



**PACE HIGH SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 02M298 PACE HIGH SCHOOL**  
**ADDRESS: 100 HESTER STREET, NYC, NY 10002**  
**TELEPHONE: (212) 334.4663**  
**FAX: (212) 334.4919**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 02M298      **SCHOOL NAME:** PACE HIGH SCHOOL

**SCHOOL ADDRESS:** 100 Hester Street, NYC, NY 10002

**SCHOOL TELEPHONE:** 212.334.4663      **FAX:** 212.334.4919

**SCHOOL CONTACT PERSON:** Yvette Sy, Principal      **EMAIL ADDRESS:** ysy@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yvette Sy

**PRINCIPAL:** Yvette Sy

**UFT CHAPTER LEADER:** Alex Driver

**PARENTS' ASSOCIATION PRESIDENT:** Vincent Cayenne

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      Rolan Eason (SGO President)

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 2      **SSO NAME:** CFN 103

**SSO NETWORK LEADER:** Yuet Chu

**SUPERINTENDENT:** Elaine Gorman

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The **PACE** High School mission is to create a college-oriented, student-centered environment with high expectations for every student. The goal for every individual at **PACE** is to create a résumé of quality educational experiences which will prepare them for success in college and beyond. Central to our role as a small high school is that every student is known well through our Advisory program and is appreciated for his/her unique talents and contributions to our learning community. Our curriculum and practices are tailored to the individual needs of our students, enabling all students to reach the ambitious goals set by them and for them. Working in close collaboration with Pace University's School of Education, our school shares the extensive resources of the university, with significant access to classes, libraries, computer labs, and recreational facilities. At **PACE** High School, we seek to ensure that all of our students leave us with a resume of quality experiences that will prepare them to resolve the challenges they will face in college and beyond.

**PACE** High School is a limited unscreened small high school that strongly recruits from all New York City boroughs. Its extensive recruitment protocols and strong focus on academic rigor encourages over 4300 8<sup>th</sup> grade applicants each year to select PACE as one of their high school of choice.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	Pace High School							
District:	2	DBN:	02M298	School BEDS Code:	310200011298			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7		11	√
	K		4		8		12	√
	1		5		9	√	Ungraded	
	2		6		10	√		
Enrollment				Attendance - % of days students attended:				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		92.1	91.9	TBD	
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>				
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 2	0	0	0		98.3	97.0	TBD	
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>				
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
Grade 5	0	0	0		97.6	74.0	42.2	
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>				
Grade 7	0	0	0	(As of June 30)	2006-07	2007-08	2008-09	
Grade 8	0	0	0		0	0	TBD	
Grade 9	111	114	118	<b>Recent Immigrants - Total Number:</b>				
Grade 10	97	101	103	(As of October 31)	2006-07	2007-08	2008-09	
Grade 11	101	92	100		0	0	4	
Grade 12	0	102	89	<b>Special Education Enrollment:</b>				
Ungraded	1	1	0	(As of October 31)	2006-07	2007-08	2008-09	
Total	310	410	410		0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09	
# in Self-Contained Classes	3	2	1	Principal Suspensions	1	2	TBD	
# in Collaborative Team Teaching (CTT) Classes	16	29	39	Superintendent Suspensions	1	1	TBD	
Number all others	7	10	16	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09	
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	TBD	TBD	0	
(BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>				
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09	
# in Dual Lang. Programs	0	0	0					
# receiving ESL services only	6	4	9	Number of Teachers	15	26	26	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	1	Number of Administrators and Other Professionals	3	5	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	1	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	2	4	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	20.0	30.8	46.2
				% more than 5 years teaching anywhere	0.0	3.8	15.4
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2006-07	2007-08	2008-09		87.0	88.0	85.0
American Indian or Alaska Native	0.6	0.2	4.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	93.1	95.0
Black or African American	31.3	26.1	29.8				
Hispanic or Latino	32.6	35.1	39.5				
Asian or Native Hawaiian/Other Pacific Isl.	30.3	31.2	19.8				
White	5.2	7.3	6.1				
<b>Male</b>	51.6	50.0	46.6				
<b>Female</b>	48.4	50.0	53.4				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
<b>Individual Subject/Area Ratings:</b>								
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>				
ELA:				ELA: IGS				
Math:				Math: IGS				
Science:				Graduation Rate: Pending				
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>								
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate	
<b>All Students</b>					√	√	-	
<b>Ethnicity</b>								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
<b>Other Groups</b>								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups making AYP in each subject</b>		0	0	0	3	3	0	
CHILDREN FIRST ACCOUNTABILITY SUMMARY								
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>				
<b>Overall Letter Grade:</b>	TBD	<b>Overall Evaluation:</b>		TBD				
<b>Overall Score:</b>	TBD	<b>Quality Statement Scores:</b>						
<b>Category Scores:</b>		Quality Statement 1: Gather Data				TBD		
School Environment: <i>(Comprises 15% of the Overall Score)</i>		TBD	Quality Statement 2: Plan and Set Goals				TBD	
School Performance: <i>(Comprises 25% of the Overall Score)</i>		TBD	Quality Statement 3: Align Instructional Strategy to Goals				TBD	
Student Progress: <i>(Comprises 60% of the Overall Score)</i>		TBD	Quality Statement 4: Align Capacity Building to Goals				TBD	
Additional Credit:		TBD	Quality Statement 5: Monitor and Revise				TBD	
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>				
√ = Made AYP				Δ = Underdeveloped				
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
				◇ = Outstanding				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.								
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.								

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **PACE High School Needs Assessments Summary**

#### **PACE High School Student Performance Trends:**

- Based on our 2009 Progress Report data, we need to focus more on our lowest third population in terms of credit accumulation as well as NCLB transfer students who are usually over-aged and under-credited;
- Enrichment programs including our College courses at PACE University need to be broadening to accommodate more diverse courses.

#### **Accomplishments:**

- Overall grade of A/ Well-developed on NYCDOE Progress Report 2008-2009;
- Overall grade of A/Well-developed on NYCDOE Progress Report 2009-2010;
- Advanced Regents diplomas scheduled for all students;
- Named one of the Top 50 Schools in New York City (Hemphill, 2006);
- Highly motivated staff who are hired by committee;

#### **Challenges:**

- Old and over-utilized physical structure; school is used from 6:30 AM to 10:00 PM every day including Sundays. Physical plant is filled with unsafe building conditions such as leaking water pipes into classrooms, broken lockers, and broken doors (to name a few).

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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**Increase Regents Pass Rates and improve overall student progress:** One goal is to improve student preparedness, skills and understandings in all content areas as well as to increase achievement scores in state-level assessments. 40% of our students who previously did not pass their Regents examinations will pass the January administration and 10% overall increase in the number of students passing their required Regents examinations by June.

**Address Specific Needs of Our Diverse Student Population:** All learners with diverse needs will have equal access to and adequate support to develop their skills and understandings in all content areas with specific focus towards meeting their individual IEP needs. By January, we will have 70% of all annual and triennial IEP evaluations completed by January. By the end of the school year, 90% of all Special Education and ELL students who are seniors will complete all their graduation requirements and we will have completed 90% compliance rating in all Spring Special Education compliance ratings.

**Improve Student Daily Attendance:** There is a direct relationship between student achievement and attendance, our goal is to increase student motivation as well as further address factors that contribute to student apathy and disengagement towards schools or education as a whole. We will maintain our overall daily attendance of 92% by January but decrease the ration of students at 80% daily attendance. By the end of the school year, we will have an overall increase of 1-2% in overall daily attendance and a 5% increase compared to our Peer Horizon score on next year's Annual Progress Report.

**Improve Parental Engagement and Communication:** Our goal is to implement a transparent and respectful climate so that ALL stakeholders especially parents and guardians in the school community are cognizant of and invested in developing an academically rigorous and positive school community where all are known and appreciated for their individual identities, passions, strengths and talents. We will increase parent attendance to Open House and Fall Student-Led Conferences in November by 20%. By improving parental outreach programs through increased phone contacts and email notifications by the PA Association and school administration, we will increase parent attendance to our Spring Student-Led Conferences and Parent Association meetings by June.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Overall Student Progress

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b><u>Increase Regents Pass Rates and improve overall student progress:</u></b> One goal is to improve student preparedness, skills and understandings in all content areas as well as to increase achievement scores in state-level assessments. 40% of our students who previously did not pass their Regents examinations will pass the January administration and 10% overall increase in the number of students passing their required Regents examinations by June.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Beginning of the Year:</p> <ul style="list-style-type: none"> <li>• Inquiry team identifies lowest third population and begins tracking progress for Regents and credits;</li> <li>• DY0 assessments and diagnostics are taken and AIS and TEEE programs are assigned to identified students needing additional academic support;</li> <li>• Regents Prep program designed and staffed to begin in November;</li> <li>• Identified students who previously failed Regents subjects are scheduled for TEEE's and Regents Prep;</li> <li>• Holdovers are identified and given remediation program and assigned tutorials.</li> </ul> <p>During the Year:</p> <ul style="list-style-type: none"> <li>• DY0 mid-year assessments are taken and AIS and TEEE programs are assigned to identified at-risk students;</li> <li>• Regents Prep Program implemented by Feb break;</li> <li>• Department monitors Regents prep program and helps design lessons and activities;</li> </ul> <p>End of the year:</p> <ul style="list-style-type: none"> <li>• June Regents Prep program implemented to start earlier;</li> <li>• Target population and graduating Senior and upcoming Juniors identified with deficits in Regents courses described above will be assigned a mandatory Regents Prep program during school, after school, or Saturdays. We will utilize our TEEE and study hall periods.</li> <li>• Plan Regents and Credit Recovery Program for Summer Institute.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>Entire C4E allocation was assigned to per session for teachers to enhance our after school and Saturday academic programs. Regents Preparation as well as Credit Recovery Programs will be enhanced and scheduled earlier in the year by the additional funding.</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>Additional staffing for after school tutorials, academic clubs and Regents and SAT prep classes were assigned;</li> <li>Additional TEEE teachers were scheduled to meet the needs of students who have not yet passed their required Regents exams.</li> <li>All staff members specifically Regents subject teachers are responsible for planning and programming all AIS afterschool programs as well as Regents Prep curriculum. Administration will support and program per session needs as required.</li> </ul> <p>Schedule and Programming</p> <ul style="list-style-type: none"> <li>All identified students who have not yet passed required Regents were scheduled additional periods in the subjects as well as given mandatory Regents Prep assignments.</li> <li>School schedule was aligned to meet the needs of students who attend Pace University.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Data from DY0 assessments administered in Sept, Jan and May;</li> <li>Results from January Regents pass rates;</li> <li>Results from June Regents pass rates;</li> <li>Aggregate data on weighted Regents pass rates on 2009-2010 student progress and 2010-2011 results</li> </ul>

**Subject/Area (where relevant):** Meeting the Needs of Diverse Learners

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Address Specific Needs of Our Diverse Student Population:</b> All learners with diverse needs will have equal access to and adequate support to develop their skills and understandings in all content areas with specific focus towards meeting their individual IEP needs. By January, we will have 70% of all annual and triennial IEP evaluations completed by January. By the end of the school year, 90% of all Special Education and ELL students who are Seniors will complete all their graduation requirements and we will have completed 90% compliance rating in all Spring Special Education compliance ratings.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning of the year:</p> <ul style="list-style-type: none"> <li>• Additional CTT teacher will complete staffing for entire school; each CTT teacher will supports one grade level team;</li> <li>• Identify roles and responsibilities of each SBST/ PPT member;</li> <li>• SBST/PPT weekly meetings;</li> <li>• Meet with all incoming special education students and their parents in the 9<sup>th</sup> grade (Summer) to identify additional support or determine appropriate placement and support services.</li> <li>• Each special education staff member develops a timeline for IEP annual and triennial reviews based on ATS reports, careful IEP reviews, and parent conferences.</li> <li>• Each STT teacher will present each IEP student and their supports and accommodations to the entire team;</li> <li>• Each student is individually programmed to meet his and her individual academic needs. Accommodations and modifications are identified and grade-level team notified of them.</li> </ul> <p>During the year:</p> <ul style="list-style-type: none"> <li>• ATS special education reports (RACP, R201, R326) reviewed periodically to follow timeline;</li> <li>• Student-Led Conferences continue with specific parent meetings made for identified students to review progress;</li> <li>• Review beginning-of-the-year products;</li> <li>• Review mid-year compliance reports (January).</li> </ul> <p>End of the year:</p> <ul style="list-style-type: none"> <li>• Meet with incoming 9<sup>th</sup> grade (Class of 2014) for IEP review and parent interviews.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Funds were allocated to staff another CTT teacher (4 staff members)</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>• Every grade and grade –level team has an accompanying CTT teacher assigned to the grade, these teachers move up with their students for all 4 years;</li> <li>• CTT teachers will be responsible for completing IEP reviews and triennials based on their calendars.</li> </ul> <p>Schedule and Programming</p> <ul style="list-style-type: none"> <li>• Weekly PPT meetings are held to discuss student progress as well as services coordinated;</li> <li>• CTT teachers are scheduled to push –in, co- plan, complete IEP meetings and teacher their own study skills class with their IEP students.</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Additional funding was allocated to fund additional time for school aides to call home before and after school;</li> <li>• Phone Messenger was purchased to help with all home communications;</li> <li>• Funding for student rewards were allocated;</li> <li>• Funds for Spring and Summer attendance Recovery Programs were allocated.</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>• A full time school aide was assigned to managed lateness/absences as well as daily attendance monitoring;</li> <li>• Dean was assigned to morning duties to help monitor lateness and attendance.</li> </ul> <p>Schedule and Programming</p> <ul style="list-style-type: none"> <li>• Start time of school was moved to a more uniform time- 9:00 AM every morning;</li> <li>• All Seniors assigned a first period class to maintain continuity of the program.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Reduced number of students at 80% attendance by January;</li> <li>• Increase overall daily attendance rate;</li> </ul>

**Subject/Area (where relevant):** Parental Engagement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Improve Student Daily Attendance:</b> There is a direct relationship between student achievement and attendance, our goal is to increase student motivation as well as further address factors that contribute to student apathy and disengagement towards schools or education as a whole. We will maintain our overall daily attendance of 92% by January but decrease the ration of students at 80% daily attendance. By the end of the school year, we will have an overall increase of 1-2% in overall daily attendance and a 5% increase compared to our Peer Horizon score on next year's Annual Progress Report.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Beginning of the year:</p> <ul style="list-style-type: none"> <li>• Continue to establish Parents Association Executive Board and support elections and new members.</li> <li>• Establish new website <a href="http://www.pacehigh2004.com">www.pacehigh2004.com</a>;</li> <li>• Begin PA outreach and Open House activities as well as PA workshops (speakers will be identified that would encourage more parent participation such as SAT prep, college prep programs, FASFA and scholarships).</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue school Phone Messenger System and e-mail communication system through TeacherEase (our online grade book).</li> <li>• Disseminate school calendar to entire community;</li> <li>• Teachers develop plan to update and maintain current information on students and parents on TeacherEase;</li> <li>• Post important events online on our website.</li> </ul> <p>During the year:</p> <ul style="list-style-type: none"> <li>• School-wide dissemination of School Progress Report which includes teacher, student, and parent workshops on each stake holder's contribution to improve our scores;</li> <li>• Continue bi-weekly parents meeting with general PA and Executive Board as per bylaws.</li> <li>• Continue school-wide activities and parent outreach/invitations to participate in student presentations and performances (PACEGiving, NYCares Winter Wishes program).</li> <li>• Continue Student-Led Conferences and align with dates of 1<sup>st</sup> marking period to increase parent notification of students who are identified as Promotion in Doubt.</li> <li>• All students required to participate in all Student-Led Conferences;</li> <li>• Invite parents to attend in-school and after-school assemblies and field trips.</li> </ul> <p>End of the year:</p> <ul style="list-style-type: none"> <li>• Establish Core Parent Team (Executive Board) with non-Senior group to continue workshop development and meetings at the start of the next school year.</li> <li>• Encourage increased participation and completion of Learning Environment Surveys by offering completion incentives (raffles, prizes for advisories, etc...); send out notification and continue participation postcards and reminders.</li> <li>• Design and implement online completion program of Learning Environment Surveys.</li> <li>• Continue to invite parent participation in our Annual Stepping Up Ceremony and End-Year BBQ.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget</p> <ul style="list-style-type: none"> <li>• Entire Title 1 Parental Involvement allocation was assigned to SLT for improved parental involvement during meetings which can include refreshments, supplies and mailing notifications.</li> </ul> <p>Staffing</p> <ul style="list-style-type: none"> <li>• Parent Coordinator is working with our Technology Coordinator to implement ARISLink and help parents connect to school online with new website;</li> <li>• TeacherEase was purchased to help increase parent communication with teachers through emails.</li> <li>• The administration will be responsible for periodically tracking daily attendance and notifying parents of their student's daily attendance.</li> </ul> <p>Schedule and Programming</p>

	<ul style="list-style-type: none"> <li>• Additional college night workshops were added to the Parents Association meetings.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance numbers (signatures of attendees) to Open House; Fall and Spring Student-Led Attendance.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	22	12	12	12	0	0	13	0
10	17	13	13	11	0	1	11	1
11	27	11	10	17	5 (Pre-College)	1	12	0
12	1	5	18	13	92 (College)	0	15	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>During the school day TEE (Tiers of Educationally Enriching Experiences):</b> small group instruction; at-risk students work with their English teachers in small groups (7-8) during our additional 37.5 minutes of instruction.          Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep.  <b>After school TEE (Tutorials):</b> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments.  <b>Summer Institute:</b> Guided reading strategies as well as organizational and time management skills are used to help identified students understand and complete our assigned summer reading assignments.  <b>Peer Tutoring:</b> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p>
<p><b>Mathematics:</b></p>	<p>Same as above with emphasis on math.</p>
<p><b>Science:</b></p>	<p>Same as above with emphasis on science.          After School/Saturdays Regents Prep Program: mandates students (those who scored between 55 and 65 in mock Regents) participate in an after school preparatory program for Living Environments Regents.</p>
<p><b>Social Studies:</b></p>	<p>Same as above with emphasis on social studies.          After School Regents Prep Program: mandates students (those who scored between 55 and 65 in mock Regents) participate in an after school preparatory program for US History Regents.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).          College Counseling and Transition Services: All 11<sup>th</sup> and 12<sup>th</sup> grade students especially At-Risk students have structured courses related to college and career counseling.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Students who are not placed appropriately are receiving services for IEP changes and additional academic support by the school psychologist for transition services.</p>

<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).</p> <p>Senior Transition Services: Our Social worker helps students and their families who are over-aged and under-credit find alternative programs that best fits their needs.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Health Nurse: Provides one-to-one support of students with identified medical restrictions.</p> <p>Health Para: Provides one-to-one support of students with physical and health restrictions.</p>

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

Grade Level(s) 9-12                      Number of Students to be Served: 8 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The **PACE** High School mission is to create a college-oriented, student-centered environment with high expectations for every student. The goal for every individual at **PACE** is to create a résumé of quality educational experiences which will prepare them for success in college and beyond. Central to our role as a small high school is that every student is known well through our Advisory program and is appreciated for his/her unique talents and contributions to our learning community. Our curriculum and practices are tailored to the individual needs of our students, enabling all students to reach the ambitious goals set for them. Working in close collaboration with Pace University's School of Education, our school shares the extensive resources of the university, with significant access to classes, libraries, computer labs and recreational facilities. At **PACE** High School, we seek to ensure that all of our students leave us with a resume of quality experiences that will prepare them to resolve challenges they will face in college and beyond.

### **PACE ESL Program:**

We have a total number of 8 ESL students at PACE High School, making that a total of 1.7% of our total population. Our ELL students have one period a day of ESL instruction along with one period of ELA. Our students who are in the Intermediate level are assigned an additional period after school of ESL. All ESL classes are designed to help students in their ELA classes as well as formal language mechanics in English. All students are scheduled for an intensive pull-out ESL class and are scheduled concurrently with all other electives.

### **Program Components:**

- PACE has a diverse population with students from many backgrounds. PACE provides a Free Standing ESL program for its 10 ESL students who speak Chinese and Spanish. The goals of Pace's ESL program are to insure that our ELL students can gain English language proficiency such that they can function at a high level of proficiency in the general college preparatory educational curriculum.
- Beginning level students receive pull-out ESL services (out of classroom/small group instruction)
- Intermediate and Advanced level students receive push-in services (in classroom team teaching)
- The 10 ELL students are serviced as follows:
  - Intermediate and Advanced ESL students receive 240 minutes of instruction based on their NYSESLAT scores.
  - All teaching is aligned with the New York State Standards for the Teaching of Language Arts to Limited English Students.
- The NYSESLAT and/or LAB-R are used to determine the language proficiency levels of the 10 ELL students.
- The class meets four times a week for one hour – this is both a push-in and pull-out model as students receive specialized support while also working within the general education classes.
- All ESL instruction and techniques are in content areas such as:
  - Support for English Language Arts and Math A Regents Exams;
  - During TEEE periods where students get directed one to one support in ESL strategies by a licensed ESL teacher on staff;
  - Additional periods scheduled before or after school for Regents prep support;
  - Regents examination in their native language and English;
  - Directed assessment reviews of DYO periodic assessments to target deficiencies;
  - Digital versions such as CD, MP3 or DVD copies of all English novels and books;
  - Small class sizes in regular English classes in 9<sup>th</sup> grade to work on non-fiction writing and research;

- Separate vocabulary review in all content areas for all CFI targeted students;
  - Computer software to aid in language acquisition and English training.
- Class uses individualized instruction and small and whole group instruction based on student levels of English and native language proficiency and academic achievement.
- All our ESL students work with two ESL licensed teachers for one period a day. One teacher worked at essay writing skills and the other focused instruction on reading and speaking skills. We initiated a practice whereby all classroom novels and text were transferred to tape so that students can read along to the vocal rendition of the text.
- The English proficiency level of each student is measured each year by the NYSESLAT and instruction is then designed around the students' needs.
- Strategies used by the ESL instructor include whole group read aloud, small group writing workshop with a focus on English vocabulary and grammar development, individualized writing assessment using writing assignments from the general education classes. Students are exposed to English language idiomatic usage with movies, television and internet multi-media.
- Students can join academic and non academic extracurricular activities to support colloquial language acquisition. Clubs such as Yoga, Anima, Photography, Debate, Music; academic honor groups such as NHS (National Honor Society), Spanish Honor Society; Building with Books; Sports activities such as our PSAL sports and intramurals all help to establish students as part of the PACE learning community.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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- Both of our ESL teachers attended the Teachers' College Writing Project as well as continually attend several of their meetings and workshops throughout the year. Teachers participate in November professional Development workshops for ELLs. Use of QTEL by individual teachers is supported and funded by Title 1 funds.
- On-going professional development for all teachers working with ESL students in their classrooms. Topics include:
  - Early October: Modifying writing assignments to support ELL students.
  - Early November: Working with the ESL teacher to address individual needs of ELL students.
  - January: Alternative assessment models for ELL students.
  - February: Encouraging classroom participation for ELL students.
  - May: End of year verbal and written evaluation of ELL students in the general education classroom.
- All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction and assessment.

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

All written forms and documents are translated into Chinese and Spanish. Oral translators in Chinese are present in all our formal meetings.

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

Surveys were collected to assess our translation services for parents and the local community. Surveys were distributed in Chinese and Spanish. Only 40% responded from our total respondents 86% thought our translating services were adequate. 30% of Chinese respondents would like all grading/ progress reporting and email correspondences in Chinese. This would not be feasible at this time.

#### **Part B: Strategies and Activities**

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

All translated documents are given to our Chinese and Spanish language teacher for translation. Most forms are standard and have already been translated.

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

We use DOE services in regards to ASL (Sign Language) translations in all our meetings with our 2 hearing impaired families and their students.

We have a school aide who can speak Spanish, English, Cantonese and Mandarin for oral translations.

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

Parents are sent notification of translation services in the beginning of the school year. This is a required survey that is returned so that we can accurately determine how many parents will need translations both written and verbal.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	171,219.00	136,521.00	307,740.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,712.00	1,400.00	3,112
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,561.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,122.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**PACE High School** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages

on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **PACE High School Parental Involvement Policy:**

#### **I. General Expectations**

1. **PACE High School** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance with constant open communication with our parents through written and oral communication practices.
2. **PACE High School** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parent as Teachers, Parents for PACE, [paceparents.net](http://paceparents.net).
3. **PACE High School** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The PA will determine how this accountability structure will be followed and implemented.
4. **PACE High School** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: having laptops available for parent use as well as have a dedicated website for parent support and information.
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: enlisting our active Parent Coordinator to design programs to elicit said participation.

- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by having a dedicated website run and designed by parents: [paceparents.net](http://paceparents.net).

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT and Parent meetings. This policy was adopted by PACE High School on \_06/19/09\_ and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/08/09.

#### **PACE High School School-Parent Compact:**

**PACE High School**, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

## **Required School-Parent Compact Provisions**

### School Responsibilities

#### **PACE High School** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [by focusing instruction to meet the needs of our diverse population of students as well as having high expectations for all.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in the months of October and February to facilitate discussions about their mid semester progress.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: by providing access to our online grading system- TeacherEase. Parents have the ability to examine real-time grades for all assignments in every class.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: providing time during team meetings scheduled at least once a week every Mondays.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**Optional Additional Provisions**

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Participate fully in all PACE High School community rules, regulations and procedures.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

\_\_\_\_\_

**SCHOOL**

\_\_\_\_\_

**PARENT(S)**

\_\_\_\_\_

**STUDENT**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**DATE**

\_\_\_\_\_

**DATE**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

An evaluation of our school report cards and staff assessment surveys were reviewed and discussed. The following goals described in pages 14 – 20 of this document best illustrated the scope and sequence of all our SWP plans. The full integration and commingling of budgetary resources best fits the model we described.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

#### **Standards and Curriculum**

The PACE High School's mission rests on the concept that subjects are best learned when students are actively engaged in the learning process and can relate what they already know to what they are expected to learn. To this end, we will create a rigorous, academically challenging

college preparatory high school, which will seek to advance students by standards of performance and benchmarks rather than traditional grade levels. Our overall curricular and instructional program will be based on the following concepts:

- A curriculum based on “Authentic Work” which is purposeful, generative, fulfilling, challenging, meaningful and engaging. Students will approach virtually every unit of study with a toolkit of metacognitive strategies and the following questions:
  1. From whose viewpoint are we seeing, hearing or reading? From what angle or perspective?
  2. How do we know what we know? What is the evidence?
  3. How are things, events or people connected to one another? What is the cause and effect? How do they fit together?
  4. Have we run across this idea before?
  5. Why does it matter?
  6. How will my work be judged? How will I know when my work is adequate?(Grant Wiggins, 1988)
  
- An integrated interdisciplinary curriculum based on G. Wiggins and McTighe’s concept of “Backward Design,” supported by collaborative team teaching with time established for reflection, assessment, and planning.
- An extensive student advisory system so the school’s fundamental commitment to knowing students well will be realized.
- A focus on demonstrated technological competency in accessing data, developing reports, presenting information and graphical representations.
- A service requirement in which students contribute to appropriate projects in their school and, in the broader sense, the surrounding community.
- The concept of compiling a résumé rather than a transcript through offsite, community-based, individualized internship programs.
- Public performance assessments before a faculty panel to demonstrate competence in the humanities, mathematics/science and computer technology as part of our graduation requirements.
- A flexible schedule allowing for an extended school day to provide regular opportunities for enrichment, the City as Classroom, and supervised community service projects.
- Demonstrated proficiency in a language other than English as a graduation requirement.
- An extensive network of support and enrichment programs on Saturdays and after school designed to provide assistance in remediation the basic skills necessary for success in the high school course of study, providing opportunities for advancement to those seeking accelerated study or those seeking advanced scholarship opportunities.
- A summer academy sponsored by the school and the University that would be open to all students for enrichment of basic skills, advancement or investigation of special interests in the core areas as well as computer technology, research methodology, music, theater and art on an optional basis.

### **Teaching and Learning**

Instruction at **PACE** High School will be based on an understanding that in order to learn students must construct new knowledge on the foundation of what they already know and understand. It is the teacher’s role to coach, facilitate and guide students’ learning, equipped with an understanding of students’ development and individual strengths and areas of growth. Teachers will be seen as managers of information and complex environments rather than authoritative sources of information. Teachers will be collegial and better informed due to the individual use of technology and will be viewed more as facilitators or coaches, leading to higher levels of productivity for both students and teachers. Projects of intrinsic interest to students will be used to teach critical thinking skills. Student progress in core competencies will be assessed across

the disciplines. Working with the University's School of Computer Science and Information Systems (CSIS), technology, such as Blackboard, multimedia, hypermedia, PowerPoint, electronic networks and computer-based simulations will be able to handle classes of students with widely different abilities and interests. Our focus on technological awareness for the entire learning community will provide greater flexibility so instruction can take place not only in the classroom but also through opportunities for learning provided on-line. Interactions and dialogue between students and teachers will change and focus more on problem solving rather than the traditional one-way dissemination of information.

Our instructional learning model for students and the general school community will include the following:

- Internships in the arts, business, civic and vocational areas;
- Constructivist instruction;
- A fundamental belief that all students can learn given additional time and resources;
- Peer tutoring, coaching, and assessment;
- Staff, parent and student portfolios with clearly defined outcomes;
- Sensitivity to multiple intelligences and varied learning modalities;
- Off-site classes at Pace University, CBO's and business partners;
- Interdisciplinary planning and practice as a form of curriculum mapping;
- Application of analytical, creative, and practical thinking;
- A focus on social justice manifested in daily practice;
- Visiting instructors from Pace University for students, parents and staff members;
- Team teaching, planning, coaching and intervisitations;
- Extended school day programs;
- Enrichment and reinforcement programs during the weekends and summers;
- Technology and media hubs within the school community;
- Wireless access to the Worldwide Web;
- Use of Pace University's resources and facilities.

The 3 R's will be replaced with the four C's: comprehension, critical thinking, communication and coping. Adaptability will be a skill fostered within the entire learning community. Classrooms will be studios, equipped with a variety of materials for portfolio and project exploration. Each student will have ample workspace and resources. Our school will be a place where all feel welcomed and have a sense of belonging in spaces that flow from social public areas to smaller well-equipped workspaces filled with literature and private areas that encourage contemplation.

Teachers will be flexible in their roles. They will emphasize activities that elicit and build students' curiosity and desire to explore new things and acquire new knowledge and skills. They will become adult role models, caring for their "charges" in their advisories and addressing their individual academic, social and emotional needs. To this end a training program will be initiated to provide the resources necessary to achieve this goal. We will produce learners who are caring, responsible and ethical citizens who contribute to their community. As a result, **PACE** High School will produce a community of learners who can make sense of themselves and the world around them. They will also be able to express themselves clearly in a variety of ways and be given the tools to achieve successful and rewarding lives.

### **Literacy and Numeracy: Focusing on Problem-Solving**

We believe in a holistic and nonlinear approach to learning and teaching. Education at **PACE** High School is NOT didactic or lecture-driven but student-driven and problems-based. We believe in students learning the needed skills to be able to find, sort, prioritize and present answers or their findings on questions they ask about the world around them. We believe that teaching the process of inquiry and problem solving skills are more important than teaching discrete information. Students should be able to ask in-depth questions, investigate their questions by designing and conducting experiments or researching and presenting their conclusions to others.

Students will enter **PACE** High School at different levels of proficiencies in their literacy and numeracy skills. It is our challenge to individually assess the level of basic skills that each student possesses and the degree to which they can utilize these skills. Students need to be challenged as well as engaged. Part of the constructivist philosophy supposes that students need not be engaged with their own “follies” but need to be engaged with relevant issues. For example, students don’t come into school wanting to learn more about alternative energy sources, verb constructs, motions and mechanics, biological cycles, historical timelines, but most students can be helped to construct understandings of the importance of these topics. Relevance can emerge through teacher mediation. Through well-planned and meaningful projects and lessons, teachers can facilitate the students’ acquisition of deep levels of understanding of relevant topics. Returning to one of our core beliefs: to focus on teaching “how” not “what”. The skills inherent in teaching literacy and numeracy will be integrated into the fabric of **PACE** High School’s instructional day. Teachers will not only be experts in their own content area but skilled in teaching basic skills.

### **Tiers of Educationally Enriching Experiences- “TEEE”**

Students’ participation in particular activities during TEEE is based on their academic needs. Students in need of one-to-one or small-group instruction to reinforce literacy and numeracy skills will be afforded this opportunity during this time. Students needing enrichment programs in the Arts or wanting to explore a third language (Mandarin) will also have this opportunity during TEEE. The design of our TEEE course offerings will be based on the needs of the current school population. School design and focus during “TEEE time” is based on reducing class size and the student/teacher ratio by scheduling staff professional activities during this period as well as utilizing additional adults such as the Instructional Specialist from Pace University and adult volunteers. The flexibility is inherent in this design by allowing enrichment activities to be offered during the school day, after school, Saturdays or summers so that students who may need additional reinforcement courses can participate in other enrichment activities such as the Arts or sports which will be offered during times other than during the school day.

### **Assessment**

As previously discussed, in addition to the New York State standards, students would be assessed on the achievement of standards-based criteria demonstrating mastery before movement to the next grade level. Internal and external exhibitions demonstrating mastery would be established before the issuance of a diploma. Our adoption of New York City’s Performance Standards for all core courses will help guide our curriculum design and recurring focus on the teaching and learning cycle. Performance Standards define a student’s academic responsibilities and, by implication, the teaching responsibilities of the school. We will determine student achievement based on the traditional New York State testing program but supplement that information with a multifaceted and individualized approach designed to provide a true picture as to where a student stands relative to the school’s standards and graduation requirements.

### **The Focus on Authentic Assessments**

Most schools are designed based on the assumption that life proceeds in a linear fashion. For example, a strategic plan will outline a four-year design for a high school, but it probably won’t allow for more than one eventuality during that time. Because schools usually assume linear, certain paths in their work, assessment has always been designed to assume cause-and-effect relationships. As a result, we have been willing to use summative assessments such as the Regents Examinations as a final judgment rather than as a continuous feedback system based on a

changing environment. Therefore, successful completion of all Regents level courses at **PACE** High School are not end-products that determine success or overall student understanding but will be considered only partial aspects or components of the entire assessment process.

Authentic assessments such as exit exhibitions and student and teacher portfolios will be an integral part of our assessment system. Reflection on practice as learner and teacher will also be integrated into the fabric of our school. We want students and teachers to think seriously about what they are doing and consider multiple perspectives. We want students and teachers to pursue ideas beyond their grasp rather than merely meet minimum standards. We seek to provide opportunities for learning within the process-experiences, rich with prospects for consultation and introspection to promote the activities of reflection, revision, justification, and metacognition.

### **Data-Driven Decisions- Using Assessments to Plan Instruction**

City and state-wide assessments such as the Regents Examinations will be used as baseline markers for planning units of instruction. Problems-based activities will be planned around common themes found in the Regents curricula. Students will take the appropriate sample Regents examinations for their grade (Grade 9- Living Environment and US History) during "First Summer". Teachers, along with students, will evaluate their results, discuss and plan instruction based on the data revealed by the pre-tests. Individual students' needs can easily be assessed and addressed if teachers and students experience the examinations before introduction to the courses. Students identified as needing additional support in any core content area will be given additional core support during TEEE.

### **3. Instruction by highly qualified staff.**

100% of our staff members are highly qualified.

### **4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.**

Refer to our Continuous Goals (pg. 20) action plan.

### **5. Strategies to attract high-quality highly qualified teachers to high-need schools.**

Our staff hiring committee is committed to look for all qualified personnel by interviewing, visiting classrooms and scheduling demonstration lessons. We are only searching for qualified applicants certified in the field we are trying to fill.

### **6. Strategies to increase parental involvement through means such as family literacy services.**

Our parent meetings and workshops offered by the school and facilitated by our guidance department. Workshop offerings include: Course to College, why silent sustained reading is important, Financial Aid Help for students, Internet Use in the Home and others focusing on informing parents about their students needs.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
Not Applicable.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Deep discussions on “continuous assessment” strategies have been occurring during PD staff sessions. A plan for this will be designed and planned during our Staff Induction program in August. Staff members will be present the week before school begins to implement our plans.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Please refer to our AIS plans (pg. 23) all identified students will be assigned to our AIS program before, during and after schools

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The **PACE** High School Leadership Team will work closely with all constituents to coordinate all local, state, and federal programs to best meet the needs of all our students.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			166,606	✓	10 - 13
Title I, Part A (ARRA)	Federal	✓			168,133	✓	10, 11, 14
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			66,665	✓	19, 20, 21
Tax Levy	Local	✓			1,733,733	✓	10, 11, 12, 13, 19, 20 , 21

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

#### **ONE (1)**

2. Please describe the services you are planning to provide to the STH population.
  - AIS- (TEEE) we have a program during school that allows students who need additional time to complete work at school; Title I services such as additional teacher instruction and Regents prep are also built in;
  - Additional counseling and social work (parental support) outreach- this student is seen by our guidance and school social worker, weekly;
  - Tutorials (after school on Mon, Tue and Thu) are scheduled to allow time to complete work at school;
  - After school clubs such as Student Government Organization is offered and he is an active member in Build On (Community Service Program) as well as SGO;
  - Free lunch and metro cards are monitored so that he gets breakfast and lunch offerings everyday as well as continued free transportation to and from temp housing;

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Pace High School					
<b>District:</b>	2	<b>DBN:</b>	02M298	<b>School</b>		310200011298

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.9	92.1	92.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	118	126	122				
Grade 10	103	110	105				
Grade 11	100	91	94				
Grade 12	89	85	92				
Ungraded	0	1	0				
<b>Total</b>	<b>410</b>	<b>413</b>	<b>413</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.0	95.6	96.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	74.0	62.2	67.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	50	10

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	4	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	1	0	Principal Suspensions	2	4	0
# in Collaborative Team Teaching (CTT) Classes	39	47	46	Superintendent Suspensions	1	3	1
Number all others	16	11	6				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	26	26	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	5
# receiving ESL services only	9	3	TBD	Number of Educational Paraprofessionals	1	0	1
# ELLs with IEPs	1	2	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	2	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	30.8	46.2	81.5
				% more than 5 years teaching anywhere	3.8	15.4	51.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	85.0	96.3
American Indian or Alaska Native	4.9	2.4	4.4	% core classes taught by "highly qualified" teachers	93.1	95.0	91.4
Black or African American	29.8	32.2	36.3				
Hispanic or Latino	39.5	42.4	41.6				
Asian or Native Hawaiian/Other Pacific	19.8	14.0	10.2				
White	6.1	7.5	6.8				
<b>Male</b>	46.6	45.8	45.0				
<b>Female</b>	53.4	54.2	55.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				v	v	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	-
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	90.9	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	21.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	47.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	12					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CNF 103</b>	District <b>02</b>	School Number <b>029</b>	School Name <b>PACE High School</b>
Principal <b>Yvette Sy</b>		Assistant Principal <b>Larry Gabbard</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Alex Driver</b>		Guidance Counselor <b>Jazmin Montes</b>	
Teacher/Subject Area <b>Stanley Wooh</b>		Parent <b>Vincent Cayenne</b>	
Teacher/Subject Area <b>Tsi Tsun Lo</b>		Parent Coordinator <b>N/A</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Yuet Chu</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>412</b>	Total Number of ELLs	<b>7</b>	ELLs as Share of Total Student Population (%)	<b>1.70%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. All students are given the Home Language Identification Survey, the survey is included in our first day take home packet. Students from out- of-state/country are interviewed by the testing coordinator and ESL teacher to assess spoken English proficiency. All new students are administered the LAB-R by the first week of admission into PACE. Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. All testing such as LAB-R and NYSESLAT is administered by our testing coordinator.
  2. Parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "First Day" packet. All parents are met with individually to discuss the school's programs as well as their student's individual support. We have teachers who are programmed to support ESL instruction. PACE does not have a bilingual or transitional program.
  3. All forms and letters are collected by the advisor. Advisors are responsible for 10 -15 students. All parent communication begins with the advisor. All our seven students (particularly new 9<sup>th</sup> graders) have separate parent meetings to complete and return all the required forms.
  4. Parents and students identified as needing additional ESL services such as (extention of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish and Chinese (different dialects) to help parents and students understand our programs.
  5. All parents request ESL servcies for students identified as needing language support. We have about 5 - 7 families every year who are identified as needing additonal language services and for the past five years, our surveys show that parents request their students to be prepared to pass the English Regents with additional language support.
  6. PACE High School ESL program is fully aligned with parent requests and expectations.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				5		2				5
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	4				3				7	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	4	0	0	0	3	0	0	0	7	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):		Number of third language speakers:
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										3		2		5
Chinese												1		1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>7</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

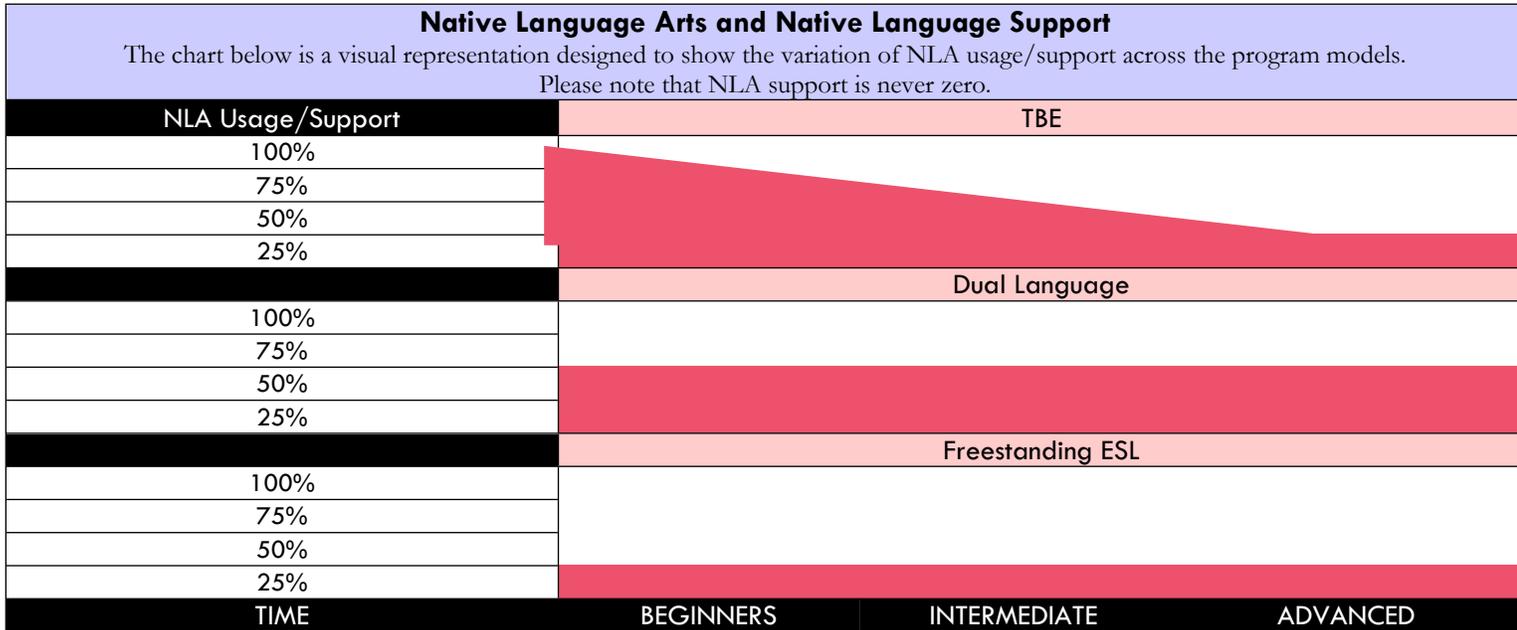
1. Instruction is delivered in two ways. A push-in model as well as an additional period of English is programmed for most students. A period of ESL (during TEEE- small group instruction) with the ESL teachers once a day and the ESL teacher pushes into the English classes. Each student is scheduled into an ESL TEEE and has their ESL teacher push into English classes. English class in the 9<sup>th</sup> grade is split in half by ability and these classes reinforce expository writing and language acquisition skills. Students are homogeneously mixed in their ESL classes but heterogeneously mixed in English classes.
2. All our students receive over 360 minutes of direct ESL instruction per week. Each English period is 50 minutes long every day and ESL TEEE is 50 minutes long everyday totaling 500 minutes of instruction.
3. All content area is delivered in English with native language support. Regents examinations are also administered in their choice of language, most take the exam in English but have the native language copy as a resource. Instructional supports are focused on English reinforcement and enrichment. Content specific skills and understandings are given in English with instructions and additional support given in their native language.
4. All our students are scheduled with 500 minutes a week of instructional support in ESL and English. Additional support for Special needs students is offered by the CTT teachers of every grade. During ESL, CTT teachers push into classes as well as small groups instruction to help support ESL students with special needs.

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

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

5. Academic intervention services for identified ELLs include: Saturday Credit Recovery program where they can get additional support in all content area in subjects they failed in a quarter as well as earn additional credit towards graduation, tutorials after school with ESL teachers and others to help with homework completion, Regents prep classes after school and Saturdays to help prepare for all core content examinations, SAT prep in English and native language, NYSESLAT prep with ESL teacher after schools.
6. All students are advanced or have reached proficiency as their score from the NYSESLAT.
7. We are researching online courses given in native languages for additional support.
8. None
9. ELLs have equal access to all our school-wide programs by writing all correspondence and mailing in native language, offering translation services as well as peer translators and buddies for all ELLs. Supplemental services include NYSESLAT prep, Regents prep, SAT prep, Tutorials in all subjects.
10. All rooms are wireless with internet capabilities, all ELLs students have MP3s with all literature and whole class novels to support them in English. Voice recognition software is used to help ELLs with oral comprehension. All books have native language translations. Textbooks are not used in classes where ESL support is needed. ESL support from the ESL teacher is used when translating notes and lectures during TEE (small group instruction).
11. Spanish and Chinese (Madarin and Cantonese) is spoken by the CTT teachers and ESL teacher.
12. Yes
13. Parent and student meetings with Principal, AP, ESL teachers and grade level team is planned for the first month of school. Individual student programs is made based on the parent's survey, teacher observation and results of the previous year's NYSESLAT. Most students enter PACE High School with Advanced level ESL designation on the NYSESLAT. After school tutorials and ESL TEE is scheduled.
14. Spanish is the foreign language offered at PACE High School, but students can take other languages at Pace University such as Japanese, Italian and German.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

1. Our Professional Development model is geared towards increasing literacy skills in all content areas. Apart from regular PD offerings by the CFN, ESL teachers attend weekly team meetings, department meetings with English and Collaborative Work Groups to help increase skills and knowledge based in ESL instruction.
2. Most entering 9<sup>th</sup> grade students who are identified ESL are given mentors (ESL or otherwise) to help transition them into high school. All students are also assigned an adult advisor to help with academic advisement for the year.
3. ESL teachers are allowed to take their additional professional development courses for free at PACE University. Classes in curriculum development, ESL instruction as well as Special Education theory are taken by our ESL and other teachers as part of our professional development strand at PACE.

### E. Parental Involvement

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

1. We have an active Parents Association with a few ESL parents who attend PACE functions. All events and meetings have Spanish and Chinese translators present.
2. We have partnerships with the Charles B. Wang Health Clinic to help our students through teen issues and health education. Our parents and families are supported by the YMCA counseling services if they are identified as a family in crisis. All services have Spanish and Chinese language support.
3. Through the needs assessments data that all parents complete at the end of the school year. Our PA reviews and submits their findings to the school so that programs and other support can be added to the next school year.
4. Most parents involvement activities are tied around students achievement and performances. All parents have voiced their want for more performances and presentations by their students after school. We have made great efforts through school wide activities such as PACEgiving, School wide BBQ and other ceremonies to have more parents involved in the school.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

	I													
	A									4			3	
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Math <u>Algebra</u>	4		3	
Math <u>Alg-Trig</u>	3		3	
Biology				
Chemistry	3		2	1
Earth Science				
Living Environment	4		2	2
Physics				
Global History and Geography				
US History and Government	3		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. We utilize two formal diagnostics for all incoming ELLs aside from the Lab-R. An English diagnostic is administered and two skill based assessment (Wyatt for reading comprehension and Slosson for decoding). Results of these diagnostics reveal two important data points. Reading comprehension skill deficits and

### Additional Information

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

writing skill deficits so that we can monitor and design intervention programs for individual students. If students have identified skill deficits, they are assigned content level TEEE's (or small group instruction) during the school day which is usually ESL for an additional 50 minutes of supplemental instruction.

2. After careful review of our 8 students, most need additional help in writing skills. We have implemented an intensive writing skills class for all students needing additional instruction for this topic.

3. Most identified patterns in skills deficits usually result in additional courses or enrichment programs for individual students, online resources or supplemental classes that support English acquisition are programmed during the Spring semester. Additional after school programs with our licensed ESL teacher is also scheduled.

4. Our ESL programming is based on students' needs. Our DYO diagnostics and period assessments help us understand what skill deficits to help our students both to improve language acquisition and content understanding. Our full immersion into English literature with additional supports in language acquisition instruction help our students experience success in the NYSESLAT as well as the Regents English examination.

5. N/A

6. Success is predicated on students showing growth in their language acquisition and skills in reading, writing, listening and oral comprehension in English as resulted from passing the English Regents in their 11<sup>th</sup> grade. So all students needing additional instruction in ESL or English are given small group instruction as well as after school support to help pass the English Regents. All our ESL students have made great efforts and have passed the English REgents in their 11<sup>th</sup> grade year.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		