



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **17k122**

PRINCIPAL: **RASHID FERROD DAVIS** EMAIL: **RDAVIS9@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **KAREN WATTS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
RASHID F. DAVIS	*Principal	
TANYA SPENCE	*UFT Chapter Leader	
FRED ALLMAN	*PA/PTA President	
WILL ENRENFELD	DC 37 Representative	
BRIGETTE LUBOA	<i>Student Representative-President</i>	
JANIEL RICHARDS	Student Representative-Vice President	
KIM JONES	Parent Member	
GAYLE ROBERTSON	Parent Member	
SHANTEL CHARLES	Parent Member	
CLAUDIA SADDLER	Parent Member	
TEMECA SIMPSON	CBO Representative	
CARLINE FOLKES	CBO Representative	
JUNGHYUN KYM	UFT Member	
TAMARA TOLES	UFT Member	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **Increase reading levels at least two grades above the initial baseline (indicated by Achieve 3000 and/or Scantron) for 80% of our lowest third students.**

Comprehensive needs assessment

- A literacy diagnostic was administered to all 103 students on 09/15/11 and baseline results indicated that only 15% were reading on grade level. Reading levels were as followed: 55% (6th – 8th grade reading level); 27% (2nd – 5th grade level), and 3% (beginner readers). The vast majority of P-TECH students have entered the school with low level literacy skills; and thus, without a strong literacy foundation P-TECH most struggling students will not be to handle the rigorous coursework or academic requirements expected of them in subsequent grades and in the college courses at City Tech. Ultimately, if these students lack the necessary skills to decode, comprehend, and write, the ability to meet P-TECH's overall vision, which is to graduate 100% of students with an Associates degree within six years, will be significantly diminished.

Instructional strategies/activities

- **90-minutes block periods of English for all students**
Students, particularly those with low skills in literacy, will benefit from double periods of English to focus on reading and writing skills. Teachers will identify the lowest third of students with literacy deficiencies and provide enrichment support afterschool between 4:00 – 6:00pm. Saturday academies will offer online and teacher support to strengthen reading, writing, and comprehension skills.
- **Teachers will use interim assessments from Achieve 3000 and/or Scantron at least 2 times per module to determine reading levels of all students and target specific areas of improvement to guide instruction.**
Teachers will administer Achieve 3000 and/or Scantron at the beginning and end of each module during the fall and spring to evaluate and measure literacy progress of students. Using these online programs provides real-time data that identifies areas of strengths and weaknesses of students. Teachers and staff will analyze data to determine next steps for instruction to strengthen areas of need for specific students.
- **Teachers will use blended learning model to provide students with differentiated instruction.**
Teachers will incorporate Achieve 3000, Scantron, WriteToLearn, and Aventa Creative Writing online programs into daily instruction throughout the year. Students will have the opportunity to utilize online programs, which offers real-time, individualized differentiated instruction.
- **Teachers and staff will monitor the progress of all students in Achieve 3000 and Scantron to make sure that students' reading levels are improving.**
Teachers and staff will provide students with feedback on progress of literacy levels with individualized instructional packets to strengthen areas of improvement. Students will work on online programs before, during, and after school with teacher support.
- **Simulated English Regents will be administered at least twice during the year to prepare students for January and June 2012 English Regents.**
Students will practice taking the English Regents in preparation for the actual January and June 2012 Regents to familiarize themselves with the assessment. Students are required to score a minimum of 80. Practice Regents will be analyzed to determine students' areas of improvement, which will guide teacher and online instruction.

Strategies to increase parental involvement

- Parent Academy focused on a variety of topics including literacy development will be provided to help parents support their children in strengthening reading, writing, and comprehension skills.
- Parent volunteers to assist during school day to help students work on Achieve 3000 and Scantron.

Strategies for attracting Highly Qualified Teachers (HQT)

- School literacy initiative with weekly professional development sessions for teachers and staff to implement specific literacy strategies in the classroom.
- CUNY support organization will provide professional development around literacy to teachers and staff. Instructional specialists will coach teachers and work on lesson plans and curriculum development to strengthen student literacy skills.
- Mentors for first year teachers to support pedagogy in literacy.
- Monthly professional development sessions with City Tech professors to align curricula and share best practices in improving literacy skills in preparation for rigorous college coursework.
- Regular instructional visits and meetings with NYC Leadership Academy Principal Intern to support and guide literacy and pedagogical instruction for all teachers.

Service and program coordination

- Students will participate in the Brooklyn College Talent Search Program (BCTSP) which is a federally funded program to provide free services to assist participants in successful enrollment in post-secondary education. Student of the BCTSP will be life-long alumni of other federally funded TRIO programs for undergraduate and graduate schools.
- Students will also participate in the NYC Commission on Human Rights where they will learn how the law applies to the areas of employment, housing, and public accommodations. The class workshops include Human Rights Law, Diversity, Sexual Harassment, and Resolving Conflict. The students will participate in a 10-week Peer Mediation Training that will assist with the modification of student behavior as they develop with social skills.

Budget and resources alignment

- Fair student funding and School Improvement Grant (SIG) used to hire 7 teachers and 2 teachers/2 guidance counselors, respectively to reduce student to adult ratio.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- **Develop the ability of P-TECH staff to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement. The number of suspensions based on classroom incidents will not exceed 15% this school year and 75% of teachers will report being well supported in addressing student behavior and discipline problems on Learning Environment Survey.**

Comprehensive needs assessment

- School environment and culture are an integral factor in developing a comprehensive enriching learning community. Student behavior and discipline are rooted in the interactions among students and between students and adults. It is vital for P-TECH to cultivate an intellectually stimulating, engaging, and safe environment for all students in order for them to succeed academically. Such an environment motivates students to attend school and participate in both academic and extracurricular endeavors. When students, teachers, and staff feel embraced by the school environment, have a voice in its vision, and are visible to each other will student academic achievement increase.

Instructional strategies/activities

- **Collaborate with the faculty and staff and create an angel adoption program to meet once every two weeks.**
Every student will be adopted by teachers and guidance counselors and on-going professional development will support faculty and staff in addressing student behavior and discipline problems. The angel groups will allow the opportunity to develop personal relationships with peers and teachers and focus on relevant, real-world experiences and topics.
- **Create and implement student derived extracurricular activities during before and after school hours.**
Students in coordination with teachers and staff will develop and coordinate activities of interest to participate in before and after school hours to increase student engagement.
- **Monthly campus wide celebrations and activities for students, teachers, and staff.**
Student government of all three schools on the Robeson campus will develop activities to cultivate positive student interactions among all three student populations.
- **Monthly speaker from community organizations.**
Students will have the opportunity to engage in workshops including human rights, sexual harassment, peer mediation, and conflict resolution throughout the year to cultivate student empowered environment.
- **IBM Mentor program for all students.**
Students will be paired with an adult mentor from IBM to cultivate personal relationships. Pairs will interact weekly through Mentor Place online program to engage in student/adult projects and communication.

Strategies to increase parental involvement

- Biweekly student progress reports indicating student behavior sent to parents.
- Daily phone calls and messages indicating attendance of student.
- Parent volunteers to assist in extracurricular activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development with NYC Commission on Human Rights for all teachers and staff.
- Structured procedures to handle student discipline and behavior issues.
- Biweekly meetings with Principal and Principal Intern to discuss student behavior and discipline issues and to discuss strategies to resolve issues.

Service and program coordination

- Students will participate in the Brooklyn College Talent Search Program (BCTSP) which is a federally funded program to provide free services to assist participants in successful enrollment in post-secondary education. Student of the BCTSP will be life-long alumni of other federally funded TRIO programs for undergraduate and graduate schools.
- Students will also participate in the NYC Commission on Human Rights where they will learn how the law applies to the areas of employment, housing, and public accommodations. The class workshops include Human Rights Law, Diversity, Sexual Harassment, and Resolving Conflict. The students will participate in a 10-week Peer Mediation Training that will assist with the modification of student behavior as they develop with social skills.

Budget and resources alignment

- Fair student funding and School Improvement Grant (SIG) used to hire 7 teachers and 2 teachers/2 guidance counselors, respectively to reduce student to adult ratio.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Students will increase proficiency in using evidence to support arguments (Common Core Learning Standard) and 80% of students will effectively use evidence to support arguments across subject areas and grades by moving up at least one level in the “use evidence” area of the rubric developed by teachers (pre-assessment to post-assessment).

Comprehensive needs assessment

- Students will be engaging in rigorous coursework and must be able to support their ideas and opinions critically. Teachers and students will need a strong understanding of the Common Core State Standards (CCLS) in order to help students meet these standards. Coursework in all subjects particularly in math and English will be cognitively demanding in preparation for career and college readiness. Students will need to be able to critically examine issues, determine claims and counterclaims, and use and cite evidence to support arguments.

Instructional strategies/activities

- Teachers will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
- Teachers meet bi-weekly in department teams to develop a rubric to assess the use of evidence to support a claim.

Strategies to increase parental involvement

- Parent Academy to introduce and review Common Core State Standard.
- Newsletters and information packets providing strategies to help students build arguments and support claims using evidence.
- Saturday Academy workshops for parents to learn strategies to support their children in supporting arguments with evidence.

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development on Common Core State Standard focusing specifically on task development and “unpacking” the standard.
- Petrie Institute for math teacher to develop best practices and to turnkey information and strategies to entire staff.
- Intervisitations with peer schools to share and learn best practices to turnkey information to entire staff.

Service and program coordination

- Students will participate in the Brooklyn College Talent Search Program (BCTSP) which is a federally funded program to provide free services to assist participants in successful enrollment in post-secondary education. Student of the BCTSP will be life-long alumni of other federally funded TRIO programs for undergraduate and graduate schools.
- Students will also participate in the NYC Commission on Human Rights where they will learn how the law applies to the areas of employment, housing, and public accommodations. The class workshops include Human Rights Law, Diversity, Sexual Harassment, and Resolving Conflict. The students will participate in a 10-week Peer Mediation Training that will assist with the modification of student behavior as they develop with social skills.

Budget and resources alignment

- Fair student funding and School Improvement Grant (SIG) used to hire 7 teachers and 2 teachers/2 guidance counselors, respectively to reduce student to adult ratio.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	36	34	N/A	N/A	8	0	0	6
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Education Enrichment Program 2. Small group setting – tutoring with use of Achieve 3000 and Scantron Assessments 3. During early morning and after-school
Mathematics	<ol style="list-style-type: none"> 1. Education Enrichment Program 2. Small group setting – tutoring with use of Achieve 3000 and Scantron Assessments 3. During early morning and after-school
Science	n/a
Social Studies	n/a
At-risk Services provided by the Guidance Counselor	<p>Small group sessions conducted by Guidance BC Interns – Weekly- During the Day One-on-one counseling sessions for mandated students– Weekly- During the Day Gender specific group talks– Weekly- During the Day Angel groups for social and peer development– Monthly - During the Day</p>
At-risk Services provided by the School Psychologist	n/a
At-risk Services provided by the Social Worker	n/a

At-risk Health-related Services

Small group sessions conducted by Guidance BC Interns – Weekly- During the Day
One-on-one counseling sessions for mandated students– Weekly- During the Day

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Debra Moldonado	District 17	Borough Brooklyn	School Number 122
School Name P-TECH Early College HS			

B. Language Allocation Policy Team Composition

Principal Rashid Ferrod Davis	Assistant Principal
Coach Junghyun Kym	Coach type here
ESL Teacher type here	Guidance Counselor Josphine Tucker
Teacher/Subject Area Junghyun Kym/ELA	Parent type here
Teacher/Subject Area Tamara Toles/Math	Parent Coordinator type here
Related Service Provider type here	Other Karen Young/Community Asst
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	103	Total Number of ELLs	2	ELLs as share of total student population (%)	1.94%
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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. 

Students will be engaging in rigorous coursework and must be able to support their ideas and opinions critically. Teachers and students will need a strong understanding of the Common Core State Standards (CCSS) in order to help students meet these standards. Coursework in all subjects particularly in math and English will be cognitively demanding in preparation for career and college readiness. Students will need to be able to critically examine issues, determine claims and counterclaims, and use and cite evidence to support arguments. PTECH will identify a minimum of three annual goals that will be “SMART” - specific, measurable, achievable, realistic, and time-bound. The ELL goal development and steps for identifying need will be based on an assessment according to each student and parent needs. The goals will be both qualitative and quantitative data in providing the rationale for each goal.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0				0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)										0				0
Freestanding ESL														
Self-Contained										0				0
Push-In										2				2
Total	0	2	0	0	0	2								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	2	Special Education
SIFE		ELLs receiving service 4-6 years		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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

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
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Students will receive 90-minute block periods of English. Students, particularly those with low skills in literacy, will benefit from double periods of English to focus on reading and writing skills. Teachers will identify the lowest third of students with literacy deficiencies and provide enrichment support afterschool between 4:00 – 6:00pm. Saturday academies will offer online and teacher support to strengthen reading, writing, and comprehension skills. Teachers will use interim assessments from Achieve 3000 and/or Scantron at least 2 times per module to determine reading levels of all students and target specific areas in need of improvement to guide instruction.

Teachers will administer Achieve 3000 and/or Scantron at the beginning and end of each module during the fall and spring to evaluate and measure literacy progress of students. Using these online programs provides real-time data that identifies areas of strengths and

A. Programming and Scheduling Information

weaknesses of students. Teachers and staff will analyze data to determine next steps for instruction to strengthen areas of need for specific instructional needs. Teachers will use blended learning model to provide students with differentiated instruction. Teachers will incorporate Achieve 3000, Scantron, WriteToLearn, and Aventa Creative Writing online programs into daily instruction throughout the year. Students will have the opportunity to utilize online programs, which offers real-time, individualized differentiated instruction. Teachers and staff will monitor the progress of all students in Achieve 3000 and Scantron to make sure that students' reading levels are improving. Teachers and staff will provide students with feedback on progress of literacy levels with individualized instructional packets to strengthen areas of improvement. Students will work on online programs before, during, and after school with teacher support. Simulated English Regents will be administered at least twice during the year to prepare students for January and June 2012 English Regents. Students will practice taking the English Regents in preparation for the actual January and June 2012 Regents to familiarize themselves with the assessment. Students are required to score a minimum of 80 on the Regents exam. Practice Regents will be analyzed to determine students' areas in need of improvement, which will guide teacher and online instruction .

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	
Social Studies:	0		0	
Math:	0		0	
Science:	0		0	
	0			

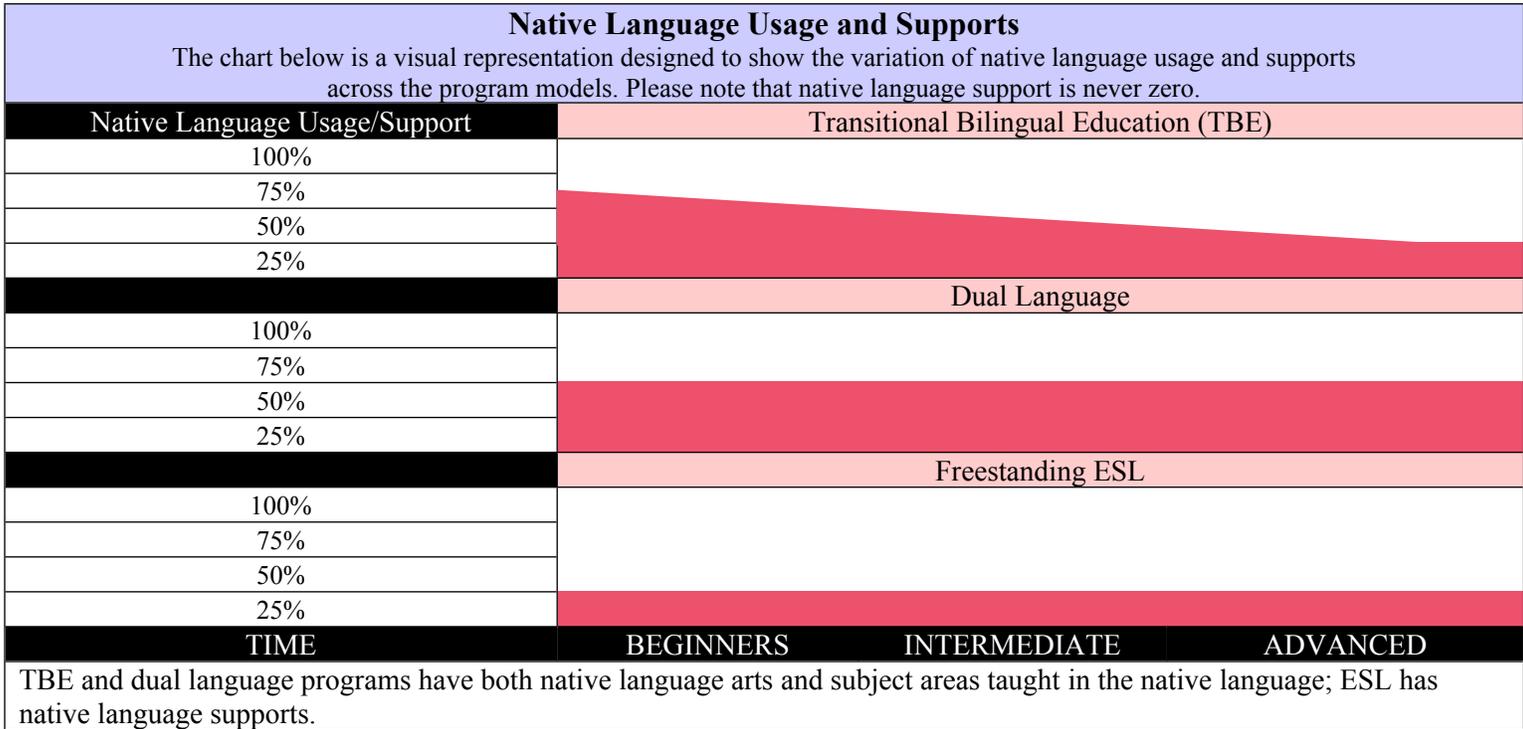
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

A literacy diagnostic was administered to all 103 students on 09/15/11 and baseline results indicated that only 15% were reading on grade level. Reading levels were as followed: 55% (6th – 8th grade reading level); 27% (2nd – 5th grade level), and 3% (beginner readers). The vast majority of P-TECH students have entered the school with low level literacy skills; and thus, without a strong literacy foundation P-TECH most struggling students will not be able to handle the rigorous coursework and academic requirements expected of them in subsequent grades and in the college courses at City Tech. Ultimately, if these students lack the necessary skills to decode, comprehend, and write, the ability to meet P-TECH's overall vision, which is to graduate 100% of students with an Associate degree within six years, will be significantly diminished. School literacy initiative with weekly professional development sessions for teachers and staff to implement specific literacy strategies in the classroom. CUNY support organization will provide professional development around literacy to teachers and staff. Instructional specialists will coach teachers and work on lesson plans and curriculum development to strengthen student literacy skills. Mentors for first year teachers to support pedagogy in literacy. Monthly professional development sessions with City Tech professors to align curricula and share best practices in improving literacy skills in preparation for rigorous college coursework. Regular instructional visits and meetings with NYC Leadership Academy Principal Intern to support and guide literacy and pedagogical

B. Programming and Scheduling Information--Continued

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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.

PTECH will implement its professional development for all staff with levels of sensitivity to ELL through the following methods:

- Collaborate with the faculty and staff and create an angel adoption program to meet once every two weeks. Every student will be adopted by teachers and guidance counselors and on-going professional development will support faculty and staff in addressing student behavior and discipline problems. The angel groups will allow the opportunity to develop personal relationships with peers and teachers and focus on relevant, real-world experiences and topics.
- Create and implement student derived extracurricular activities during before and after school hours.

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- Create and implement student derived extracurricular activities during before and after school hours. Students in coordination with teachers and staff will develop and coordinate activities of interest to participate in before and after school hours to increase student engagement.
- Monthly campus wide celebrations and activities for students, teachers, and staff. Student government of all three schools on the Robeson campus will develop activities to cultivate positive student interactions among all three student populations.
- Monthly speaker from community organizations. Students will have the opportunity to engage in workshops including human rights, sexual harassment, peer mediation, and conflict resolution throughout the year to cultivate student empowered environment.
- IBM Mentor program for all students. Students will be paired with an adult mentor from IBM to cultivate personal relationships. Pairs will interact weekly through Mentor Place online program to engage in student/adult projects and communication.
- Biweekly student progress reports indicating student behavior sent to parents.
- Daily phone calls and messages indicating attendance of student.
- Parent volunteers to assist in extracurricular activities.
- Professional development with NYC Commission on Human Rights for all teachers and staff.
- Structured procedures to handle student discipline and behavior issues.
- Biweekly meetings with Principal and Principal Intern to discuss student behavior and discipline issues and to discuss strategies to resolve issues.

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?

. Our school will support parents and families of Title I students by:

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

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 - providing assistance to parents in understanding City, State and Federal standards and assessments;
 - sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Paste response to questions 1-4 here
- Parent Academy focused on a variety of topics including literacy development will be provided to help parents support their children in strengthening reading, writing, and comprehension skills.
 - Parent volunteers to assist during school day to help students work on Achieve 3000 and Scantron.
 - Parents can interact with the school and get information from a variety of other online platforms: TeacherEase, ARIS and the school's website and social media.

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
Intermediate(I)										1				1
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	2	0	0	0	2

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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.

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

Part VI: LAP Assurances

School Name: PTECH Early College HS		School DBN: 17k122	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashid F Davis	Principal		12/19/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Junghyun Kym	Coach		12/19/11
	Coach		12/19/11
Josephine Tucker	Guidance Counselor		12/19/11
Dennis Sanchez	Network Leader		12/19/11
Karen Young	Other <u>Community Asst</u>		12/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K122** School Name: **PTECH Early College HS**

Cluster: **5** Network: **CUNY**

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

Part A: Needs Assessment Findings

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

Parents are provided with material in Spanish and English. In addition, parents are able to have information translated in various languages by staff who speak Korean, Manderain, Spanish and Creole.

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.

PTECH has one family who need translation in Spanish.

Part B: Strategies and Activities

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

In addition to providing written material in the native language of the parents, NYC TECH has free ESL classes that our parents can attend to increase their understanding of English.

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.

Provided that staff are unable to translate, we will contact the NYCDOE translation services for Parents. We also have some community based organizations, including South Brooklyn Family Services, that will assist students and family members.

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>.

The Community Coordinators and Community Assistant will assist the family with identifying an agency that will provide translation and interpretation services. In addition, staff will seek to out the Translation and Interpretation Unit will receive training on language access requirements.