. Teachers can now use that information to provide visulas to the studnets, including written material to help the students to unserstand the content they are teaching.
4. For each program, answer the following:
   a. 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?

   Our studnets are not performing well on the Regents exams, regardless of the language in which the exam is given. This implies that they are having difficulty understanding the instruction and that teachers must further scaffold the material for the ELLs. As we currently only provide the ESL option, students do not normally take exams in their native language. Students are provided with glossaries, dictinaries, and supplemental materials to help them prepare for their exams.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see*RtI Guide for Teachers of ELLs*.)
   N/A
6. How do you make sure that a child'ssecond language development is considered in instructional decisions?
   All ELL students are placed in English-instruction content classes. The teachers differentiate instruction for the ELLs so that they can successfully learn the material. Teachers do this by such techniques as pairing students with other students who speak the same language, providing visuals, providing written text for material presented orally, and providing appropriate graphic organizers.
7. 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?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We evaluate the success of our programs by looking at the NYSESLAT results, the Regents results and the course grades of our ELLs.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   We identify possible ELLs at our school by:
   a) We look on ATS to determine our current ELL population and their proficiency levels.
   b) If a student is a new admit to the city, we administer the Home Language Identification Surevy (HLIS) to the parent and simultaneously conduct an informal oral interview in English and in the native language. If needed, a translator is requested. The persons responsible for this process is Didiel Navarro, certified ESL Teacher.
   c)Based on the responses on the HLIS and on the interview, we decide if the canidate is eligible for the LAB-R assessment. The Lab-R is administered by Didiel Navarro, certified ESL Teacher. The results of the LAB-R exam determine the eligebility for ESL services.
   d)After the grading of the LAB-R, parents are provided with an orientation session to determine the election of service for their child. This is based on the Chancelor's Regulation Part 154 mandates. This process is completed within the first 10 days of the student registration to our school. If a parent elects an option that we do not have sufficient students to offer at the current time, we direct the parent to High School Admissions to apply for a transfer to a school that does provide the service.
   e) In addition, an annual evaluation of all the ELLs is 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. 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.
   We normally do this at intake; but in addition, we provide ELLs parents with a series of workshops, in which we share the parent orientation video (available in English and Spanish only), and brochures (in a variety of langugaes) to ensure that parents understand all three program choices. We schedule a personal orientation for each newly identified ELL family to to help them understand the three program choices. We show them the video from the NYCDOE and answer any questions they have about the program. This ensures that all parents are aware of the diverse programs offered through the New York City Department of Education. Once parents are informed of all three program options at the parent orientation, w provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts must be tracked and maintained at the school. If we must wait for the Parent Survey and Program Selection Form, we place the studnets in ESL until it arrives, as we do not currently offer the other options. Once the child's program has been determined, we send parents a placement letter indicating the program in which their child has been placed. Our outreach includes automated phone calls made to the home phone, notification flyers to the students, and the use of the United States Postal Service. These orientations areconducted by Mr.Didiel Navarro, certified ESL Teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   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 meetings. For the parent that opt to not to attend our orientation meeting, we conduct a telephone conference and provide parents with documentation via United States Postal Services. For all parents, when

forms are not returned, we call them to remind them and ask them if they need any assistance to get the forms back to us. If we must wait for the return of theParent Survey and program Selection Form, we place students in ESL until it arrives, as we do not currently offer the other options.

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.
   Student placement is based on the results of the initial exam, the LAB-R, or the most recent language test (NYSESLAT). In the beginning of the school year, we mail out letters to the parents to inform them of their child's performance on the NYSESLAT of the previous Spring. In this letter, parents are given the option to change their program selection. These letters are sent to them in their native language, if possible. In addition we have a fulltime Spanish bilingual parent coordinator, Ms. Cruz, available to answer any questions. We follow up on any parent response and we place all relevant documents in the students' permenant record folder.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   We generate a list of all of the students entitled to take the exam, using the BESIS reports on ATS to determine eligibility. We schedule testing dates for the exam. Each student is scheduled so that they have sufficent time for each for each part of the exam. Schedules are distributed, assigning students the day,the room, and the period(s) for each exam. Attendace sheets are recorded dailyand students that are absent,are given make-up sessions.
6. 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.)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.
   In the 2012-2013 school year, no new ESL students were identified by the school. In our entire current ESL population, looking at historic records, 4 parents had requested bilingual, 5 dual language and the remaining 65 had requested ESL.. Based on this data we offer Freestanding ESL for ELLs .Therefore, there is an alignment between parent choice and what we offer at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

    a- The organizational models implemented at A. Philip Randolph areSelf-contained and Push-in for ESL students.
    b- For our ESL/ELL population, we use an ungraded model in which groups are heterogeneous.
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)?

    Our staff ensures that the mandated number of instructional minutes are provided according to proficiency levels in each program model (ESL) as mandated that advanced students receive 225 minutes a week, intermediate syudents receive 450 minutes, and beginners receive 540 minutes per week.
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 foster language development and meet the demands of the Common Core Learning Standards.

    Content areas are delivered in English in heterogenously gruoped classes. There is one section of 9th grade Global Studies which uses the SIOP model with the ESL teacher and a Global studies teacher. All ESL students attend clases with non-ESL students. Students work in cooperative groups, pairs, and independently. Teachers use scaffolding and differentiation to foster language development. They also use technology to help students visualize concepts. Teaching methodologies used in both the SIOP class and in the other classes include visuals, videos, maps, graphic organizers, and higher order thinking questions. All teachers align their lessons to the CCSS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    The LAB-R is used to assess native language profiiency. As well, students are interviewed in their native languge, provided there is personnel capable of doing so in the students native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Mr. Navarro, the ESL teacher, evaluates the students in all four modalities throughout the year.
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.a.To enrich language development of all ELLs a set of instructional practice has been set in place. One of them is through differentiated instructon in English. Also, ELLs are provided wth glossaries of the most commonly used words in the content areas. Beginner students are partnered with students that are advanced in terms of language skills and performance. The ESL teacher provides support by teaching lessons that build academic and language skills in content areas such as math, science, social studies and language arts.

6.b. Instruction for newer students is differentited by providing students with accommodations in the classroom. Beginner students are partnered with advanced ones. Instructon is supported with visuals. Clear expectationsare part of every lesson as well as comprehensive in-put. Objectives are aligned with the Common Core State Standards. ESL lessons are carefully planned to support learning in other content areas (vocabulary and content as well).

6.c. 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. Students are expected to respond toquestions that require HOTS (higher thinking skills), in academic (classroom related/content areas) and social situations (BICS and CALPS). Instrucional plans and goals must be aligned with the Common Core State Standards and the New York State Standards.

6.d. Students receiving service for six years or longer are ususally in the Advanced category. Their instruction will be scaffolded and differentiated,requiring evidence of Higher Order Thinking Skills (HOTS) in all language modalities (Listening, Speaking, Reading and Writing). Advanced students are asked to show a deep level of understanding and performance in every academic course.

6e. Former ELLs are fully integrated into a regular curicular program, which continues to provide differentiation and scaffolding to meet their academic needs.

7. 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?
   Some of the instructional strategies for ESL:teachers anaylize data.They look at the students' ability to graph (math, social studies), summarize (English), describe situations/people/things (English and World Language), inference, make comparisons, analyze cause and effect, etc. The materials utiized to accelerate learning for ELLs vary. Students present their learning through posters, content area connected and/or related discussion topics, murals, and audio/visual tools (such as projectors, cds, videos).
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Our instructional plans for ELLs identified as having special needs is created in collaboration with their content area teachers (teacher conferences) and related service provider. This way teachers ensure that their students Individualized Educational Plan (IEP) is fullfilled 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:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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

	Beginning	Intermediate	Advanced

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. 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.
   The ESL teacher provides support in all content areas: Science, Social Studies and Math by planning lessons that build academic language. This way students build on content vocabulary that support content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our program is in the process of undergoing some modifications as this year we had a big influx of ELLs. Last year we had 30 ELLs in the whole school. This year we have 74. It has almost doubled in one year and we are currenlty developing and delivering workshops for the content area teachers on strategies to to differentiate instruction for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
    Currently, our ELL's profit from an integrated program that encourages them to participate and interact with native speakers of English while engaged in their daily routines. We have a pilot program where the ESL teacher pushes into one of the 9th grade Global Studies classes. We are also increasing the number of ESL related workshops offered to the content area teachers.
12. What programs/services for ELLs will be discontinued and why?
    None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Students have equal access to all school programs. Posters are placed throughout the school to encourage students to join clubs and programs offered at A.P. Randolph Campus H.S. In addition, the bilingual COSA (Coordinator of Student Activitites) and the bilingual Parent Coordinator, along with local CBOs (Community-Based Organizations)offer afterschool activities that supplement academic learning and cultural enrichment opportunities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Some of the instructional materials, including technology, used to support ELLs are the posters, computers, and projectors in all content areas and are available to all our the students. We have some content area books in Spanish, that students can reference.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    According to current research, students who have built strong foundations in their native language will be able to transfer their language skills to the second or third language. Students who speak Spanish or French can take native langugae classes to support their culture and language acquisition at a higher level.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Students are programmed into grade level classes regardless of their English level. Therefore curriculum in content classes is age appropriate. They go to ESL to supplement their content learning. In addition, our library, provides our students with authentic books and resources in several languages that appeal to a variety of age groups and language levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We conduct a series of orientation workshops during the months of May and June for the incoming 9th graders, where simultaneous translation services in Spanish are provided. Current students are important participants in these orientations because they help introduce new students to the layout of the school, the school curriculum, and some important adults in the building. Incoming 9th graders are able to connect to our student leaders, who can provide them with assistance in the coming years. When new ELLs arrive throughout the year, we provide a personalized orientation and we pair them with a student leader who speaks the same native language and is willing to help them.
18. What language electives are offered to ELLs?
    At A.P. Randolph, we offer Spanish and French, as Foreign Languages.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1- Mr. Navarro, the ESL teacher, attends regional workshops throughout the year on topics such as:

1. Preparing and Administering the NYSESLAT.
2. The Interrelationship between the Common Core and the 2013 Danielson Framework.
3. Teaching ESL in Social Studies, (SIOP).

2- Mr. Navarro and other experienced instructors provide PDs, workshops, and trainings that provide strategies that promote learning through the use of differenciated instruction and scaffolding.

3- We let the staff know who the ELLs are and we give them strategies to work with them.

4- All teaching staff require 7.5 hours of ELL training.

1. Assessments, Evaluation and Placement of ELL students.
2. Implementation of Instructional ESL throughout the curriculum.
3. Making Content Clear for ELL students- lesson planning.
4. Scaffolding the reading of difficult text.
5. Scaffolding instruction for English Language Learners
6. Differentiating instruction for the development of literacy.
7. The development of speaking skills.

Records are maintained by the assistant principals, who keep attendance records of meetings conducted with the teachers they supervise.

D. Parental Involvement

1. Describe ELL parent involvement in your school.Include specific activities that foster parental involvement for 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 parent of ELLs are invited to participate in trips. Also, ELL parents are included in all parent association activities and meetings.

2. In addition, A. Philip Randolph High School is partner with the Sound Business, Inc. (SBI) an independent, non-proit 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 extra-curricular studies which complement our rigorous academic programs. SBI's extra-curricular studies address the attitudial, socio-cultural, and informational needs of students who must be prepared to assume a broad range of societal leadership roles in the future. SBI 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 involved in the educational process of their children. We help the parents by looking at the needs of the students because our parents needs usually reflect their child's need. We give parent awareness of student's needs by (giving them access to our online grading book, school newsletter, workshops, and conversation with faculty members). Once our parents are educated on the needs of their children we provide services to address those needs. We also take a lot of feedback from parents and address those concerns in parent meetings as well as faculty meeting, and during PA meetings.

4. Some of the parental activities that A. Philip Randolph offers parents: -

Follow Us to Success to provide a workshop on the College Process. The entire workshop is translated into Spanish including the presentation from Follow Us to Success.

Due to the fact that our parents are educated on the needs of their child and are actively expressing their needs we give services in a way that those services can be readily accepted. For example we curtail our workshops so they are scheduled in a time period where they are relevant. A homework help workshop will be conducted in this month as the first marking period just passed and parents may need extra support to get their children to do homework.

E. 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.

Part VI: LAP Assurances

School Name:A.Philip Randolph Campus HS School DBN:M540			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Fanning	Principal		11/14/13
Ingrid Buntschuh	Assistant Principal		11/14/13
Ana Cruz	Parent Coordinator		11/14/13
Didiel Navarro	ESL Teacher		11/14/13
	Parent		11/14/13
Cindy Cruz/ Science	Teacher/Subject Area		11/14/13
Ruth Lacera/ World Language	Teacher/Subject Area		11/14/13
	Coach		
	Coach		
Daniel Calcano	Guidance Counselor		11/14/13
	Network Leader		
Altagracia Delorbe	OtherSPED		11/14/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN:)6M540 **School Name:** A. Philip Randolph Campus HS

Cluster: 2 **Network:** 201

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

Part A: Needs Assessment Findings

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

We use the home language survey and the related data on STARS and ATS to determine our translation and interpretation needs.

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.

Although many of our students are fluent English speakers, many of their parents are not. based on the RPOB report from ATS, 615 of our families speak Spanish at home. Therefore, we provide translation services in Spanish.

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.

Translations of printed materials are done in-house with the help of pedagogical staff members. We translate documents in-house as well as conduct meeting with parents in both English and Spanish. Pedagogical staff members also provide translation services as needed.

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.

With the help of bilingual (Spanish/English and French/English) pedagogical staff we are able to offer oral interpretation for small Parent meetings. For Parent Orientations, we will contract a live translating service that provides simultaneous translation via headphones to the parents.

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.

NYCDOE signs stating the availability of translation and interpretation services are posted in the main lobby, in the main office and in the parent coordinator's office.

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): ☒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: 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: 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) • Per session • Per diem		
Purchased services • 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 • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		