

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M540

School Name:

A. PHILIP RANDOLPH CAMPUS HIGH SCHOOL

Principal:

DAVID FANNING

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: A Philip Randolph Campus High School School Number (DBN): 06M540
Grades Served: 9-12
School Address: 443 West 135th Street, New York, NY, 10308
Phone Number: (212) 690 - 6810 Fax: (212) 690 - 6805
School Contact Person: David Fanning Email Address: dfannin@schools.nyc.gov
Principal: David Fanning
UFT Chapter Leader: Evan Lowenthal
Parents' Association President: Paulette Palmer
SLT Chairperson: Paulette Palmer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Paulette Palmer
Student Representative(s): Henry Figueroa
Mir Ali

District Information

District: 6 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street - Room 504 Brooklyn, NY 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: (718) 923 - 5124 Fax: ()

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor, NY, NY, 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: 917.339.1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
David Fanning	*Principal or Designee	
Evan Lowenthal	*UFT Chapter Leader or Designee	
Paulette Palmer	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Paulette Palmer	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Henry Figueroa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mir Ali	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Charles Thompson	CBO Representative, if applicable	
	CSA Representative	
PENDING ELECTIONS	Elected UFT Representative	
Brandy Ross	Elected UFT Representative	
Ana Deisy Saya	Elected PA Representative	
Susana Chevez	Elected PA Representative	
Rosa Olgion	Elected Student Representative	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ruthie Rodriguez	Elected Student Representative	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

A Philip Randolph Campus High School (APRCHS) was founded in 1979 as an educational collaboration between the New York City Department of Education and the City College of New York. Since that time APRCHS has produced generations of successful students who have gone on to great success in college and their adult careers. A. Philip Randolph said that "A community is democratic only when the humblest and weakest person can enjoy the highest civil, economic, and social rights that the biggest and most powerful possess." The mission of A. Philip Randolph Campus High School is to provide the highest quality education to public high school students in order to provide them with the skills and experiences necessary to prepare them to succeed in our nation's top competitive colleges and universities.

APRCHS provides its students with the opportunity to pursue academic excellence by participating in advanced courses of study in our medical, engineering, and humanities academies. Students in the academies are expected to complete rigorous coursework in their respective fields that will better prepare them for their collegiate experiences in these areas. Students who distinguish themselves in their coursework have the opportunity to enroll in free college courses through CCNY and Touro Colleges, participate in special programs such as the GATEWAY pre-med honors society, and are given the opportunity to apply for internships.

APRCHS was proud to announce in September of 2015 the expansion of our course offerings to include the Dual Language Program. The Dual Language Program proposes to serve English Language Learner (ELL) students by placing them in an immersive environment in which they will be exposed to both Spanish and English language instruction in the following subject areas: History, English Language Arts, Science, and Mathematics.

This program is equally exciting to non-ELL students as it allows students who are proficient in English and Spanish the opportunity to participate in the program and further develop their Spanish speaking and writing skills to include the ability to discourse in academic language as well as conversational speech. These students were selected from incoming 9th graders who are identified as having advanced Spanish speaking abilities.

The program placed 17 Spanish speaking students with limited English ability in a classroom with 17 English speaking/Spanish proficient students. This allowed both groups of students the ability to acquire new skills while being in a supportive environment.

Another key feature of the program is the marriage of the English Language Arts (ELA) class and the Native Language Arts (NLA) class. The NLA class teaches the same reading and writing skills that students experience in the ELA class but conducts the class using Spanish language and texts. During the double period class both the ELL and non ELL students will be exposed to ELA and NLA aligned instruction which will best prepare all of the students to meet the Common Core State Standards

APRCHS offers a wide range of extra-curricular and athletic activities to broaden and engage our students outside of the classroom. Our after school activities range from activities such as musical and arts productions to exciting STEM activities such as the FIRST robotics competition. APRCHS offers a full range of PSAL endorsed sports such as varsity baseball, basketball, track, lacrosse, soccer, swimming, volleyball, and wrestling.

Currently APRCHS is struggling to adapt to the needs of a changing school population. The overall academic strength of the incoming classes are declining causing the school's instructional team to adapt instructional strategies to best meet their needs. Some of the most recent instructional initiatives are: the creation of the Humanities block for 9th and 10th grade ELA/SS students, PM school, and the Instructional Focus: Literacy for 2014 – 2016.

We have established the following annual goals which are aligned to the Capacity Framework:

Rigorous Instruction : Improve teacher performance so the school receives an effective rating on QR indicator 1.2 during the Superintendent's evaluative visit by June 2016.

Supportive Environment : By June 2016 to improve the Literacy Skills of all students as evidenced by their increased Regents pass rate of 5% or more on the Global History (45.2%) Regents exams.

Collaborative Teachers : To improve to 80% the Agree or Strongly Agree response rate on the 2015 – 2016 NYC School Survey Report for any questions that were posed to teachers, and relate to teacher collaboration, where the response rate was less than 80% positive in 2014 - 2015.

Effective School Leadership : To improve to 80% the Agree or Strongly Agree response rate on the 2015 – 2016 NYC School Survey Report for any questions that were posed to teachers and pertain to Effective School Leadership where the response rate was less than 80% positive in 2014 - 2015.

Strong Family and Community Ties : To improve to 80% the Agree or Strongly Agree response rate on the 2015 – 2016 NYC School Survey Report for any questions that pertain to Strong Family and Community Ties where the response rate was less than 80% positive in 2014 - 2015.

Trust: Throughout all of the above goals the school will continue to prioritize the school wide capacity of trust which is essential to a thriving school community. All of the above goals have been written with an aim towards developing distributed leadership and transparent school governance.

06M540 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	1365	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	13	# SETSS	5	# Integrated Collaborative Teaching
				35
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	11	# Drama
				N/A
# Foreign Language	35	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	75.5%	% Attendance Rate	86.2%	
% Free Lunch	76.5%	% Reduced Lunch	4.2%	
% Limited English Proficient	5.5%	% Students with Disabilities	10.2%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American	31.6%	
% Hispanic or Latino	61.0%	% Asian or Native Hawaiian/Pacific Islander	4.7%	
% White	1.2%	% Multi-Racial	0.1%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.9	# of Assistant Principals (2014-15)	6	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	5	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	9.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	8.55	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	80.6%	Mathematics Performance at levels 3 & 4	54.9%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	70.6%	% of 2nd year students who earned 10+ credits	63.8%	
% of 3rd year students who earned 10+ credits	80.9%	4 Year Graduation Rate	75.5%	
6 Year Graduation Rate	83.9%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

A. Philip Randolph Campus High School was proud of the results of the 2014 – 2015 Quality Review Report.

In the 2012 – 2013 Quality Review report APRCHS received three developing ratings in areas 1.1, 1.2, and 2.2.

In the 2014 – 2015 Quality Review report APRCHS received one developing rating in area 1.2.

As a result the APRCHS community has selected Quality Review indicator 1.2 as one of our areas of focus for the CEP.

Quality Review Indicator 1.2

“Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products”

The Quality Review report from School Year 2014 – 2015 cited “ Uneven facilitation of questions and discussions resulted in inconsistent student engagement and limited opportunities for all students, including students with disabilities and English language learners, to participate and demonstrate higher order thinking skills. ”.

The Quality review report from School Year 2014 – 2015 also stated that “In the majority of classes observed, teachers repeated student questions and answers instead of redirecting their responses back to the class to promote student thinking and discussion.”

The Quality review report from School Year 2014 – 2015 further posited that “ Student work products inconsistently demonstrate high level thinking or rigorous work habits” and that “In the majority of classes however, instruction was teacher-centered, with uneven levels of cognitive engagement.”

Using the Teachboost and ADVANCE systems the APRCHS Administrative team analyzed the ADVANCE data for school year 2014 – 2015. This analysis showed that the components with the lowest school-wide average were 3B: Using questioning and Discussion Techniques, 3C: Engaging Students in Learning, and 3D: Using Assessment in Instruction.

This data validates the Superintendent’s findings as the MOTP ratings of the school Faculty show the greatest need for growth in the ADVANCE components that relate most directly to Quality Review Indicator 1.2 as stated above.

As a result APRCHS has identified the following instructional priorities:

- Providing evidence in the lesson plan of differentiation strategies so that students of multiple ability levels can participate in every lesson. This evidence should also provide the methodology used to select student ability levels.
- Ensuring that there are multiple opportunities within the lesson for the instructional team to collect formative assessments of student work. Minimally during the course of a given lesson students should be engaged in a reading

assignment, producing an individual written response to the reading, and individually sharing out this response with another student prior to class discussions. The instructional team can observe, collect, and assess this data as proof of student engagement levels.

- Engaging the instructional focus of literacy across all grade levels and subject areas (see literacy focus documents)
- Conducting daily teacher team meetings by grade level and subject area to allow teachers time to analyze student data and engage in an in-depth analysis of the effectiveness of classroom practice, instructional decisions, and student outcomes. The topics for these meetings will be determined at the Monday Professional Learning Meetings and informed by the School Staff Development Committee.
- Moving all students to their Least Restrictive Environment (LRE) to maximize their exposure to challenging curriculum and college and career ready materials.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Improve teacher performance so the school receives an effective rating on QR indicator 1.2 during the Superintendent’s evaluative visit by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Goal: Providing evidence in the lesson plan of differentiation strategies so that students of multiple ability levels can participate in every lesson. This evidence should also provide the methodology used to select student ability levels.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Provide professional development on the components of an effective lesson plan. Ensure that this professional development is 	<p>Teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Assistant Principals, Teacher team leaders, teachers.</p>

<p>designed around best practices as observed from teachers at APRCHS. Use lead teachers as resources for other staff members.</p> <ul style="list-style-type: none"> • Reinforce the materials presented in the professional development activities during classroom observations. Classroom observations should provide concrete actionable feedback to address areas of improvement. • Encourage the practice of peer inter-visitation as a resource for best practices. 			
<p>Goal: Ensuring that there are multiple opportunities within the lesson for the instructional team to collect formative assessments of student work. Minimally during the course of a given lesson students should be engaged in a reading assignment, producing an individual written response to the reading, and individually sharing out this response with another student prior to class discussions. The instructional team can observe, collect, and assess this data as proof of student engagement levels.</p> <ul style="list-style-type: none"> • Provide professional development on the components of an effective lesson plan. Ensure that this professional development is designed around best practices as observed from teachers at APRCHS. Use lead teachers as resources for other staff members. • Reinforce the materials presented in the professional development activities during classroom observations. Classroom observations should provide concrete actionable feedback to address areas of improvement. • Encourage the practice of peer inter-visitation as a resource for best practices. • Provide professional development on formative assessment. Ensure that this professional development is designed around best practices as observed from teachers at APRCHS. Use lead teachers as resources for other staff members. 	Teachers	09/08/15 – 06/26/16	Assistant Principals, Teacher team leaders, teachers.
<p>Goal: Engaging the instructional focus of literacy across all grade levels and subject areas (see literacy focus documents)</p> <ul style="list-style-type: none"> • Provide professional development on integrating the Instructional Focus: Literacy into lesson plans and classroom practices. Ensure that this professional development is designed around best practices as observed from teachers at APRCHS. Use lead teachers as resources for other staff members. • Reinforce the materials presented in the professional development activities during classroom observations. Classroom observations should provide concrete actionable feedback to address areas of improvement. 	Teachers	09/08/15 – 06/26/16	Assistant Principals, Teacher team leaders, teachers.

<ul style="list-style-type: none"> • Encourage the practice of peer inter-visitation as a resource for best practices. • Investigate research based strategies utilized by other schools. Specifically research and explore the efficacy of the Hochman method. 			
<p>Goal: Establishing daily teacher team meetings by grade level and subject area to allow teachers time to analyze student data and engage in an in-depth analysis of the effectiveness of classroom practice, instructional decisions, and student outcomes. The topics for these meetings will be determined at the Monday Professional Learning Meetings and informed by the School Staff Development Committee.</p> <ul style="list-style-type: none"> • Establish a schedule of teacher teams, locations, and times so that teachers of like grade levels and classes can meet. • Check in with the teacher teams during the Monday Professional Learning Team meetings. • Coordinate teacher team meeting topics at the weekly Monday Professional Learning Team meetings • Teacher team meetings must also include teacher intervisitations which are documented by teacher generated artifacts and archived by the administrative team 	Teachers	09/08/15 – 06/26/16	Assistant Principals, Teacher team leaders, teachers.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Resources needed:</p> <ul style="list-style-type: none"> • Teacher and administrator time during the 80 minute contractual Professional Learning Block on Mondays • Teacher and administrator time during the circular 6 common planning time (teacher teams) • Supplies and materials for professional development meetings. <p>Continued funding for the Teachboost software system.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Review teacher MOTP ratings at the end of the first term (January 2016).

Report findings to the School Leadership Team and school community during February professional development.

Adjust the action plan as needed

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In section 5A: Rigorous Instruction we reviewed the findings of the last two Quality Reviews and discussed how they could serve as guideposts towards improving instruction for all students. In section 5B we propose to address one of the underlying issues affecting student performance, literacy.

During the 2014 – 2015 school year Chancellor Farina challenged all schools to identify an instructional focus that would undergird all of the instructional initiatives throughout the school for the year. The Staff Development Committee (SDC) met several times during the summer to discuss the Instructional Focus and the school’s methodology for addressing the focus. Some of the most compelling reasons to choose literacy as the instructional focus were:

- The Common Core Learning Standards (CCLS) put a great emphasis on literacy skills. The New York City Department of Education requires that all courses are aligned to the CCLS. The CCLS are the benchmark by which all courses are evaluated at APRCHS.
- Statistically speaking, students at APRCHS struggle most with the literacy components of the state exams. This is becoming a growing problem as all subject area exams are putting a greater emphasis on the literacy skills within their discipline.
- As emphasized by the CCLS literacy skills are critical to success in all areas of scholarly pursuit and critical for students who are college bound.

The faculty and staff of APRCHS addressed the Instructional Focus on Literacy by designing activities that led students to be able to possess the following skills:

Instructional Focus (Literacy)

- Students read informational text in all subject areas, analyze the text, and engage other students with the content.
- Students recognize and utilize a common vocabulary throughout the curriculum in all subject areas.
- Students annotate and decode complex texts across all subject areas (including using Comprehension Marks).
- Classrooms display extensive use of word walls that capture subject specific key terms and vocabulary with

pictures when appropriate.

- Teachers and students use subject specific vocabulary again and again and again in context and linked to more familiar words until they become internalized.
- Teachers focus students on explanation and deep understanding when homework is reviewed, not on checking for right answers.
- The entire school community focuses on literacy across all disciplines to reflect upon and refine practice in order to strengthen the integration of initiatives to prepare all students, including students with disabilities and English language learners, to graduate college and career ready.
- Teachers plan curricula and academic tasks using our instructional focus of literacy and refine using student work and data so that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged.
- Teachers emphasize an understanding of the language, symbolism, and visual representation of each discipline, including nuances, numeracy, contexts of the language and symbolism used, and connections to real-world entities.

During the 2015 – 2016 school year the teaching Faculty of APRCHS have elected to continue to pursue the Instructional Focus on Literacy. The strategies and instructional shifts listed above will continue to be emphasized in all lesson plans and professional development throughout the 2015 – 2016 school year.

Additionally, in order to build upon the work of the 2014 – 2015 school year the Principal selected a small group (8) of Faculty members to attend the Showcase Schools event at New Dorp HS on 10/29/15. During this event the panel of teachers spent the day diving deeply into the research based literacy strategies of the Hochman method. The panel further met on 11/03/15 to debrief and make their recommendations as to whether this program would be beneficial to the APRCHS community. The panel enthusiastically recommended APRCHS seek to becoming a High Impact Partner with The Writing Revolution the organization that offers professional development around the Hochman method.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 to improve the Literacy Skills of all students as evidenced by their increased Regents pass rate of 5% or more on the Global History (45.2%) Regents exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Prepare professional development opportunities that focus around best practices for domain 3. Teacher leaders are selected by analyzing TEACHBOOST/ADVANCE data.</p>	<p>Teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Assistant Principals, Teacher team leaders, teachers.</p>
<p>Support professional development through the inter-visitation process. Teacher teams inter-visit each other’s classrooms weekly providing collaborative collegial feedback on the week’s PD topics.</p>	<p>Teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Assistant Principals, Teacher team leaders, teachers.</p>
<p>Implement and support the Hochman program through four scheduled professional development opportunities (01/27-28, 03/03, 03/30). The PD opportunities will focus on the 9th and 10th grade ELA and SS team as recommended by Dr. Hochman</p>	<p>9th and 10th grade Humanities Teachers</p>	<p>01/27/16 – 06/26/16</p>	<p>Principal, Assistant Principals, The Writing Revolution staff</p>
<p>Conduct a Regent’s style three hour long assessment in Global Studies and English Language Arts classes on a Saturday in January. Analyze the results as a test of efficacy</p>	<p>Global and ELA teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Assistant Principals, Teacher team leaders, teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed:</p> <ul style="list-style-type: none"> • Teacher and administrator time during the 80 minute contractual Professional Learning Block on Mondays • Teacher and administrator time during the circular 6 common planning time (teacher teams) • Supplies and materials for professional development meetings. • Funding for the High Impact Partnership with the Writing Revolution for 2015 - 2016
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>At the conclusion of the first term (January 2016) review the following data points to assess the efficacy of the action steps and adjust the plan as needed:</p> <p>1) Review the MOTP scores for the Faculty pertaining to questioning and discussion techniques (3B). Compare the data to last year’s MOTP scores. If scores are not improving or on track for meeting the benchmark of effective (average of 3+) then the Administrative team needs to develop an action plan for the teacher(s) affected.</p> <p>2) Collect and assess the weekly Teacher Team meeting reports for submission and quality</p> <p>3) Conduct a Regent’s style three hour long assessment in Global Studies and English Language Arts classes on a Saturday in January. Analyze the results as a test of efficacy</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2014 – 2015 NYC School Survey reported that the APRCHS community expressed an 84% satisfaction level in the area of Collaborative teachers. While the positive response level is good and reflective of 91% of the teachers taking the survey there is certainly room for improvement.

As a result the SLT and the Administrative Cabinet have targeted the following prompts with a low (<75%) positive response rate in the area of Collaborative teachers:

- 1) How many teachers at this school help maintain discipline in the entire school, not just their classroom (61%)
- 2) How many teachers at this school are willing to take risks to make the school better (64%)
- 3) Overall, my professional development experiences this year have been sustained and coherently focused, rather than short term and unrelated (68%)
- 4) Overall, my professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas (61%)
- 5) Overall, my professional development experiences this year have included opportunities to work productively with teachers from other schools (43%)

In addition Superintendent Conyers visited APRCHS on 10/02/2015. One of his recommendations was to:

“...identify the various needs of your adult learners and use your professional development to teach and scaffold the learning for all of the adults – who present at different levels of development – in their practice. This should bring about consistent implementation of the school’s instructional focus and new initiatives across classrooms.”

In consideration of the above data the SLT and the Administrative team have devised the following initiatives:

- 1) Establishing weekly floor meetings with the Deans during the OPW period on Tuesdays to discuss safety concerns on each floor and to strategize collaborative solutions
- 2) Strengthen the practice of tying weekly professional development sessions to teacher team intervisitations. Teachers discuss a professional topic during Monday PD sessions and inter-visit within their teacher teams to give collaborative feedback on the implementation during the week. Teachers have an additional PD session on the topic the following Monday to have time to reflect and unpack. Teacher teams engage in a final cycle of intervisitations during the following week. Teacher teams produce artifacts of their visits which are collected by department.

3) Conduct monthly school professional development committee meetings to actively involve teachers in the professional development process.

4) Coordinate at least one professional development session that is collaborative with another school site by June 2015

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

To improve to 80% the Agree or Strongly Agree response rate on the 2015 – 2016 NYC School Survey Report for any questions that were posed to teachers, and relate to teacher collaboration, where the response rate was less than 80% positive in 2014 - 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Establishing weekly floor meetings with the Deans during the OPW period on Tuesdays to discuss safety concerns on each floor and to strategize collaborative solutions</p>	<p>Teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Deans, teachers</p>
<p>Strengthen the practice of tying weekly professional development sessions to teacher team intervisitations. Teachers discuss a professional topic during Monday PD sessions and inter-visit within their teacher teams to give collaborative feedback on the implementation during the week. Teachers have an additional PD session on the topic the following Monday to have time to reflect and unpack. Teacher teams engage in a final cycle of intervisitations during the following week. Teacher teams produce artifacts of their visits which are collected by department.</p>	<p>Teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Teachers, Administrative Team</p>
<p>Conduct monthly school professional development committee meetings to actively involve teachers in the professional development process.</p>	<p>Teachers, administrative team</p>	<p>09/08/15 – 06/26/16</p>	<p>Teachers, Administrative Team</p>

Coordinate at least one professional development session that is collaborative with another school site by June 2015	Teachers, administrative team	09/08/15 – 06/26/16	Teachers, Administrative Team
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1) Deans have volunteered their OPW time to host floor meetings, teachers will attend on a voluntary basis.											
2) C6 assignment of all teachers for collaborative planning to facilitate teacher teams											
3) Planning of monthly school professional development committee meetings											
4) Resources to purchase materials and supplies for the collaborative PD session.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
1) In January, at the end of the Fall Term, conduct a review of the data binders for teacher team intervisitations										
2) In January, at the end of the Fall Term, conduct a review of the professional development binder and resources										
3) In January at the end of the Fall Term, conduct a review of the school staff development committee binder and										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2014 – 2015 NYC School Survey reported that the APRCHS community expressed an 81% satisfaction level in the area of Effective School Leadership. While the positive response level is good and reflective of 91% of the teachers taking the survey there is certainly room for improvement.

As a result the SLT and the Administrative Cabinet have targeted the following prompts with a low (<75%) positive response rate in the area of Effective School Leadership:

48% of teachers gave a positive response to the following prompt: “How much influence do teachers have over school policy in each of the areas below: Hiring new personnel”

35% of teachers gave a positive response to the following prompt: “How much influence do teachers have over school policy in each of the areas below: Planning how discretionary school funds should be used”

75% of teachers gave a positive response to the following prompt: “The Principal at this school participates in instructional planning with teams of teachers.

Based on the sample data above the Administrative Team and SLT of APRCHS propose the following:

- 1) Continue the existing practice of holding C-30 style hiring panels and interviews for all newly hired staff. Improving existing practice by inviting all members of the school community to apply to be members of the panel and publicizing the selected members.
- 2) Facilitating a budgetary meeting in November and March that is open to the members of the SLT and all Faculty to receive proposals for discretionary spending.
- 3) Creating specific opportunities for the Principal to lead instructional planning meetings with small and large group selections of Faculty throughout the school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve to 80% the Agree or Strongly Agree response rate on the 2015 – 2016 NYC School Survey Report for any questions that were posed to teachers and pertain to **Effective School Leadership** where the response rate was less than 80% positive in 2014 - 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue the existing practice of holding C-30 style hiring panels and interviews for all newly hired staff. Improving existing practice by inviting all members of the school community to apply to be members of the panel and publicizing the selected members.</p>	<p>Teachers, staff, students, parents</p>	<p>09/08/15 – 06/26/16</p>	<p>Administrative team</p>
<p>Facilitating a budgetary meeting in November and March that is open to the members of the SLT and all Faculty to receive proposals for discretionary spending.</p>	<p>SLT, teachers, staff, students, parents</p>	<p>09/08/15 – 06/26/16</p>	<p>Administrative team</p>
<p>Creating specific opportunities for the Principal to lead instructional planning meetings with small and large group selections of Faculty throughout the school year</p>	<p>Teachers, administrative team</p>	<p>09/08/15 – 06/26/16</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>TL FSF to cover per session to pay Faculty and staff who participate in the hiring process</p>										
<p>TL FSF to pay for food and other supplies as needed for the hiring process</p>										
<p>TL FSF to pay for supplies and instructional materials related to professional development.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of the first term the Administrative team will prepare a binder with the following information:

- 1) The hiring packets for all interviews conducted from 09/08/15 – 01/31/16
- 2) The sign in sheet, agenda, and notes from the November Budgetary Meeting
- 3) The instructional materials, and sign in sheet for the instructional planning sessions conducted by the Principal

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2014 – 2015 NYC School Survey reported that the APRCHS community expressed the following satisfaction levels:

- Rigorous Instruction: 85%
- Supportive Environment: 86%
- Collaborative Teachers: 84%
- Effective School Leadership: 81%
- Strong Family-Community Ties: 76%
- Trust: 88%

While the school communities response to the survey was good, the SLT and Administrative Cabinet have identified the following areas that expressed a need for growth in areas that pertain to Strong Family Community Ties:

32% of parents responded that they had at least once “since the beginning of the school year, how often have you volunteered time to support this school (for example, volunteered in classrooms, helped with school wide events, etc)”

72% of parents reported that they had communicated with their child’s teacher about their child’s performance at least once a month.

73% of parents responded positively to the prompt that they agree with the following statement “Parents/Guardians are invited to visit classrooms to observe instruction.

57% of teachers responded positively to the prompt that they agree with the following statement “At this school parents/guardians are invited to visit classrooms to observe the instructional program”.

Based on the sample data above the Administrative Team and SLT of APRCHS propose the following:

- 1) To create a series of parent events in which parents are invited to visit the school during the school day in order to visit classes.
- 2) To continue to publicize and offer training for the SKEDULA: Pupil Path system as a means of parental communication with school personnel.

3) To work with the Parent’s Association in order to create and publicize more frequent school events that parents can participate in and support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve to 80% the Agree or Strongly Agree response rate on the 2015 – 2016 NYC School Survey Report for any questions that pertain to **Strong Family and Community Ties** where the response rate was less than 80% positive in 2014 - 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>To create a series of parent events in which parents are invited to visit the school during the school day in order to visit classes.</p>	<p>Parents, Students, Teachers</p>	<p>09/08/15 – 06/26/16</p>	<p>Assistant Principals, Teacher team leaders, teachers</p>
<p>To continue to publicize and offer training for the SKEDULA: Pupil Path system as a means of parental communication with school personnel.</p>	<p>Parents</p>	<p>09/08/15 – 06/26/16</p>	<p>Parent Coordinator</p>
<p>To work with the Parent’s Association in order to create and publicize more frequent school events that parents can participate in and support.</p>	<p>Parents</p>	<p>09/08/15 – 06/26/16</p>	<p>Assistant Principals, Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 1) The parent events will be underwritten by a grant from CCNY and the West Harlem Development group
- 2) The SKEDULA Pupil Path events will be run and supported by our Parent Coordinator
- 3) The other school events will be coordinated by the Parent Coordinator and the Administrative team

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of the first term (January 2016) the Administrative team will prepare binders with the following artifacts:

- 1) A binder of parent classroom visitation events including sign in sheets and agendas
- 2) A binder of SKEDULA Pupil Path events and outreach including sign in sheets and agendas
- 3) A binder of all parent events including sign in sheets and agendas

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Failure of ELA classes on Term 1 and Term 2 report cards	PM School	After school classes and supplemental guidance support	After school on Wednesdays and Thursdays
Mathematics	Failure of Math classes on Term 1 and Term 2 report cards	PM School	After school classes and supplemental guidance support	After school on Wednesdays and Thursdays
Science	Failure of Science classes on Term 1 and Term 2 report cards	PM School	After school classes and supplemental guidance support	After school on Wednesdays and Thursdays
Social Studies	Failure of SS classes on Term 1 and Term 2 report cards	PM School	After school classes and supplemental guidance support	After school on Wednesdays and Thursdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	None	None	None	None

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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).

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers at APRCHS attend weekly professional learning sessions (Mondays) as well as planned citywide professional development days. During SY15 APRCHS has received targeted instructional support from CFN201 aimed at exposing teachers to best practices through the TDC program. During other sessions APRCHS teachers engage in common planning and development to meet the goals of the city wide instructional expectations

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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

4b. 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 daily common planning sessions to review student data and discuss modifications to pedagogical practice within the teams.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	795,690.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	12,244.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,801,737.00	x	

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **A. Philip Randolph Campus High 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 the school and the families. The 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 the school community. **A. Philip Randolph Campus High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

A. Philip Randolph Campus High 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>93</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

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 rationale for this plan is as follows: To improve the performance of literacy and writing skills of our ELL students a reading supplemental program will occur on Wednesday and Thursday after school beginning on December 1st and ending on May 21st from 2:30 - 4:30 P.M. Our program will also provide the additional support to assist ELL students in passing the Regents exams.

This plan will be provided in English and Spanish and will contain various literacy training programs in the hope that it will allow student to eventually test out of ESL services and approach grade level literacy.

The focus of our Direct Instruction Supplemental Program is Regents and testing preparation, content and content area tutoring.

The provider for this service will be Didel Navarro.

Students will be grouped based on needs. Regent's preparation sessions are opened to ELL students who are enrolled in a class but are not necessarily taking the Regents in that subject area during the next testing timeframe.

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 Rationale for the P.D. Plan will be to improve literacy, speaking, and writing skills training to our staff as a whole. Programs such as TESOL and Colorin Colorado which is a free web-based service that provides information, activities and advice for educators and Spanish-speaking families of English language learners will be utilized. Mr. Didel Navarro will participate in this plan and training. Mr. Navarro will attend off site Professional Development sessions as evidenced by attending ELL and literacy workshops, such as those offered by the QTEL (Quality Teaching for English Learners) core study institute, and ELL focused conferences provided by the New York City Department of Education.

Mr. Navarro will then turn key these strategies to other members of our staff and content area teachers. P.D.'s will take place on a monthly basis beginning in December and ending in June.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _____ Research has shown a direct correlation of student improvement when parents are more involved in their children's education. There will be 2 -3 sessions where parents will be invited to speak with our bi-lingually certified parental coordinator Ms. Ana Cruz to answer any questions they may have. Session will be approximately 90 minutes in length. Parents will be invited to college workshop presentations and information sessions. Topics will include the importance of a college education as well as ways to finance college for non citizens. Parents will be notified via phone blasts and emails of these special nights. Such events will begin in mid March 2015 and end in early June 2015. Parents will be notified for such events via phone call and email blasts by our parent coordinator Ms. Cruz.

-
In addition, this year parent engagement activities will include efforts to recruit parents of ELL students to serve with staff on various committees such as the School Leadership Team, and the PTA so that parents will have greater involvement in the school community as a whole.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 6	Borough Manhattan	School Number 540
School Name 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 ENL teacher, and one parent.

Principal David Fanning	Assistant Principal Lillian Ruiz
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Didiel Navarro/ Robert Romanzi	School Counselor Pierina De La Cruz
Teacher/Subject Area Eric Bernal -Science	Parent Ana Deisys Saya
Teacher/Subject Area Libany Martinez- DL/WL	Parent Coordinator Mayreline Ynoa
Related-Service Provider	Borough Field Support Center Staff Member Hong Ying Shen
Superintendent Donald Conyers	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1458	Total number of ELLs	139	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language										61				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	48
SIFE	49	Developing ELLs (ELLs receiving service 4-6 years)	30	Long-Term (ELLs receiving service 7 or more years)	62

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	16	5	0	4	3	0	5	0		0
ENL	31	15	2	26	9	14	57	17	32	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

* EP=English proficient student

**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	61	0							0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
17

Number of students who speak three or more languages: 0

Freestanding English as a New 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										60	29	17	2	0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic										4	8		1	0
Haitian														0
French										4	2			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										7	2	1	1	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										22	1	3	0	0
Emerging (Low Intermediate)										9	5	4	3	0
Transitioning (High Intermediate)										11	12	8	4	0
Expanding (Advanced)										11	12	9	6	0
Commanding (Proficient)											5	11	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										0	5	11	3	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	32	7			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	48		12						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA			1	
Integrated Algebra/CC Algebra			7	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment			5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography			3	
Geography				
US History and Government			2	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	18	18	20	1		1	5	2
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 As our students are all in high school, we use the NYSITELL 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 53 ninth graders, 11 are transitioning and 11 are expanding. Of the 35 tenth graders, 12 are already expanding and 5 are commanding. Of the 35 eleventh graders, 9 are already expanding and 11 are commanding. Of the 16 twelfth graders, 6 are expanding and 3 are commanding. Our teachers use this data to monitor overall student progress and to customize learning. The data is used to place students in small learning groups where they can develop and/or improve their language skills. Data is also used in curriculum development; the assigned ENL teacher identifies the learning objective in which the student didn't perform well and address the gaps in students' knowledge and skills. Also, the teachers modify the topics and rigor of the lessons.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data analyzed from the NYSITELL and NYSESLAT demonstrate that all our ELLs are having difficulty with the writing portion of the exams. However, we have seen patterns of improvement in the following modalities: listening, speaking and reading. Of our 53 9th graders 8 students moved from intermediate to expanding, 2 students moved from beginner to expanding, 2 students moved from beginner to transitioning and 3 students moved from beginner to emerging and 2 students moved from beginner to transitioning.
 Of our 35 tenth graders 5 students moved up from intermediate to expanding, 4 students moved up from beginner to expanding, 3 students moved up from beginner to emerging and 2 students moved up from beginner to transitioning. From our 35 eleventh graders one student moved up from intermediate to expanding. From our 16 twelfth graders 1 student moved from beginner to emerging, 1 student moved from beginner to expanding and 1 student moved from beginner to transitioning. Since our eleventh graders are not progressing as much as other grades, this year our ENL teachers are doing push in our English Language Art classes.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school uses data in order to evaluate needs for intervention for specific target groups. According to the AMAO tool we have several ELL students in the entering level which did not progress. According to the AMAO 2 the majority of the Entering and Emerging

students did not attain proficiency. 10 Students that took the NYSESLAT in 2014- 2015 moved from intermediate to Expanding, 7 moved from Beginning to Expanding and 6 students moved from beginner to transitioning 7 of our ELLs moved from level 1 to level 2 on the ELA State exam and 8 students moved from level 1 to level 2 on the Mathematics State test. Data reveals that our ELLs are underperforming in both ELA and Math. These results will be used to improve our practices and to create an appropriate intervention plan in order to move our ELLs to a higher level of proficiency.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Our students 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. Our school is focusing on literacy skills because we have noticed that all our students, ELLs and EPs are having difficulties with decoding texts, specially in the English State regents. Students have a choice of taking the State assessments in Spanish but the majority of the students decide to take the State exams in English. For the State exams, students are provided with glossaries, dictionaries, and supplemental materials to help them prepare for their exams. Teachers in the ENL and Dual language program are using the periodic assessment to analyze the gaps in learning and to desing activities that will best enhance learning. ENL and Dual Language teachers are focusing on vocabulary acquisition and on different text analysis techniques in order to enhance language development and literacy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

N/A

6. How do you make sure that a student's new 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 providing techniques such 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

a. English -proficient students are assessed through teacher created assessments. Students are evaluated according to the different domains; listening, speaking, writing and reading.

b. Students have native or bilingual proficiency. Students are fluent speakers and some have limited writing and reading skills. According to the ACTFL guidelines we have 9 of our students who are in the Advanced low level in Speaking, writing, listening and reading, 4 of our students are classified as having intermediate mid proficiency level in Speaking, reading, listening and writing and 5 of our students fall under the proficiency level of novice high in listening, speaking, reading and writing and lastly 6 of our students fall under the novice low category.

c. 5 Students scored 1 on their NYS ELA test, 14 students scored 2 on the NYS ELA test, 8 students scored 1 on the NYS Mathematics test, 8 students scored 2 on the NYS Mathematics test, 4 students scored 3 on the NYS Mathematics test.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 enrolling as a new student to New York City and was never in a New York City or New York State public school or if the student is reentering the system after being enrolled in a school outside of NYC or NYS for 2 or more years , we administer the Home Language Identification Survey (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 people responsible for this process are Didiel Navarro and Mr. Romanzi, certified ENL Teachers. The completed HLIS is stored in the student's cumulative file and permanent record. If we identify a ELL student whose home language is Spanish, we administer the Spanish LAB.

c) Based on the responses on the HLIS and on the interview, we decide if the candidate is eligible for the NYSITELL assessment. Mr. Navarro and Mr. Romanzi administer a more in depth interview with the student and if applicable they review the Individualized Education program in order to determine NYSITELL eligibility. For students with IEPs the LPT team (Mr. Leonardi, Mr. Romanzi , Ms. Ruiz and the student's parent or guardian) determines if the student is eligible to take the NYSITELL. Moreover, if translation is needed there is an interpreter who assists with the whole process and is present during the meetings.

d) The NYSITELL is administered by Didiel Navarro and Mr. Romanzi, certified ENL Teachers. The results of the NYSITELL exam determines the eligibility for ENL services.

e) After the grading of the NYSITELL, parents are provided with an orientation session to determine the election of service for their child. This is based on the Chancellor's Regulation Part 154 mandates. This process is completed within the first 10 days of the student registration to our school (20 school days for students entering with IEPs). 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.

f) 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When the Home Language Identification Survey is implemented the parents are asked to indicate prior schooling. If there are indications that the student has had interruption or inconsistency in their formal schooling we proceed to administer the oral interview questionnaire (This process is for newly identified ELLs, 9th graders and students with proficiency level of entering or emerging by NYSITELL results). For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS). After 30 days of collecting data we submit the Initial SIFE status and within the year we make a final determination. During that year, student data is collected from teachers in order to evaluate students progress and skills in literacy and math. We also evaluate their language, academic and socio-cultural needs through teacher interviews and collection of data (student's works and behavior). SIFE status is removed if the student moves to transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

If the student is new to the State or to the Country or if the student is reentering the system after 2 years , the following procedures will take place : First, Mr Romanzi and Mr. Navarro administer the Home Language Identification Survey (HLIS) to determine the student's home language with the parent. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the student home language is not English, Mr. Romanzi and Mr. Navarro administer a more in-depth interview with the student, review his/her school work and review the Individualized Education Program in order to determine NYSITELL eligibility. The LPT (Language Proficiency Team) is comprised of our Assistant Principal of Special Education, Mr. Leonardi, our ENL teachers Mr. Navarro and Mr. Romanzi, the Assistant Principal of Dual Language and ENL , Ms. Ruiz and student's parent of guardian and if needed the qualified interpreter or translator. The LPT will determine whether the student should take the NYSITELL by analyzing and including the following evidences: The result of the HLIS, the student's history of language use in the school and home/community, the results of the individual evaluation of the student according to the procedures for referral, evaluation, individualized education program (IEP) development and placement (specifically results that include assessments administered in the student's home language) and lastly information provided by the CSE as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. After the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL, administered by Mr. Romanzi. Otherwise, if student does not have English language acquisition needs a recommendation is sent to the principal, Mr. Fanning, for review. If Mr. Fanning rejects the recommendation to not administered the NYSITELL , then Mr. Romanzi administers the NYSITELL to the student. If Mr. Fanning accepts the recommendation not to administer the NYSITELL , then the recommendation is sent to the superintendent , Mr. Conyers for a final decision. The parent is notified of the decision within 3 school days. The superintendent has 10 school days to accept or reject the LPT's recommendation. If the superintendent accepts the recommendation the school is given 5 school calendar days to administer the NYSITELL and to notify parent. A form determination form is completed and placed in the student's cumulative folder. We also consult with the CSE (Committee on Special Education) in order to determine language instruction for students with an IEP.

If the NYSITELL is administered, within 5 days of ELL determination, parents are informed of the results and ELL status, using one of the following letters: Entitlement letter, Non-Entitlement letter and Continued Entitlement letter. If the student is 18 years or older , he/she

also receives a copy of the letter. After appropriate date and signatures have been collected the letters are placed in the student's cumulative folder. If the students HLS is Spanish then we administer the Spanish LAB.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After 5 days of ELL determination, our teachers Mr. Navarro and Mr. Romanzi sent out the letters with the results of the NYSITELL and the ELL status. We conduct a meeting in which parents are informed and explained the status of their child. In this meeting we provide parents with the Entitlement letter, Non- Entitlement letter , or the Continued Entitlement letter. We also use translations services to make sure that parents understand the whole placement and identification process. 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 the Parent Survey and program Selection Form, we place students in ESL until it arrives, as we do not currently offer the other options.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As stated in the previous question, after 5 days of ELL determination we have a meeting with the parents to inform and discuss about the identification process and the status of the student. In this meeting parents are informed about the Re-Identification process and their parental rights. If the parent does not attend out meeting we send them a written notification in their preferred language through mail and through Pupilpath and we also call them to talk about next steps. A letter is also sent to students if the student is 18 years of age or older. Parents have the chance to make a request within 45 school days of enrollment only. Parents who believe that their child may have been misidentified as an ELL or non- ELL can request the ELL identification process be administered a second time. The parents must notify the school through a written request.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

We provide ELLs parents with a series of workshops, in which we share the parent orientation video (available in the parents' preferred languages), and brochures (in a variety of languages) to ensure that parents understand all three program choices. We schedule a personal orientation for each newly identified ELL family 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. Parents watch the Parent orientation video, that is available in 13 languages. Once parents are informed of all three program options and the standards, curriculum and assessments. At the parent orientation session we also provide information on the Common Core Learning Standards and the school expectations for English language learners, as well as the program goals and requirements for Dual Language education and English as a new language programs. After the orientation, we provide parents with a Parent Survey & Program Selection Form(in the parents' preferred language), on which parents indicate their program choice. Parents must return the form within 5 school calendar days. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form and outreach attempts are tracked and maintained; we make phone calls to parents, we sent then emails through Pupilpath and we sent notifications letters through the mail. If we must wait for the Parent Survey and Program Selection Form, we place the students in Dual Language program until it arrives. 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 are conducted by Mr. Navarro and Mr. Romanzi, certified ENL Teachers.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

In the 2015 school year, 3 ELL students were identified by the school. In our entire current ELL population, looking at historic records, 10 parents had requested bilingual, 60 dual language and the remaining had requested ENL. Based on this data we offer Freestanding ENL for ELL and we opened a new Dual Language Academy. Therefore, there is an alignment between parent choice and what we offer at our school. Parents are notified in the Parent orientation about the programs we offer for our ELLs. Parents were also informed at our open house about our new Dual language program. As discussed previously, Parents are given the the orientation and are provided with the Parent survey and program selection form. Parents must return the form within 5 school calendar days. We use the school messenger and Pupilpath to make sure we reach all parents who have not completed and/ or returned the Parent surveys. We also sent letters (in Parents's preferred language) through the mail to ensure that the surveys are completed and collected. Also, during open school night and parent teacher conferences we provide guidance and assistance with the surveys in our computer labs. We asked parents to drop off the survey in the main office before leaving the open school conference.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We reach out to parents through Skedula/PupilPath and through school messenger to ensure completion of Surveys within the established time.

9. Describe how your school ensures that placement parent notification letters are distributed.
Parents receive their notification letters on open school night. Also through the identification process parents are notified after 5 days of ELL determination, our teachers Mr. Navarro and Mr. Romanzi are responsible for sending out the letters with the results of the NYSITELL and the ELL status and make phone calls to the parents to ensure they attend a meeting we conduct in which parents are informed and explained the status of their child. In this meeting we provide parents with the Entitlement letter, Non- Entitlement letter, or the Continued Entitlement letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation is stored in the students cumulative folder with the pupil accounting secretary. In addition, these documents are kept electronically in the Assistant Principal, Ms. Ruiz, office. The Assistant Principal keeps a hard copy and an electronic copy of the critical documents which contain the following: Dated and signed copies of each student's, Home Language Identification Survey, Parent Survey and Selection Form o Program Placement Letter, Entitlement letter, Continued entitlement letter, Non-entitlement letter and Language Proficiency Team NYSITELL Determination Form.
11. 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.
First, we identify eligible students by reviewing the RLER report from ATS. We analyze the data from the report and identify the long-term absentees and inform their parents via email and by phone to be present for the NYSESLAT exam. All ELL students that are identified are sent a student invitation to take the different parts of the exam. Students who missed their appointments are given a make up date. Mr. Navarro and Mr. Romanzi administer the oral part of the test and two other proctors administer the listening, writing and reading portions of the test.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our two ENL teachers ensure that all parents receive their notification letters and also maintain a close communication during mandated parent outreach.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
In the previous years parents requested bilingual support. This year we opened a new Academy to support our incoming Spanish speakers and English Language learners. Our Dual Language supports ELLs by increasing achievement and closing the achievement gap for all students in Spanish and English.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
Instruction for ELLs is delivered based on the English proficiency levels using the NYSESLAT. The NYSESLAT determines the students proficiency according to CR Part 154 requirements at 5 different levels. According to CR Part 154 students with an Entering proficiency level are receiving 180 minutes a day in Stand- alone ENL instruction with Mr. Navarro. On the other hand, students in the Emerging proficiency level are receiving 90 minutes a day in Stand- alone ENL instruction with Mr. Romanzi. Students in the transitioning, expanding and commanding levels are receiving integrated ENL instruction through their English content area with their English teacher and Mr. Navarro or Mr. Romanzi. All students are grouped regardless of their grade in one class and have mixed proficiency levels. Mr. Navarro and Mr. Romanzi differentiate instruction by using the SIOP model.
 - b. TBE program. *If applicable.*
N/A

c. DL program. *If applicable.*

We offer a 50/50 'two-way' dual language program. 50% of the day is spent studying in Spanish and 50% in English, and the language learning is going two ways: Spanish speakers are learning English and their subject areas, and English speakers are learning Spanish and their subject areas. Students are placed in an immersive environment in which they are exposed to both Spanish and English language instruction in the following subject areas: History, English Language Arts, Science, and Mathematics. We have 61 students in our Dual language program from which 23 students are EPs and 38 students are ELLs, they are grouped heterogeneously. Students follow a block schedule and travel together as a group.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our staff ensures that the mandated number of instructional minutes are provided according to proficiency levels in each program model (ENL) as mandated that students in the entering and emerging level receive 360 minutes a week, students in the transitioning and expanding level receive 180 minutes a week and students on the commanding level receive .5 unit of study per week.

3. Describe how core content is delivered in each program model. 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.

In our school's instructional focus, the entire school community is focusing on literacy across all disciplines to reflect and refine practices in order to strengthen the integration of initiatives to prepare all English Language learners to graduate and become college and career ready. Students in our ENL and Dual Language program are analyzing text and utilizing a common vocabulary throughout the curriculum in all subject areas. Students are annotating and decoding complex texts through various scaffolding techniques that foster language development. Our ENL teachers and Dual Language teachers are using the SIOP model. All ELL students attend classes with non-ELL students. Students work in cooperative groups, pairs, and independently. Teachers 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. A key feature of the Dual language program is the marriage of the English Language Arts (ELA) class and the Native Language Arts (NLA) class. The NLA class teaches the same reading and writing skills that students experience in the ELA class but conducts the class using Spanish language and texts. During the double period class both the ELL and non-ELL students will be exposed to ELA and NLA aligned instruction which will best prepare all of the students to meet the Common Core State Standards. In addition the instruction in Algebra, Living Environment and Global studies are given one day in English and one day in Spanish. In both programs we are using iLIT, glossaries, dictionaries and materials in their native language to enhance their literacy skills.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The NYSITELL is used to assess native language proficiency. As well, students are interviewed in their native language, provided there is personnel capable of doing so in the students native language. All ELLs are given a choice to take the State regents in their native language. Our Dual language students regularly take teacher created assessments in their native language since instruction is given in two languages. At the beginning of the semester students took a diagnostic assessment created by the Dual language teacher, Ms. Martinez that evaluated their writing, reading, grammar, listening and speaking skills.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Mr. Navarro and Mr. Romanzi, the ENL teachers, evaluate the students in all four modalities throughout the year. Every three weeks students are given a Uniform assessment in each modality as well teachers are using different types of formative assessments in their classes. For example; oral reports, presentations, reading with partners, retelling stories, role playing, giving descriptions or instructions using visual or written prompts, debating, and many more. Students are responding to a written assignment in every class which allows the teacher to evaluate their literacy skills.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

b. Instruction for newcomer students is differentiated by providing students with accommodations in the classroom. Entering

students are partnered with Emerging, transitioning or Expanding students. Instruction is supported with visuals. Clear expectations are part of every lesson as well as comprehensive in-put. Objectives are aligned with the Common Core State Standards. ENL lessons are carefully planned to support learning in other content areas (vocabulary and content as well).

c. Students receiving service for four to six years would normally be able to perform, at least, at an transitioning level. Their instructional plans will focus on developing confidence. Students are expected to respond to questions that require HOTS (higher thinking skills), in academic (classroom related/content areas) and social situations. Instrucional plans and goals must be aligned with the Common Core State Standards and the New York State Standards.

d. Students receiving service for six years or longer are ususally in the expanding or commanding 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). Expanding and Commanding students are asked to show a deep level of understanding and performance in every academic course.

e. Former ELLs are fully integrated into a regular curricular program, which continues to provide differentiation and scaffolding to meet their academic needs. Students may continue to be eligible for ELL testing accommodations and 90 minutes per week of ENL for two additional years. All ELLs are entitled to: time extension on all exams (time and a half) and may use bilingual glossaries and dictionaries when taking State assessments and on Regents exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

When the students re-identification appeal has been established (between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student). The student will receive credit for his ENL or English class. The principal reviews the re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will then consult with the ENL or English teacher, the parent/guardian, the student and the school counselor. If the principal, based on the recommendation the ENL or English teacher and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decides to reverse the ELL status, he consults with the superintendent. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

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 fulfilled and his/her goals and objectives are being met.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students are placed in a least restrictive environment possible, after receiving input from the IEP team and SBST (School Based Support Team) to ensure our students are being placed with the most likelihood of success. Teachers are also provided with the most relevant and up to date professional development opportunities to support these dually mandated students. Finally, much care and consideration is given to make sure students are flexibily programmed based on their strengths and weakneses.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

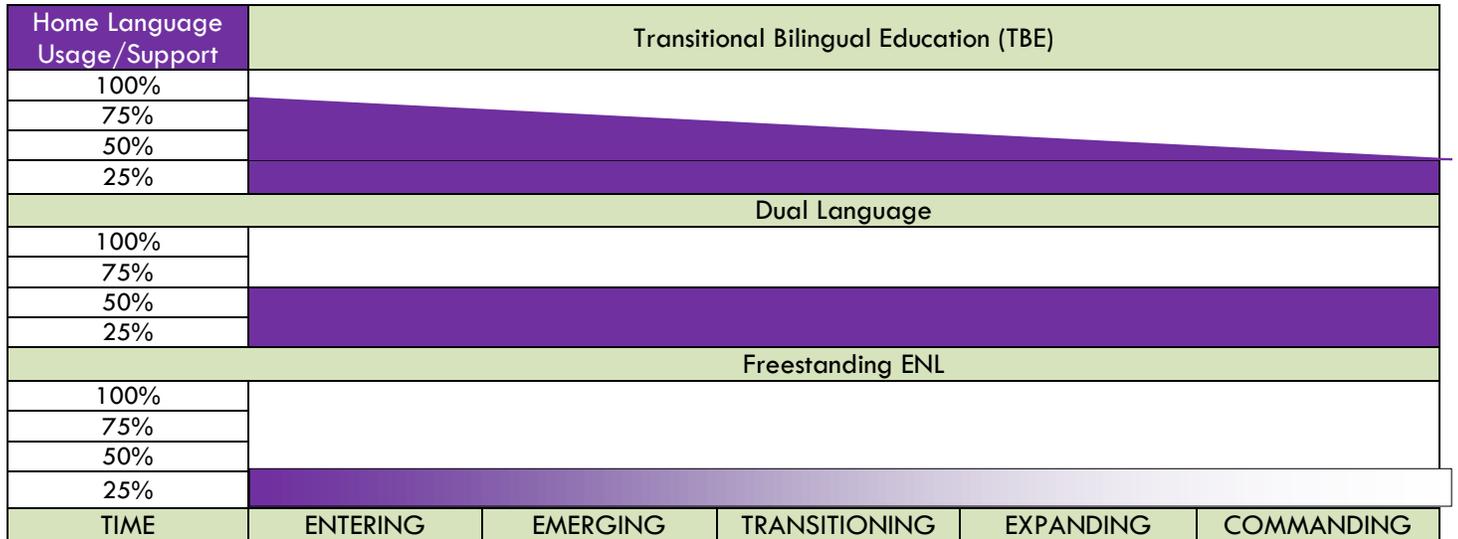


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENL 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. Strengthening classroom instruction (i.e., the instructional core), is a key step to supporting ELLs at-risk or experiencing difficulties. At our school we implement target interventions for ELLs through the guidance counselor and with the student's teachers. If the student scores below specified level of performance on the State assessments then the school determines if the student requires additional support services. The evidence evaluated in order to provide additional support services to the student is the following: number of years of instruction in ENL program, English and home language literacy, content area and socio-emotional support needs for SIFE, ENL teacher recommendation, content area teacher recommendation and parent of guardian request. When students are struggling we devise a plan for intervention that includes the instructional strategies and the results, the levels of instructions, delivery of instruction, difficulties or struggles, family involvement and motivation. We encourage our students and teachers to develop strategies to support competencies in the four modalities (reading, listening, speaking and writing), teachers also design lessons and activities that connects to students identities and languages, and also include cultural and high quality literacy instruction. Teachers take the following steps to ensure students are progressing in language acquisition: always examining achievement in the classroom, drawing on multiple sources of information, analyzing data through a language acquisition lens, designing and implementing targeted supplemental supports, monitoring progress over time and planning for mid-course corrections. If the student keeps struggling after intervention and after high quality instructional support provided over an adequate period of time then the Special Education Assistant Principal analyzes the case in order to conduct a comprehensive multidisciplinary evaluation to determine if a student requires special education services.
11. 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 74 ELLs in the whole school. This year we have 139 which has tripled our population in one year and we are currently developing and delivering workshops for the content area teachers on strategies to differentiate instruction for ELLs.
12. What new programs or improvements will be considered for the upcoming school year?

Currently, we have a Dual Language program that our ELL's benefit from an integrated program that encourages them to participate and interact with native speakers of English while engaged in their daily routines. We also have both of our ENL teachers pushing into our English and Global Studies classes. We are also increasing the number of ENL related workshops offered to the content area teachers.
13. What programs/services for ELLs will be discontinued and why?

None
14. 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. Students have access to academic intervention services in all subject areas. 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 Activities) and the bilingual Parent Coordinator, along with local CBOs (Community-Based Organizations) offer afterschool activities that supplement academic learning and cultural enrichment opportunities. Some extracurricular activities that students can join are: National Honor Society, National Society for Black Engineers (NSBE), College for Every Student (CFES), College and Career Preparatory Institute (CCPI), Gateway to Medicine, Debate Team, Peer Mediation Program and Student Government. Also students can join PSAL Sports Teams like: Baseball & JV Baseball, Basketball & JV Basketball, Bowling, Cross Country, Indoor Track, Lacrosse, Outdoor Track, Soccer, Swimming, Volleyball and tennis. Students have the opportunity to take advanced placement courses throughout their school career such as: Biology, Calculus AB, Computer Science A, English Language and Composition, English Literature and Composition, Macroeconomics, Physics B, Psychology, Spanish Language and Culture, Spanish Literature and Culture, United States History and World History.

In addition, we offer our ELLs tutoring every Tuesday after school. Also the Gateway program provides daily peer tutoring in all subject areas during every lunch period.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In addition to glossaries, dictionaries, and materials in the native languages teacher provide support to students by grouping them with students that can assist them in their home language. In the Dual Language and in the ENL program students are provided with

computers and translated readings that they can utilize during their lunch period with the Dual Language coordinator. The Dual Language coordinator provides, both groups (ENL and Dual Language Students), with support in Spanish and English for students who may be struggling with content and concepts in their subject-area classes. 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 language classes to support their culture and language acquisition at a higher level.

17. Explain how the school ensures all required services/resources support and 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 ENL 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. We use a 50-50 immersion model. Students receive instruction in a Dual language class (ELA and Spanish) everyday. Students receive their content classes, Living Environment, Algebra and Global studies alternating the target language, one day of instruction is in Spanish and the other day is in English.

b. Student receive all their content classes in both languages. Students receive their elective class and physical education in English.

c. In the Dual language class the language is separate by time, 44 minutes in English and 44 minutes in Spanish. In Algebra, Science and Global studies one day instruction will be in English and another day instruction will be in Spanish.

d. All classes use a technique call preview-view-review in which the languages are mixed. For example if the content teacher is teaching in Spanish all day, the preview will ask students to use English to respond to the task, then the teacher introduces the activities and focus of the class in Spanish and lastly in the review students can assess their English skills for assessment of the lesson. Literacy is taught in both languages in a sequential order.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teachers, attend regional workshops throughout the year on topics such as:
 1. Preparing and Administering the NYSESLAT. (For all ENL teachers) Date: 11/16/15
 2. The Interrelationship between the Common Core and the 2013 Danielson Framework. (ENL teacher and Dual Language teachers) Date: TBD
 3. Teaching ENL with the SIOP model. Date TBD (All Dual Language teachers and Assistant Principal)
 4. Part 154 (All staff including support staff) Changes to the ENL program Date: 12/14/15
 5. Teaching English Language Learners (ELL) (ENL teacher and Dual language teachers) Date:1/11/16
 6. Professional Development provided from DELLS (Ongoing)
 7. Looking at student work of the English language learner (Assistant Principal) Date: 12/7/15
 8. Strategies for Success on the NYSESLAT (Assistant Principal) Date: 01/26/16
 9. Enhancing the supervision of the ENL program (Assistant Principal) Date: 02/05/16
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Ms. Martinez and other experienced instructors provide PDs, workshops, and trainings that provide strategies that promote learning through the use of differentiated instruction and scaffolding. Professional Developments are designed to guide teachers in understanding and implementing the Common Core. The PDs address: Knowledge of the shifts, setting a vision for college-and career-readiness, developing clear metrics to guide student work and staying engaged in the work. Teachers reflect on their practices and also share best practices.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Assistant Principal of Pupil Personnel and the Assistant Principal of ENL/Dual language work together in order to service all our ELLs and to ensure that all students are receiving the adequate time allocations according to the NYSESLAT scores. The Assistant Principal of PPS provides school counselors with a Professional Development on Programming, credit accumulation and college and career readiness for ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
All teaching staff require professional development of ELL training. All teachers will be provided with professional development in language acquisition focusing on best practices and co-teaching strategies and using language in content instruction for all ELLs. All of our ENL teachers are required to explore language acquisition in alignment with Common Core Standards and core content area instruction (all teaching staff require 15% and 50% for ENL teachers of the required professional development hours). The following are focus topics for professional development and co-teaching strategies:
 1. Assessments, Evaluation and Placement of ELL students.
 2. Implementation of Instructional ENL 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

We meet with parents (individually) at least once a year to discuss their child's language development progress, the English language proficiency assessment results, and language development needs in all content areas. In this additional meeting, teachers, guidance counselor and the Assistant Principal inform parents about the language development in all content areas in English and for Dual Language students in English and Spanish. The meeting is conducted with a qualified interpreter/translator in the parents preferred language. We record attendance and we document the information on Skedula and ATS ILOG.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The parent coordinator provides workshops on different topics concerning school policies, Pupilpath, college requirements, After school programs and ELL support programs for students and families. All materials are translated into the parents preferred language. The parent coordinator contact the services of a translator if needed.

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 parents may need extra support to get their children to do homework.

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

A. Philip Randolph High School is partner with the Sound Business, Inc. (SBI) an independent, non-profit education service corporation that offers our students the opportunity to prepare themselves for the pursuit of professional careers. Sound Business, Inc. works with educators, parents/guardians, community groups, and business leaders to develop extra-curricular studies which complement our rigorous academic programs. SBI's extra-curricular studies address the attitudinal, socio-cultural, and informational needs of students who must be prepared to assume a broad range of societal leadership roles in the future. SBI employs three complementary strategies: improving individual students' lives, strengthening individual schools, and advocating for citizens to take responsibility for public schools. SBI provides workshops for parents, a translator is provided for the parents during their workshops.

5. How do you evaluate the needs of the parents?

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. The data is collected through our Parent coordinator through designed surveys that are translated into parents preferred language.

6. How do your parental involvement activities address the needs of the parents?

By providing different workshops and keeping a strong tide with the parents we promote responsible parenting skills. Parents learn about school procedures, curriculum and assessments. It allows parents to become members of the community in the school decision making process. Parents can volunteer to support the school and students and collaborate with the community to receive resources and services from partnerships that exist within the school.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

ANSWER TO PARENTAL INVOLVEMENT QUESTION #2: Parent coordinator maintains records and sign in sheets for individual parent meetings. The school counselor and teachers use ILOG and skedula to document parental outreach. Also the Assistant Principal records the meetings and ensures that the record is kept in the student's Critical file.

School Name: A. Philip Randolph Campus HS**School DBN: 06M540**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Fanning	Principal		10/31/15
Lillian Ruiz	Assistant Principal		10/31/15
Mayrelina Ynoa	Parent Coordinator		10/31/15
Didiel Navarro/	ENL/Bilingual Teacher		10/31/15
Ana Deisys Saya	Parent		10/31/15
Eric Bernal/ Science	Teacher/Subject Area		10/31/15
Libany Martinez/ Dual Language	Teacher/Subject Area		10/31/15
	Coach		10/31/15
	Coach		10/31/15
Pierina De La Cruz	School Counselor		10/31/15
Donald Conyers	Superintendent		10/31/15
Hong Ying Shen	Borough Field Support Center Staff Member _____		10/31/15
	Other _____		10/31/15
	Other _____		10/31/15
	Other _____		10/31/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **06M540**

School Name: **A. Philip Randolph Campus HS**

Superintendent: **Donald Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the home language survey and the related data on STARS and ATS to determine our translation and interpretation needs. As described in our LAP some of those languages are: Arabic, Bengali, French and Spanish.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Although many of our students are fluent English speakers, many of their parents are not. Based on the RPOB report from ATS, 663 of our families speak Spanish at home. Therefore, we provide translation services in Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters, calendars, parent-teacher conference announcements, school attendance letters and after-school programs.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

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.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

On site-interpreters.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Via email , Language ID Guide and parent coordinator intervention

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents are provided with a notification in their preferred home language.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys and a focus group of parents that represent all cultures and languages gather feedback and ensure that other parents and students are getting the services they are entitled to.