



**PATHWAYS COLLEGE PREPARATORY SCHOOL  
A COLLEGE BOARD SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 29Q259**

**ADDRESS: 109-89 204<sup>TH</sup> STREET-ST. ALBANS, NY 11412**

**TELEPHONE: (718) 454-4957**

**FAX: (718) 454-4892**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 29Q259      **SCHOOL NAME:** Pathways College Preparatory School

**DISTRICT:** 29      **SSO NAME/NETWORK #:** Leadership LSO, Cluster 6,  
Network 603

**SCHOOL ADDRESS:** 109-89 204<sup>th</sup> Street-St. Albans, NY 11412

**SCHOOL TELEPHONE:** (718) 454-4957      **FAX:** (718) 454-4892

**SCHOOL CONTACT PERSON:** Kimberly Mitchell      **EMAIL ADDRESS:** Kmitche@schools  
.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON</b>	<u>Kellee Barrett</u>
<b>PRINCIPAL</b>	<u>Kimberly Mitchell</u>
<b>UFT CHAPTER LEADER</b>	<u>Lori Lustig</u>
<b>PARENTS' ASSOCIATION PRESIDENT</b>	<u>Juliet Doyley</u>
<b>STUDENT REPRESENTATIVE</b> <i>(Required for high schools)</i>	<u>Ryan Richardson</u>
<b>COMMUNITY SCHOOL DISTRICT SUPERINTENDENT</b>	<u>Jose Mendez</u>

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

**DISTRICT:** 29      **SSO NAME:** Leadership

**SSO NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Jose Ruiz

**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
Kimberly Mitchell	*Principal or Designee	
Lori Lustig	*UFT Chapter Chairperson or Designee	
Juliet Doyley	*PA/PTA President or Designated Co-President	
Kellee Barrett	SLT Chairperson/ Parent	
Raquel Coleman	DC 37 Representative, if applicable	
Sharonda Duckett	Student Representative	
Ryan Richardson	Student Representative	
Shayshahnn MacPherson	CBO Representative, if applicable	
Camille Jacobs	Member/ Asst.Prin.	
Geronda Porterfield	Member/ Parent	
Wayne Anderson	Member/ Teacher	

(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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Pathways College Preparatory School (PCPS) is a community that educates the mind, body and soul of each of our students (grades 6-12) in preparation for entrance and success in college. We view college success and opportunity as a "pathway" to excellence and equity in life. Through our partnerships with families and community organizations, graduates from PCPS will use their experiences to think critically about personal, political, and professional responsibility and the impact of their choices on their lives, their community and the world at large.

Our core values are grounded in the concept of Respect, Responsibility and Resilience. We call it R3-for Self, Others, and the Community. In 2007-2008 we implemented the Positive Behavior Intervention and Support model to help support our culture of respect in our growing and developing community. Our focus is to teach students about mutual respect by being fair and equitable in the management of student behaviors and to provide students with the opportunity to communicate with adults about their choices and actions.

Pathways' primary partner in this work is the College Board. The College Board's mission is to create greater access to higher education to students who have been historically denied access. By providing schools with a clear definition of college readiness, financial and human resources to support the college admission process, professional development on the essential elements of instruction and vertical teaming and accountability tools to measure our success, the College Board plays a critical role in the success of our school and the students we serve.

Our secondary partner is the Sports and Arts in Schools Foundation (SASF). Through our partnership with SASF we have renewed our Out of School Time grant which provides academic, sports and arts instruction in an after school setting. This program serves grades 6-9 and offers a wide variety of activities and service learning to enhance their experience at Pathways.

Our Advisory program is at the center of our vision in getting to know each student well and developing positive relationships with parents. In order to achieve this goal, each student and parent is assigned an advisor. Through the advisory structure, students work with teachers and their parents to create a Road Map for success. The Road Map is a tool for setting learning goals in the core content areas, social and emotional development and habits of work.

The curriculum at Pathways is aligned to the New York State, Common Core and the College Board Standards for College Success. As a College Board school each student is expected to take a minimum of two Advanced Placement (AP) Courses prior to graduation. In order to achieve this goal we attempt to accelerate learning at the middle school level in order to increase the likelihood of reaching the AP level. This year we are offering two Advance Placement courses. All seniors are programmed for at least one AP course. Our goal is to increase the number of students who are ready to take 2 Regents exams in the 8<sup>th</sup> grade over the next 2 years.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Pathways College Preparatory School: A College Boa								
<b>District:</b>	29	<b>DBN:</b>	29Q259	<b>School BEDS Code:</b>	342900011259				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11	√	
	K		4		8	√	12	√	
	1		5		9	√	Ungraded		
	2		6	√	10	√			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				94.0/80.8	95.9/ 89.1	TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				93.2	96.3	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	77	75	81	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 7	87	79	82				42.9	35.5	53.5
Grade 8	70	92	87						
Grade 9	88	95	81	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	77	68	76	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	51	68	62				3	30	TBD
Grade 12	0	44	61						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	450	521	530	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							1	1	0
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions			53	197	TBD
# in Collaborative Team Teaching (CTT) Classes	8	23	33	Superintendent Suspensions			14	18	TBD
Number all others	29	41	44						
<i>These students are included in the enrollment information above.</i>				<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:</b>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>					
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	2	3	5	Number of Teachers			25	33	TBD

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	2	Number of Administrators and Other Professionals	4	6	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	2	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	16.0	30.3	TBD
				% more than 5 years teaching anywhere	40.0	36.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	72.0	76.0	TBD
American Indian or Alaska Native	0.4	0.4	0.0		84.5	95.4	TBD
Black or African American	91.3	93.1	91.5				
Hispanic or Latino	5.1	3.3	3.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	2.1	2.1				
White	0.7	0.8	0.4				
<b>Male</b>	45.6	50.9	54.2				
<b>Female</b>	54.4	49.1	45.8				
2009-10 TITLE I STATUS							
√	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
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>				
<b>Elementary/Middle Level</b>			<b>Secondary Level</b>	
ELA:	√		ELA:	√
Math:	√		Math:	√
Science:	√		Graduation Rate:	-

<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**	Progress Target
<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	-	-	-				
Multiracial	-	-		-	-		
Students with Disabilities	-	-	-	-	-		
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√		√	√	-	
<b>Student groups making AYP in each subject</b>	3	3	1	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>	A/A	<b>Overall Evaluation:</b>	√
<b>Overall Score:</b>	84.0/ 84.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:	10.5/ 11.0	Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	22.7/ 18.5	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:	46.3/ 49.4		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	4.5/ 6.0		

<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
<b>KEY: PROGRESS REPORT DATA</b>	◊ = Outstanding
NR = Data Not Reported	NR = No Review Required

\* = 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)

## 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/Teacher 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 your school's 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?
- 

**Our school leadership team will engaged in a rigorous analysis of the following data sources during the summer and fall:**

1. The 2009-2010 Learning Environment Survey completion rate:
  - a. Students: 94%
  - b. Teachers: 44%
  - c. Parents: 18%

**As compared to last year:**

- d. Students: 91%
- e. Teachers: 50%
- f. Parents: 31%

**Learning Environment Trends and Patterns:**

- **Students: Safety and respect and engagement were low. Academic expectations and communication were average.**
- **Teachers: Academic Expectations and communication were in the above average range; engagement was average, Safety and Respect was low**
- **Parents: engagement and communication was high, academic expectations were average; safety and respect were low**

**Middle School metrics**

1. Performance indicators for middle school: Based on NYCDOE promotional cut data only:
  - a. 46.8% of students in ELA are performing at or above the state standards,
  - b. 42.9% of students in Math are performing at or above the state standards,
2. Growth Percentile indicators for Middle School:
  - a. 65.0% Median growth percentile ELA
  - b. 67.5% Median growth percentile ELA Lowest 3<sup>rd</sup>
  - c. 46.0% Median growth percentile Math
  - d. 50.0% Median growth percentile Math lowest 3<sup>rd</sup>
3. 93%\_ of 8<sup>th</sup> graders met the promotional standards in 2009-2010 an decrease of 6%\_\_;
  - a. 8<sup>th</sup> graders with IEP's: 80% met the standard or modified promotional criteria

4. Performance indicators for middle school 2009-2010:
  - a. 46.8% of students in ELA are performing at or above the state standards, a decrease of 31% percent from 2008.
  - b. 42.9% of students in Math are performing at or above the state standards, an 46.8% decrease from 2008.
5. Progress indicators for Middle School:
  - a. 6<sup>th</sup> grade-39% made progress in ELA; 47% made progress in math
  - b. 7<sup>th</sup> grade-53% made progress in ELA; 46% made progress in math
  - c. 8<sup>th</sup> grade-41% made progress in ELA; 53% made progress in math
  - d. Students with IEP's
    - i. 6<sup>th</sup> grade: 60% made progress in ELA; 80% made progress in math
    - ii. 7<sup>th</sup> grade: 99% made progress in ELA; 59% made progress in math
    - iii. 8<sup>th</sup> grade: 60% made progress in ELA; 87% made progress in math
6. 93% of 8<sup>th</sup> graders met the promotional standards in 2009-2010 a decrease of 6%;
  - a. 8<sup>th</sup> graders with IEP's: 80% met the standard or modified promotional criteria

#### **Middle School Performance Trends:**

Although we are continuing to show increases in student performance each year, there is a gap between performance gains and progress gains in all areas with the exception of students with IEPs for the second year.

**High School Metrics:** (Will be updated after the completion of Regents exams and final transcripts.

7. Graduation Rate (4 year projections only)- Regents only. With Local diploma the rate is 83%.
  - a. June, 2010\_82.8% June, 2009 - 73%
  - b. August 2010 82.8% August, 2009 – 73%
8. Credit Accumulation: 2010
  - a. 83.8% of 1<sup>st</sup> year students earn 10 or more credits by August 2010.
  - b. 85.6% of 2<sup>nd</sup> year students earned 10 or more credits by August 2010.
  - c. 85.2% of 3<sup>rd</sup> year students earned 10 or more credits.
  - d. 74.3% of students with IEPs earned 11 or more credits
  - e. 70.2% of students in the bottom third earned 11 or more credits
9. Credit Accumulation: 2009
  - a. 84% of 1<sup>st</sup> year students earn 10 or more credits by August 2009.
  - b. 82.4% of 2<sup>nd</sup> year students earned 10 or more credits by August 2009.
  - c. 89.9% of 3<sup>rd</sup> year students earned 10 or more credits.
  - d. 71.9% of students with IEPs earned 11 or more credits
  - e. 69.2% of students in the bottom third earned 11 or more credits

#### **High School Performance Trends:**

We have had tremendous success in our high school program. Our graduation rate exceeded the city average. We also reviewed our college acceptance data and see that the majority of our students attended 2 year programs. We want to increase the percentage of students who attend 4 year programs.

Our credit accumulation data shows that our students are exceeding the standard in this area. We are focused on our first year students that enter in the bottom third who are struggling to earn credits.

**Attendance: 2009-2010**

**Middle School:94.9%** of middle school students have been in attendance a 1 percent decrease.  
**High School:89.8%** of high school students have been in attendance, an 0 percent increase.

**Attendance: 2008-2009**

**Middle School: 95%** of middle school students have been in attendance a 1 percent increase.  
**High School: 88%** of high school students have been in attendance, an 8 percent increase.

An improved attendance team that meets weekly has had a positive impact on our attendance data.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**1.**After conducting the needs assessment we found that we need to increase the percentage of first year students in the bottom third who earn 11 or more credits in order to increase the number of students who are on track for 4-year graduation at the end of their first year.

**Goal:** 75% of first year students in the bottom third will earn 11 or more credits as evidenced by 2011 progress report data, HSST and ARIS.

**2.**After conducting the needs assessment we found that we need to increase the percentage of students who are accepted to 4-year colleges.

**Goal:** 85% or more of cohort 2011 will graduate by June, 2011. Of the 85% who graduate, 40% will be accepted to a 4-year post-secondary program

**3.**After conducting the needs assessment we found that we need to increase the percentage of level 3 students who make significant growth .

**Goal:** There will be 5% increase in the percentage of students making growth in ELA.

**4.**After conducting the needs assessment we found that we need to increase the percentage of level 3 students who make significant growth .

**Goal:** There will be 5% increase in the percentage of students making growth in Math

**5.**After conducting the needs assessment we found that we need to increase the feeling of safety by decreasing the percentage of level 4+ infractions.

**Goal:** There will be a 20% decrease in the percentage of level 4+ infractions as evidenced by OORS data.

**SECTION VI: ACTION PLAN**

**Goal #1**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Describe your goal.</b> In 2010 only 63.6% of first year students in the bottom third earned 10+ credits. We need to increase the percentage of first year students in the bottom third who earn 11 or more credits in order to increase the number of students who are on track for 4-year graduation at the end of their first year.</p> <p>Of our first year students in the bottom third we will increase from 63.6% to 70% who will earn 11 or more credits as evidenced by 2010 progress report data, HSST and ARIS.</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><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p>We will continue to provide support via our AVID program. AVID targets students in the middle (level 2-3) who are under-represented in college. The program schedules these students for an elective class that meets daily. The curriculum focuses on learning the “hidden” skills students need in order to navigate high school and college.</p> <p>We will provide additional academic support services during our 37 ½ minutes in the middle of the day to ensure that all students are captured.</p> <p>We received a Grant from CEIS for \$14,000 to support our AT Risk students. We have instituted a mentoring program for both young men and women to support the development of their emotional and social skills. Through these programs students also receive tutoring after school.</p> <p>Professional Development for four teachers in Literacy through SAL (Supporting adolescent Learners) to support our lowest performers.\$25,000</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The 9<sup>th</sup> grade team has one additional common planning period built into the schedule to focus on the AVID program. Additionally, the AVID teacher has 5 periods of AVID built into his schedule in lieu of an ELA elective course. The team attended the AVID summer institute over the summer and follow-up Path training during the school year.</p> <p>CEIS Grant \$14,000 HESC Grant \$5,000 Title 1 funding \$25,000</p>

<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>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>We will monitor the progress of the students' in the AVID program quarterly as evidenced by our internal data system Teacherease. Additionally a mid-year and end-of-year analysis will be conducted using data from HSST and ARIS. We will also look at the number of students who are flagged for summer school in January.</p> <p>We will assess students using our predictive assessments twice in the year to monitor progress</p>
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**SECTION VI: ACTION PLAN**

**Goal #2**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Describe your goal. In 2010 the graduation rate was 82.8%.Of the 82.8% who graduated, 85% started post-secondary experiences this fall. Of the 85% in a post-secondary institution, only 21% are at 4-year colleges. We need to increase the graduation rate and the percentage of students who are accepted to 4-year colleges.</p> <p>85% or more of cohort 2011 will graduate by June, 2011. Of the 85% who graduate, we will increase the number of students who are accepted to a 4-year post-secondary program from 21% to 40%</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>We are continuing our Credit Recovery and Regents Prep program during our Extended day program mandated by the UFT contract. Additionally, we received a grant from HESC for \$50,000 to increase our college access program.</p> <p>We will provide students with a variety of supports such as College trips and tours, college courses at Adelphi University, Kaplan SAT prep and mentoring, access to technology.</p>
<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>\$45,000 HESC grant</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

**Administration will monitor our seniors' progress towards graduation quarterly while the senior advisors along with the guidance counselor and house administrator will monitor the students' bi-weekly. Graduation verification will be measured by ATS and our high school progress report. College acceptance and attendance will be verified by the College Board.**

### Goal #3.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. In the middle school we are continuing to improve in the areas of performance and progress.</p> <p>We are excelling with our bottom third, but our higher performing students are not consistently making progress. We need to increase the percentage of level 3 students who make significant percentile growth.</p> <p>There will be a 5% increase in the percentage of students making significant percentile growth in ELA</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>We will offer test sophistication intervention program on 11 Saturdays for all students in addition to the 8 periods of ELA instruction. Students will learn the mechanics of the exam and have weekly opportunities to deepen their understanding of the exam and to improve their skills in both content areas. We are using 9 of our teachers for this program.</p> <p>Professional Development for four teachers in Literacy through SAL (Supporting adolescent Learners) to support our lowest performers.\$25,000</p> <p>Increased Literacy support has been instituted across content areas</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy \$14,000-9 teachers for Saturday School Fair Student Funding \$10,000- books and materials Title 1 - \$25,000 SAL Professional Development</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>We will closely monitor their progress on interim assessments (Scantron and Acuity) every 6-8 weeks. Final evidence will be the NYS assessments in ELA.</p>

## Goal #4.

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal. In the middle school we are continuing to improve in the areas of performance and progress.</p> <p>We are excelling with our bottom third, but our higher performing students are not consistently making progress. We need to increase the percentage of level 3 students who make significant percentile growth.</p> <p>There will be a 5% increase in the percentage of students making significant percentile growth in Math</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>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>We will offer test sophistication intervention program on 11 Saturdays for all students in addition to the 8 periods of Math instruction. Students will learn the mechanics of the exam and have weekly opportunities to deepen their understanding of the exam and to improve their skills in both content areas. We are using 9 of our teachers for this program.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy \$14,000-9 teachers for Saturday School Fair Student Funding \$10,000- books and materials</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>We will closely monitor their progress on interim assessments (Scantron and Acuity) every 6-8 weeks. Final evidence will be the NYS assessments in Math.</p>

## Goal #5

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Describe your goal.</b> We need to increase the feeling of safety experienced by all members of our community by decreasing the percentage of level 4+ infractions.</p> <p>There will be a 20% decrease in the percentage of level 4+ infractions as evidenced by OORS data.</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><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b></p> <p>We are continuing to fund a compensatory time position for a Coordinator of Student Support. This teacher works part time to support the community in our efforts to improve the level of safety. He will be providing conflict resolution services and peer mediation training. We also implemented a merit system for the High School so students can self-monitor their behavior. We will continue to implement our PBIS program.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>\$62,983 Tax Levy Fair Student Funding High School to support the Dean’s comp time position</p> <p>\$500.00 – Tax Levy Fair Student Funding for PBIS program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <p>The 2010 Learning Environment Survey results in addition to our OORS data at the end of the year. We will monitor our OORS data quarterly to evaluate our progress.</p>

## **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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	25	25	0	0	0	0	3	0
7	18	30	0	16	0	0	5	0
8	21	36	8	0	5	3	5	0
9	8	9	10	0	4	0	3	0
10	15	2	0	0	1	0	0	0
11	4	16	10	9	7	0	0	3
12	10	4	10	7	8	0	0	0

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

- 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**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<b>AIS takes place 4 days per week for small group tutoring. Programs: Rewards and other comprehension and vocabulary building resources are utilized. School Day: tutoring via small groups and 1:1-Wilson, SAL and the Drop Everything and read. Saturday school will take place for 11 weeks for test prep in ELA and Math</b>
<b>Mathematics:</b>	<b>AIS takes place 4 days a week for small group: Integrated Algebra and Geometry Regents prep using the Barron’s Test prep materials. Saturday school will take place for 11 weeks for test prep in ELA and Math</b>
<b>Science:</b>	<b>High School students only-Living Environment Regents and Earth Science Regents prep for students who still need to pass this exam using the Barron’s Test Prep materials. Middle School-reading strategies in the content areas.</b>
<b>Social Studies:</b>	<b>High School students only-Global History and US History Regents prep for students who still need to pass this exam using the Barron’s Test Prep materials.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students receive individual and small group counseling on an as-needed basis.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	n/a
<b>At-risk Services Provided by the Social Worker:</b>	<b>Students receive individual and small group counseling on an as-needed basis.</b>
<b>At-risk Health-related Services:</b>	n/a

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**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) 6-12 \_\_\_\_\_ Number of Students to be Served: 7 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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**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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**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.
  - At enrollment, all new or readmit students will be given a package of questions to determine the primary language spoken by the parent/s or legal guardian. All packages should be completed, reviewed and processed within the first month of school. The principal or her designee will ensure that this task is completed in a timely manner.
  - The records of all students who are currently enrolled will be reviewed to determine whether parent/s or legal guardian require language translation, interpretation or assistance. For those students where a record is not currently available, a new package will be issued, completed, reviewed and processed in a timely manner.
  - As stated earlier, we have less than 1% of parents who require translation and interpretation services. We currently provide translation and interpretation services for our Spanish speaking parents. We also have one teacher who is fluent in Haitian Creole, although we currently have not required her services in that capacity
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.

#### **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.

Based upon the needs of the parents, the school will determine if it provides written translation or language assistance to parents. Primarily, this decision will be based on the level of fluency and/ or the parent's preference. For parents needing translation services, the school will utilize "The Translation and Interpretation Unit" to provide the service. In those instances where it is impractical to wait

on the above-mentioned unit, such as an emergency or a rush job, the school will have a subcontracted independent vendor to provide this service.

For those parents identified as needing translation/interpretation/language services, a letter will be sent to those parents informing them of their rights regarding translation and interpretation services and instructions on how to obtain such services from the school. Service will include general school documents or students' specific documents.

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.

If oral interpretation is needed or required, whenever possible, the school will utilize the "The Translation and Interpretation Unit." The school will also maintain a subcontract with independent contractors and a language line. Additionally, for those languages where specific teachers maintain fluency; (such as Spanish), the teacher will be asked to translate whenever possible.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - a. For those parents identified as needing translation/interpretation/language services, a letter will be sent to those parents informing them of their rights regarding translation and interpretation services and instructions on how to obtain such services from the school. Service will include general school documents or students' specific documents.
  - b. For those parents identified as needing translation/interpretation/language services, the above-mentioned letter will also be sent to those parents 1 week prior to any scheduled general school meeting, parent teacher conference or any other activity that the principal deems appropriate.

**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:		216,000	216,000
2. Enter the anticipated 1% set-aside for Parent Involvement:		2,160	2160
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_94%\_\_\_\_\_
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.  
During the 2008-2009 the percentage of highly qualified teachers was at 91%. This year, we paid close attention to our hiring practices to ensure we only hired teachers who were highly qualified.

\* 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.

### Parent Involvement Policy 2010-2011

At Pathways College Preparatory School *parents are partners in their child's educational process and development*.. Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all our students. The administration, faculty and staff of the school support an open door policy where parents are encouraged to visit the school. Pathways supports parental involvement by encouraging meaningful participation in school operations through active involvement with the Parent Teacher Association and School Leadership Team. Parents are also encouraged to attend school activities and functions such as Parent Teacher Conferences, Awards Night, and various sports and club activities. We believe that in order for our mission of preparing every student for entrance and success in college and beyond, the parents must be our primary partner.

#### I. General Expectations

Pathways agrees to implement the following statutory requirements in support of strengthening student academic achievement:

1. The school has established operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children and students via the PTA and SLT structures.
2. The school has established 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.
3. 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.

4. The school will involve the parents of children served in Title I, Part A programs in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent.
5. 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.

## **II. Implementation**

1. Pathways has implemented the following actions to involve parents in the joint development of its school parental involvement policy under section 1112 of the ESEA:
2. Pathways has implemented the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Provide information and consultation to the Executive Board of the Parent Teacher Association regarding the parent involvement policy.
  - Provide information and consultation to the School Leadership Team regarding the parent involvement policy.
3. Pathways assist parents in the communication of school policies and programs and encourages parents to attend meetings, workshops, and conferences. The Parent Coordinator will communicate with parents by phone, e-mail and the quarterly parent newsletter with the goals of increasing parental involvement in school activities and opening the lines of communication between the staff members and parents.

4. This School Parental Involvement Policy was developed by the SLT this fall and will be in effect for the period of one year from September 1, 2010 to June 30, 2011. The school will distribute this policy to all parents on or before December 3, 2010.

## **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as the Parent Teacher Association, and School Leadership Team.

General Expectations of Parents at Pathways College Preparatory School:

**TEMPLATE - MAY 2010**

- Parents are our Partners in their child’s educational growth and development
- Adhere to school uniform policy
- Prepared for learning
- Responsive
- Network with other parents

How will the school implement the policy?

- Communicate with parents regularly via, calendar, calls, email, Teacherease, and newsletter
- Create a welcoming environment

Strongly encourage that parents participate in annual Goal setting (Roadmap)

***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.

## SCHOOL-PARENT COMPACT

*The Pathways College Preparatory 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 2010-2011.*

### REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

**(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)**

#### School Responsibilities

The Pathways College Preparatory 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:**
  - The school has developed curriculum for all content areas that is based on the NYS standards for students in grades 6-12. The curriculum is also aligned with the College Board Standards for College Readiness as a requirement of being a College Board school.*
  - The instructional practices implemented at the school focus on Differentiated Instruction and Assessment for Learning.*
  - Students are placed in heterogeneous classes to ensure that all students receive a rigorous learning experience.*
  - The school implements an inclusion model for students with special needs and English language learners to ensure a rigorous learning experience.*
  - Supplemental intervention services are integrated into the school day where possible and additionally provided through our extended day program.*
  
- 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:

*October 29, 2010  
February 25, 2011*

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

*The school utilized a web-based program to provide parents with information about their children's progress every 3-4 week. Additionally, a printed "report card" is provided 6 times per year.*

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

*The school has an advisory system so that parents have 1 point person for communication about their child. Advisors are available via email, telephone and appointment to parents.*

*Additionally, the parent coordinator has a school-funded cellular phone to provide parents with 24-hour access to a staff member.*

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

*Parents are encouraged to volunteer for events such as our annual book fair, trips, dances, college tours, etc. Additionally parents are welcome to visit and observe their child at any time.*

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Assure students have proper supplies, i.e. uniform and learning materials.
- Making sure that students are prepared to get to school on time
- Spending time everyday reviewing and listening to students reports and explanations of daily lessons
- Showing up to school events, PTA meetings, conferences, workshops and performances
- We will commit to having a daily dialogue with our students to check on their social and emotional well-being
- We will look for opportunities to involve our students in community and cultural events
- We commit to monitoring our children's exposure to the media
- We commit to respectfully advocating for my child
- Consistent discipline with positive reinforcement
- We agree to keeping open communication with the school

#### Student Responsibilities

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

- Be punctual for school and in full school uniform
- Participating in all aspects of the school including peer mediation, peer leadership, voicing wishes and voicing concerns.
- Complete projects, homework and all assignments on time.
- Support each other in meeting our scholastic/academic goals
- Come to class with a positive attitude and willingness to learn-no mediocrity
- Respect 3 – self, others, community
- Prepare for college admission by taking PSATs, meeting with guidance counselor as well as tracking our own credits and regents scores
- Keep track of important dates i.e., regents, test dates, application deadlines. Also, informing one another of deadlines.

## **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. **See pages 11-12 for data analysis and needs assessment.**
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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.

**All students at Pathways receive:**

- **6-8 periods of ELA and Math instruction in order to meet and or exceed the state standards**
  - **All high school students are programmed for college preparatory course of study that exceeds the state standards in Math and Science**
  - **All high school students are offered the opportunity to enroll in Advanced Placement courses during Junior and Senior year**
  - **All eligible middle school students are offered advanced study in math and science**
  - **All students are a part of our advisory program**
  - **All students who are not meeting state standards are registered for our enrichment and intervention program options which include: Content-based intervention services; middle school test prep, Wilson reading intervention; Regents test prep, Credit recovery with a teacher or via the online credit recovery**
3. **Instruction by highly qualified staff. As stated above, 93% of the teachers are highly qualified to teach in the subject area assigned. The 7% of teachers (1 physical education and 1 special education) who are not yet highly qualified are awaiting certification from the state.**
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. Teachers have multiple professional development opportunities at Pathways:**
- a. **Monthly professional development sessions. Teachers self assess and select a PD strand (Curriculum, Instruction or Assessment). These sessions are facilitated by the Assistant Principal, Literacy Coach and Teacher-Mentor.**
  - b. **The principal facilitates a voluntary study group which takes place bi-weekly.**
  - c. **The Leadership Support Organization provides a comprehensive menu of workshops for teachers in all content areas, paras and pupil services.**
  - d. **The College Board, our intermediary partner, continues to provide professional development opportunities on Saturdays for teachers as well as monthly PD for counselors and administrators.**
5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
- a. **The College Board sponsors an annual Hiring Fair for all College Board Schools each spring.**
  - b. **We have a hiring committee that attends the DOE sponsored hiring events.**
  - c. **The hiring committee facilitates all preliminary interviews and schedules demonstration lessons so that we can preview instructional practices of all potential candidates.**
6. **Strategies to increase parental involvement through means such as family literacy services.**

- a. Parent/Principal Breakfasts
- b. College Nights
- c. Parent Coordinator Workshop series

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.
  - a. **There are two structures (Vertical Teams and Grade Teams) built into our master schedule that provide teachers with the opportunity to discuss student performance data and make recommendations and decisions. These teams meet weekly to discuss student data and to look at student work which allows them to make recommendations for individual and groups of students. The team leaders serve as liaisons to the administrative which includes their voices at the table.**
  
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.
  - a. **Students who begin the school year with assessment scores below the proficient level are flagged immediately and programmed for additional instruction in a small group setting 4 times per week. High school students who are under-credited are offered two programs choices for recovering credits. After each marking period, the performance data is evaluated and students who are not demonstrating mastery/proficiency are mandated to participate in the extended day program. Additionally tutoring is available during lunch and through our after school program.**
  
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.
  - a. **The Parent Coordinator is the liaison and coordinator for community based programs and services. He collects and disseminates information to our parent community via our quarterly newsletter, PTA meetings and workshops.**

## 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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (☑)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	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						
Title I, Part A (ARRA)	Federal	X			245,320.00	√	12-17
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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:** School in Good Standing      **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.

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School Under Registration Review (SURR)

**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.)  
**We currently have 1 student who is in temporary housing.**
2. Please describe the services you are planning to provide to the STH population.

**At Pathways we use our Advisory system to support all of our at risk populations. The advisor serves as the primary contact for the parents and students. In the event a student who lives in temporary housing is in transition, the advisor is responsible for communicating with the parent and to provide additional academic support to the students. Additionally the Parent Coordinator and School Social Worker work together to find community based services to the family as needed.**

### **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>	Pathways College Preparatory School: A College Boa					
<b>District:</b>	29	<b>DBN:</b>	29Q259	<b>School</b>		342900011259

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	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		94.0/80.8	95.9/	94.9 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.2	96.3	96.7
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	75	81	95	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	79	82	83		42.9	53.5	58.6
Grade 8	92	87	86				
Grade 9	95	81	72	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	68	76	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	68	62	67		3	30	3
Grade 12	44	61	59				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	521	530	540	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	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	0	0	8	Principal Suspensions	53	197	125
# in Collaborative Team Teaching (CTT) Classes	23	33	41	Superintendent Suspensions	14	18	27
Number all others	41	44	40				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</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	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	3	5	TBD
# ELLs with IEPs	1	2	TBD
Number of Teachers	25	33	33
Number of Administrators and Other Professionals	4	6	7
Number of Educational Paraprofessionals	1	2	2

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
	3	2	21	% fully licensed & permanently assigned to this school	100.0	100.0	96.8
				% more than 2 years teaching in this school	16.0	30.3	57.6
				% more than 5 years teaching anywhere	40.0	36.4	48.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	76.0	87.9
American Indian or Alaska Native	0.4	0.0	0.2	% core classes taught by "highly qualified" teachers	84.5	95.4	97.4
Black or African American	93.1	91.5	94.3				
Hispanic or Latino	3.3	3.4	3.3				
Asian or Native Hawaiian/Other Pacific	2.1	2.1	1.7				
White	0.8	0.4	0.6				
<b>Male</b>	50.9	54.2	56.1				
<b>Female</b>	49.1	45.8	43.9				

#### 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

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

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

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA: v
Math:	v	Math: v
Science:	v	Graduation Rate: -

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

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

American Indian or Alaska Native				-	-		
Black or African American	v	v		v	v	-	
Hispanic or Latino	-	-	-	-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-		
White	-	-	-				
Multiracial	-	-		-	-		
Students with Disabilities	-	-	-	-	-		
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		v	v	-	
<b>Student groups making</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C / A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	28.4 /	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7 / 9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.7 / 18.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	12.7 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	3-Jan						

<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>603</b>	District <b>29</b>	School Number <b>259</b>	School Name <b>Pathways College Pre</b>
Principal <b>Kimberly Mitchell</b>		Assistant Principal <b>Camille Jacobs</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Natalie Francois</b>		Guidance Counselor <b>Josephine Tucker</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Michele Jordan</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Devon Hunter</b>	
Related Service Provider <b>Lori Lustig</b>		Other <b>type here</b>	
Network Leader <b>Richard Cintron</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		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

### C. School Demographics

Total Number of Students in School	<b>540</b>	Total Number of ELLs	<b>7</b>	ELLs as Share of Total Student Population (%)	<b>1.30%</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.

Paste response to questions 1-6 here

1. The ESL teacher administers the intake interview and help the parent complete the HLIS. Based on the responses to the HLIS the students are identified if needing to test using the LAB-R. They are then tested by the ESL teacher and placed according to their score. The students who fall into the ELL group are then serviced during the year by the ESL teacher and tested during the year with the field tests, teacher made exams, oral and written presentation and the NYSELAT
2. Parents of ELL students at Pathways are given an initial interview with the principal, the assistant principal assigned to the grade, and a translator. At this interview the parent is presented with the video which explains the three choices of Language programs. At the current time no parent has requested a program other than the freestanding English as a Second Language Program.
3. At the start of each year the ESL teacher reaches out the parents within the first 2-3 weeks of the school year with the appropriate letters of the OELL site, informing parents of the program choices and their child's eligibility to receive services . The parents are informed of our Freestanding ESL program.
4. The ESL teacher is constantly monitoring the new admits to the school to ensure that new students who are eligible are identified and tested with the 10 days designated for that purpose. At the beginnign of each year reports (RLER & RLAT) are run by the ESL teacher to identify the incoming ELL roster. Those students are placed accordingly.
5. The trend in parent response to the survey at Pathways is Freestanding ESL. The parents are well aware of what we offer and still choose to apply and have their children attend Pathways.
6. Yes, the program choices at Pathways are aligned to parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0

<b>Freestanding ESL</b>														
Self-Contained														0
Push-In							2	1		1		3		7
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>7</b>

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

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	6	Special Education	4
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
ESL	<input type="checkbox"/> 6	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 7
<b>Total</b>	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 7

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

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

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

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

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

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

Paste response to questions 1-4 here

1. The Beginning English Language Learner is serviced in a Freestanding ESL program that combines push-in (co-teaching) services and pull-out (individual/small group) services. Beginning English Language Learners are placed in block program classes for English Language Arts and Mathematics that are co-taught by both general education content certified teachers and a certified ESL teacher for a minimum of 180 minutes. Additionally 180 minutes per week of services are provided in a small classroom separate location during the school day. Beginning ELL students are also programmed for academic intervention services with the ESL instructor for 150 minutes per week.

2. Intermediate and advanced ELL students receive 180 minutes of ESL services through a combination of push-in classroom support for 2 periods per week and pull-out small group instruction for 2 periods per week with a licensed ESL teacher. Additionally, these students are programmed for 150 minutes of academic intervention services in the content area of need as a part of our extended day program. The goals of this instruction are vocabulary development and development of English literacy skills in the content areas. The emphasis of this program is using content material aligned with the State Regent Standards to improve academic literacy in the secondary school.

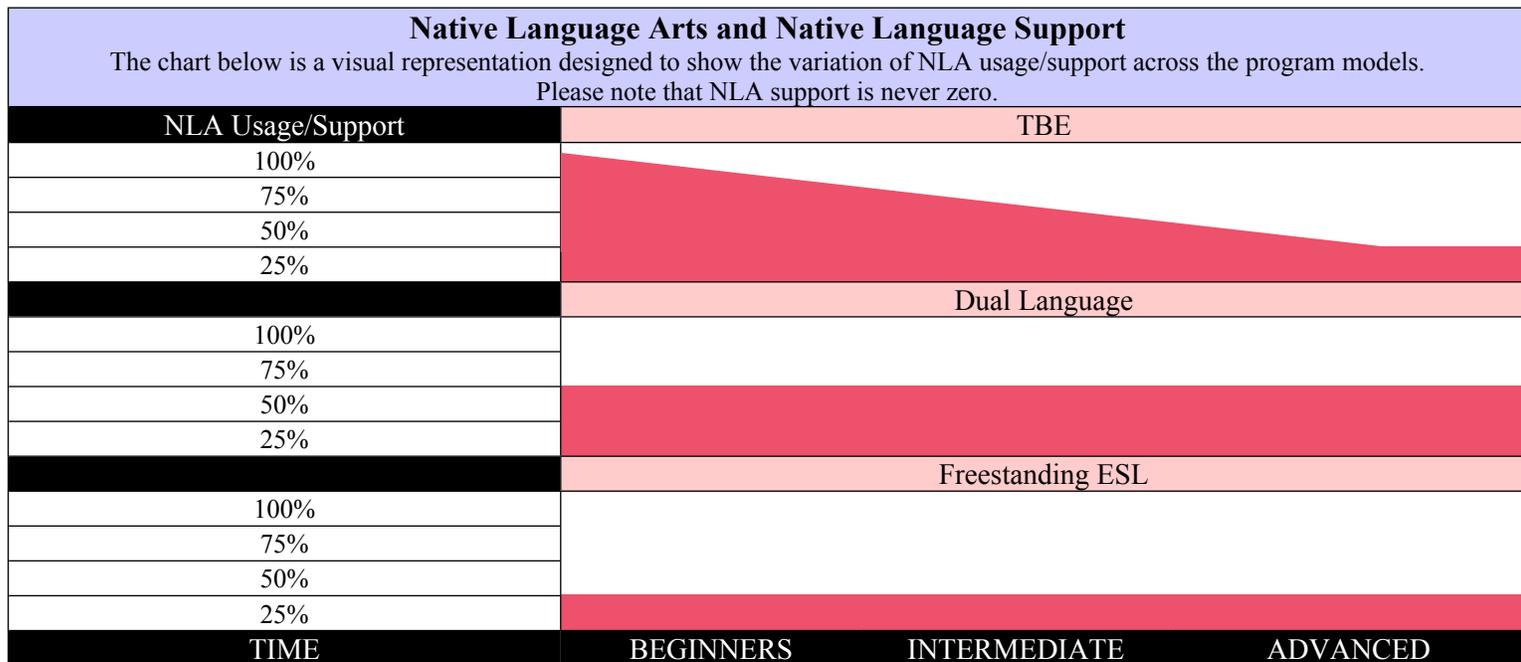
3. Instructional methods for the Beginning English Language Learner are provided for three units of aligned ELA using ESL in the pull out program, one unit of mathematic. Social Studies and Science Instruction in the general education class with ESL support provided by the second teacher in the room (the special education teachers with ESL and bilingual qualifications) and Native Language support and transition provided in the after school program. The instructional approaches included a balanced literacy program in the pull out program with emphasis on developing academic language skills for the high school curriculum. In the push-in classroom program the approaches

include surveying and adapting language rich texts to make the information more easily accessible to a beginning language learner. Main concepts are identified by the ESL teacher in the room and reinforced by the English as a Second Language teacher in the pull-out and extended school day program.

4. Visual materials are adapted and provided for extra support. Computer based programs provide additional practice and support for the English Language Learners, allowing the students extra time to process and master skills and concepts. Text books in the Native Language have been ordered where available. Regents are ordered and administered in the native language when available and applicable.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<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?

Paste response to questions 5-14 here

5. All instruction is differentiated at Pathways. There are currently no SIFE students. The plan for SIFE students should the need occur would be similar to the plan for Beginning Level ELL complemented with remedial skill instruction including, but not limited to the Wilson Program for Literacy and instruction in basic math skills. Accelerated academic skill programs may be offered during after school or Saturday programs. Newcomers receive instruction as described in our program for Beginning Level ELL. They will be tested according to State testing mandates. All efforts will be made to provide them a safe and stress reduced environment in a separate location. Instructions and oral material will be read aloud and translated according to the requirements of the test. Other modifications such as extended time will also be provided within the limitation of the testing mandates.

6.

7. We are offering a new literacy program for incoming ninth graders called SAL which is short for Supporting Adolescent Learners. This program is structured in 40 day sessions and accelerates a students literacy skill by two grade levels.

8. All programs will be maintained

9. Through small group interactions during advisory ELL students are informed of and encourage to take advantage of various programs that are offered at Pathways. These programs include extra academic support, AIS, sports, community service and clubs.

10. Ell students in grade eleven have technology class where they use an on-line language program through rosetta stone. With the use of earphones content is read aloud to make information more accessible.

11. Major exams are translated in spanish or Haitian Creole and the ESL teacher provides support through push in services.

12. Yes

13. Students are invited to attend the summer enrichment program through district 29 and summer bridge program for incoming students in sixth and ninth grades. New students also participate in an induction program where teachers explain how to navigate the school structures.

14. We offer a spanish elective in grades 6,7,8,9 and 10.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Paste response to questions 1-3 here

1. All teachers in the school receive professional development in differentiated instruction. A school wide initiative for the year is to develop a policy of creating and implementing curriculum through Understanding by Design. Staff will receive professional development instruction on identifying the need for implementing English as A Second Language Strategies in all Unit planning as well as individual lessons. At least one professional development period per year will be devoted to the use of ESL strategies in the content area. ELL teachers are currently in the process of obtaining graduate courses as well as continuing their professional development through professional conferences.
2. A variety of materials are used to support ESL instruction in the school. Native Language/ English Glossaries are used to supplement the ESL instruction in the content areas. Native Language trade books are used to support concept development. In the pull –out class instruction, web-based programs such as ESL Reading Smart is used to teach basic interpersonal communication skills.

### 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?

Paste response to questions 1-4 here

1. Parents are actively involved in their child's education. On average we have approximately seventy parents in attendance at our monthly PTA meetings. When we hold grade specific workshops for parents attendance is exceptionally high. The parent coordinator and community associate arranges translation services for parents in need.
2. We have not established any partnerships with other agencies that provide services specifically for ELL parents. That is an area for growth
3. At Pathways we have an open line of communication with parents. As parents share their concerns through email or phone conversations we document the concerns and look for patterns over time. If a specific concern arises that needs to be addressed, the concern is added to the agenda for the next administrative cabinet meeting.
4. Our parental involvement activities address the needs of all parents in our school. We provide training on topics that concern student development both academically and socially.

## 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)							1					1		2
Intermediate(I)								1				2		3
Advanced (A)							1			1				1
Total	0	0	0	0	0	0	2	1	0	0	0	3	0	6

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					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
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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)

	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 76-99 percentile	<b>Q1</b> 1-25 percentile	<b>Q2</b> 26-50 percentile	<b>Q3</b> 51-75 percentile	<b>Q4</b> 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 give the LAB-R in English and Spanish. We also assess students using teacher generated assessments in writing and their native language. After analyzing the data we are able to determine students level and use the information to determine a baseline of where to start each child. We then create a plan to address their needs.
2. Data patterns have revealed that students take longer to progress in writing and reading than speaking and listening. They perform better on the speaking and listening components of the exam as well.
3. We will use these patterns to plan appropriate learning activities for students and to identify leveled resources that meet students at their point of readiness.
- 4.
5. N/A

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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		