



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** PACE HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M298

**PRINCIPAL:** YVETTE SY

**EMAIL:** YSY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MS. TAMIKA MATHESON

**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
Yvette Sy	*Principal or Designee	
Alex Driver	*UFT Chapter Leader or Designee	
Lisette Claudio	*PA/PTA President or Designated Co-President	
Yesenia Miranda	DC 37 Representative, if applicable	
Haley Strong	Student Government Organization President- Student Representative	
David Zhu	Member/ Student	
Denise Wright Scott	Member/ Parent	
Judith Ginsburg	Member/ Parent	
Teresa Damberville	Member/ Parent	
Marc Lapointe	Member/ Teacher	
	Member/	
	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

### **Annual Goal #1**

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

### **Comprehensive needs assessment**

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

After careful review of our 2011 Progress Report, student performance decreased in Global Studies Regents Examination compared to our peer horizon. Regents exams in science and math were also low compared to our peer horizon. Limits in budget and funding as well as staffing this year is anticipated and will have an effect on our results.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning of the Year:

- Inquiry team identifies lowest third population and begins tracking progress for Regents and credits;
- DYO assessments and diagnostics are taken and AIS and TEEE programs are assigned to identified students needing additional academic support;
- Regents Prep program designed and staffed to begin in November;
- Identified students who previously failed Regents subjects are scheduled for TEEE's and Regents Prep;
- Holdovers are identified and given remediation program and assigned tutorials.

During the Year:

- DYO mid-year assessments are taken and AIS and TEEE programs are assigned to identified at-risk students;
- Regents Prep Program implemented by Feb break;
- Department monitors Regents prep program and helps design lessons and activities;

End of the year:

- June Regents Prep program implemented to start earlier;
- Target population and graduating Senior and upcoming Juniors identified with deficits in Regents courses described above will be assigned a mandatory Regents Prep program during school, after school, or Saturdays. We will utilize our TEEE and study hall periods.
- Plan Regents and Credit Recovery Program for Summer Institute.

Staffing

- Additional staffing for after school tutorials, academic clubs and Regents and SAT prep classes were assigned;
- Additional TEEE teachers were scheduled to meet the needs of students who have not yet passed their required Regents exams.
- All staff members specifically Regents subject teachers are responsible for planning and programming all AIS afterschool programs as well as Regents Prep curriculum. Administration will support and program per session needs as required.

Schedule and Programming

- All identified students who have not yet passed required Regents were scheduled additional periods in the subjects as well as given mandatory Regents Prep assignments.

- School schedule was aligned to meet the needs of students who attend Pace University.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent letters are sent to notify them of their child's status. Regents Prep is scheduled after school and Saturdays to accommodate all students' schedules. Parents are also given online websites to help support students at home.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our staffing criteria and hiring practices are focused on finding content specialists who are certified in the subject. Our partnership with Pace University affords our teachers the professional development opportunities as well as education classes that help enhance their pedagogical skills.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Grade-level teams identify students, plan academic intervention services, support Regents Preparation and evaluate and reassess our current programs for efficacy.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

10% of our tax levy allocation is assigned to per session for teachers to enhance our after school and Saturday academic programs. Regents Preparation as well as Credit Recovery Programs will be enhanced and scheduled earlier in the year by the additional funding.

**ANNUAL GOAL #2 AND ACTION PLAN**

**Annual Goal #2:**

**Improve Student Daily Attendance:** There is a direct relationship between student achievement and attendance, our goal is to increase student motivation as well as further address factors that contribute to student apathy and disengagement towards schools or education as a whole. We will maintain our overall daily attendance of 92% by January but decrease the ration of students at 80% daily attendance. By the end of the school year, we will have an overall increase of 1-2% in overall daily attendance and a 3% increase compared to our Peer Horizon score on next year's Annual Progress Report.

**Comprehensive needs assessment**

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

Analysis of our monthly PAR, daily attendance data and LTA/407 data illustrates that we need to focus our efforts on increasing the daily attendance rate of students who have an average attendance rate of 80% - 89%. 20% of our entire student population is in this identified category.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning of the year:

- Identify LTA's and possible 407's in the first two weeks;
- Outreach to parents and students who have been habitually absent, informing parents after two consecutive absences or excessive lateness.
- Establish rewards system for student attendance and academic progress;

During the year:

- Design Saturday attendance recovery program;
- Continue daily notification and parent conferences for improving their child's attendance;
- Identify students falling between 80% - 89% daily attendance and implement outreach program designed to increase attendance of this identified group of students;
- Plan and implement Saturday Attendance Recovery Program;
- Establish rewards program for improved attendance.

End of the year:

- Continue rewards program;
- Create Summer School Attendance Recovery Program;
- Identify students (especially at-risk students) for attendance recovery program, notify parents, and provide intervention services.

Staffing

- A full time school aide was assigned to managed lateness/absences as well as daily attendance monitoring;
- Dean was assigned to morning duties to help monitor lateness and attendance.

Schedule and Programming

- Start time of school was moved to a more uniform time- 9:00 AM every morning;

All Seniors assigned a first period class to maintain continuity of the program.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent notifications are made daily through School Messenger phone calls to notify parents of their child's truancy and attendance. The PA has worked to develop a reward system (such as attendance to dances and movie ticket prizes) for students who improved their attendance.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Working with our attendance teacher, we have developed a system whereby a committee including our social worker, guidance counselor, attendance aid and Dean meet to discuss attendance issues and to meet with parents and students with attendance problems. Students and their parents in temporary housing are identified and given additional support so that they can continue to attend school regularly.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## Budget

- Additional funding was allocated to fund additional time for school aides to call home before and after school;
- Phone Messenger was purchased to help with all home communications;
- Funding for student rewards were allocated;
- Funds for Spring and Summer attendance Recovery Programs were allocated.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

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

**To increase motivation of low achieving students.** We will identify a target group of students in every grade and design programs and supports to help motivate them and increase their student achievement. Identified students will increase their student achievement levels by ½ letter grade by the end of the year.

### **Comprehensive needs assessment**

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

An analysis of last year's pass/failure rates as well as our data of Student Progress on the 2011 Progress Report indicated that we had a large number of students not meeting promotional requirements as compared to our peer horizon. Further study and teacher surveys identified "low motivation" as a significant impediment in our students' progress. "Low motivation" is defined by little effort in completing class work and homework, non attendance to academic support programs, little participation in after school clubs and sports as well as overall negative attitude towards school and education.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning of the Year:

- Define and identify "underachieving students" by grade; use city's identified lower 3<sup>rd</sup> group; grade- level designates target group
- Design grade-level plan including parent outreach, rewards, additional academic support, peer mentoring, tutoring, etc...
- Identifying outside resources;
- Identify individual student deficits in target group per grade

During the Year:

- Implement grade-level plans;
- Student and parent meeting planned to track progress;
- Track grades, test scores, attendance and other markers and identify areas of progress;
- Review and augment plans to improve plan;

End of the year:

- Continue to track progress of target group;
- Implement rewards program;
- Review plan efficacy for improved implementation during next school year

Staffing

- Additional staffing for after school tutorials, academic clubs and Regents and SAT prep classes were assigned;
- All staff members specifically Regents subject teachers are responsible for planning and programming all AIS afterschool programs as well as Regents Prep curriculum. Administration will support and program per session needs as required.
- Utilize additional guidance counselor to research and find outside resources to support the program.

Schedule and Programming

- Each grade will utilize their current team meetings times as well as after school tutorials.
- Additional programming changes will come from within the allotted time in the school day.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

As part of our Parent/Student/School Compact and agreement, all PACE parents support additional time and resources allocated to support this program. Parents can also self- select their children into the program via our social worker.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our partnership with Pace University allows our teachers to participate in professional development activities that are focused on alternative strategies for at-risk learners. PD practices as well as significant time during team meetings are utilized to address this goal.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This program is facilitated and coordinated by our team leaders and grade-level teams.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Budget

- Due to our limited budget this year, we will support this program within grade-levels and utilize current staff members and meeting times within the school day.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

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

**Improve Parental Engagement and Communication:** Our goal is to implement a transparent and respectful climate so that ALL stakeholders especially parents and guardians in the school community are cognizant of and invested in developing an academically rigorous and positive school community where all are known and appreciated for their individual identities, passions, strengths and talents. We will increase parent attendance to Open House and Fall Student-Led Conferences in November by 10%. By improving parental outreach programs through increased phone contacts and email notifications by the PA Association and school administration, we will increase parent attendance to our Spring Student-Led Conferences and Parent Association meetings by June.

### **Comprehensive needs assessment**

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

Analysis of our Learning Surveys as well as interviews with parents indicated that there was a gap in PA participation and attendance to Executive Board meetings. Members of the existing Executive Board decided to focus on setting meetings times and fundraising for this year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Beginning of the year:

- Continue to establish Parents Association Executive Board and support elections and new members.
- Establish new website [www.pacehigh2004.com](http://www.pacehigh2004.com);
- Begin PA outreach and Open House activities as well as PA workshops (speakers will be identified that would encourage more parent participation such as SAT prep, college prep programs, FASFA and scholarships).
- Continue school Phone Messenger System and e-mail communication system through TeacherEase (our online grade book).
- Disseminate school calendar to entire community;
- Teachers develop plan to update and maintain current information on students and parents on TeacherEase;
- Post important events online on our website.

During the year:

- School-wide dissemination of School Progress Report which includes teacher, student, and parent workshops on each stake holder's contribution to improve our scores;
- Continue bi-weekly parents meeting with general PA and Executive Board as per bylaws.
- Continue school-wide activities and parent outreach/invitations to participate in student presentations and performances (PACEGiving, NYCares Winter Wishes program).
- Continue Student-Led Conferences and align with dates of 1<sup>st</sup> marking period to increase parent notification of students who are identified as Promotion in Doubt.
- All students required to participate in all Student-Led Conferences;
- Invite parents to attend in-school and after-school assemblies and field trips.

End of the year:

- Establish Core Parent Team (Executive Board) with non-Senior group to continue workshop development and meetings at the start of the next school year.
- Encourage increased participation and completion of Learning Environment Surveys by offering completion incentives (raffles, prizes for advisories, etc...); send out

notification and continue participation postcards and reminders.

- Design and implement online completion program of Learning Environment Surveys.
- Continue to invite parent participation in our Annual Stepping Up Ceremony and End-Year BBQ.

**Staffing**

- Parent Coordinator is working with our Technology Coordinator to implement ARISLink and help parents connect to school online with new website;
- TeacherEase was purchased to help increase parent communication with teachers through emails.
- The administration will be responsible for periodically tracking daily attendance and notifying parents of their student's daily attendance.

**Schedule and Programming**

- Additional college night workshops were added to the Parents Association meetings.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our current PA president, treasurer and secretary coordinate and plan all our PA meetings. Support and services they provide to the student body is focused towards fundraising efforts to help individual teachers with in class projects.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

N/A

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Budget**

- Some Tax Levy allocation was assigned to SLT for improved parental involvement during meetings which can include refreshments, supplies and mailing notifications.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	74	53	46		14 (SpEd)	4	18	2
<b>10</b>	52	31	25	33	17 (SpEd)	2	14	
<b>11</b>	24	13	23	36	97 (precollege)	1	12	1
<b>12</b>	7	6	5	25	94 (college)	2	14	

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
<b>ELA</b>	<p><b><u>During the school day TEEE (Tiers of Educationally Enriching Experiences):</u></b> small group instruction; at-risk students work with their English teachers in small groups (7-8) during our additional 37.5 minutes of instruction.</p> <p>Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep.</p> <p><b><u>After school TEEE (Tutorials):</u></b> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments.</p> <p><b><u>Summer Institute:</u></b> Guided reading strategies as well as organizational and time management skills are used to help identified students understand and complete our assigned summer reading assignments.</p> <p><b><u>Peer Tutoring:</u></b> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p>
<b>Mathematics</b>	Same as above with emphasis on math.
<b>Science</b>	<p>Same as above with emphasis on science.</p> <p>After School/Saturdays Regents Prep Program: mandates students (those who scored between 55 and 65 in mock Regents) participate in an after school preparatory program for Living Environments Regents.</p>
<b>Social Studies</b>	<p>Same as above with emphasis on social studies.</p> <p>After School Regents Prep Program: mandates students (those who scored between 55 and 65 in mock Regents) participate in an after school preparatory program for US History Regents.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).</p> <p>College Counseling and Transition Services: All 11<sup>th</sup> and 12<sup>th</sup> grade students especially At-Risk students have structured courses related to college and career counseling.</p>
<b>At-risk Services provided by the School Psychologist</b>	Students who are not placed appropriately are receiving services for IEP changes and additional academic support by the school psychologist for transition services.
<b>At-risk Services provided by the Social Worker</b>	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).</p> <p>Senior Transition Services: Our Social worker helps students and their families who are over-aged and under-credit find alternative programs that best fits their needs.</p>

<b>At-risk Health-related Services</b>	Health Nurse: Provides one-to-one support of students with identified medical restrictions. Health Para: Provides one-to-one support of students with physical and health restrictions.
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## 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.

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Our PIP is included in our student planner as well as our first day packet for parents.

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

#### **General Expectations**

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

coordinate parent programs and build ties between parents and schools, by: enlisting our active Parent Coordinator to design programs to elicit said participation.

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

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

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT and Parent meetings. This policy was adopted by PACE High School on 06/19/11 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/08/11.

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

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

### **School Responsibilities**

**PACE High School** will:

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

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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 being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### Student Responsibilities:

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

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

**SIGNATURES:**

_____	_____	
_____		
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	
_____		
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**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 <b>Yuet Chu</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>298</b>
School Name <b>PACE High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Yvette sy</b>	Assistant Principal <b>Larry Gabbard</b>
Coach <b>Michael Sowiski</b>	Coach <b>type here</b>
ESL Teacher <b>Richard Luk</b>	Guidance Counselor <b>Lancia Burke</b>
Teacher/Subject Area <b>David Rohlfig- English</b>	Parent <b>Lisette Claudio (PA President)</b>
Teacher/Subject Area <b>Anita Oh- ICT Teacher</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Marylymn Karpoff</b>	Other <b>type here</b>
Network Leader <b>Yuet Chu</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>414</b>	Total Number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>2.17%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. All students are given the Home Language Identification Survey, the survey is included in our first day take home packet. Students from out- of-state/country are interviewed by the testing coordinator and ESL teacher to assess spoken English proficiency. Our initial interview with the student consists of oral skills determination as well as reading level determinations. All new students are administered the LAB-R by the first week of admission into PACE. Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. All testing such as LAB-R and NYSESLAT is administered by our testing coordinator, this is determined by the RLAT report in ATS.
2. Parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "First Day" packet. All parents are met with individually to discuss the school's programs as well as their student's individual support. We have teachers who are programmed to support ESL instruction. PACE does not have a bilingual or transitional program.
3. All forms and letters are distributed collected by the advisor. Advisors are responsible for 10 -15 students. All parent communication begins with the advisor. All our seven students (particularly new 9th graders) have separate parent meetings to complete and return all the required forms. Entitlement forms, parent survey and program selection forms are distributed by the advisor and filed in the main office after completion and review by ESL teachers and Principal.
4. Parents and students identified as needing additional ESL services such as (extention of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish and Chinese (different dialects) to help parents and students understand our programs.
5. All parents request ESL servcies for students identified as needing language support. We have about 5 - 7 families every year who are identified as needing additional language services and for the past five years, our surveys show that parents request their students to be prepared to pass the English Regents with additional language support. We have a small number of families and student requiring additional support that we individually desing porgrma sfor them and their families.
6. PACE High School ESL program is fully aligned with parent requests and expectations.

## Part III: ELL Demographics

### A. ELL Programs

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

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										6	1		2	9
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	1	0	2	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	4
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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	3		4	1			1			5
<b>Total</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>5</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														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
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:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	1		1	4
Chinese										2				2
Russian														0
Bengali														0
Urdu										1				1
Arabic										1			1	2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>9</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 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?

## A. Programming and Scheduling Information

1. Instruction is delivered in two ways. A push- in model as well as an additional period of English is programmed for most students. A period of ESL (during TEEE- small group instruction) with the ESL teachers once a day and the ESL teacher pushes into the English classes. Each student is scheduled into an ESL TEEE and has their ESL teacher push into English classes. English class in the 9th grade is split in half by ability and these classes reinforce expository writing and language acquisition skills. Students are homogeneously mixed in their ESL classes but heterogeneously mixed in English classes.
2. All our students receive over 360 minutes of direct ESL instruction per week. Each English period is 50 minutes long every day and ESL TEEE is 50 minutes long everyday totaling 500 minutes of instruction.
3. All content area is delivered in English with native language support. Regents examinations are also administered in their choice of language, most take the exam in English but have the native language copy as a resource. Instructional supports are focused on English reinforcement and enrichment. Content specific skills and understandings are given in English with instructions and additional support given in their native language.
4. All our students are scheduled with 500 minutes a week of instructional support in ESL and English. Additional support for Special needs students is offered by the ICT teachers of every grade. During ESL, ICT teachers push into classes as well as small groups instructional to help support ESL students with special needs.
- 5a. We do not have a SIE program.
- 5b. We do not currently have a newcomers program.
- 5c. same as #1.
- 5d. same as #1 & #2.

### 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

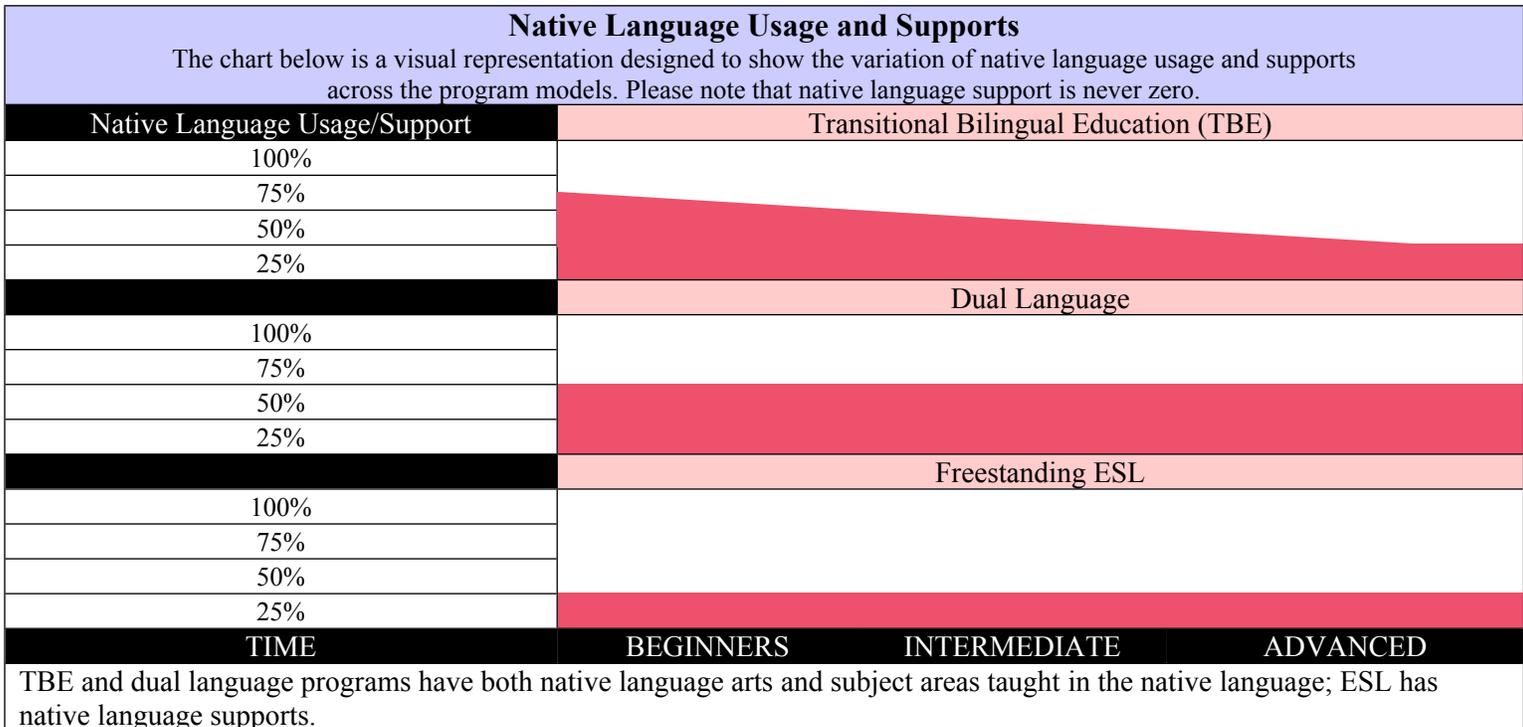
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Spanish III	Spanish			

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

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

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



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

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?

8. Academic intervention services for identified ELLs include: Saturday Credit Recovery program (for all subjects) where they can get additional support in all content area in subjects they failed in a quarter as well as earn additional credit towards graduation, tutorials after school with ESL teachers and others to help with homework completion, Regents prep classes after school and Saturdays to help prepare for all core content examinations, SAT prep in English and native language, NYSESLAT prep with ESL teacher after schools.

9. All students are advanced or have reached proficiency as their score from the NYSESLAT.

## 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?

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

## C. Schools with Dual Language Programs

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

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.

1. Our Professional Development model is geared towards increasing literacy skills in all content areas. Apart from regular PD offerings by the CFN, ESL teachers attend weekly team meetings, department meetings with English and Collaborative Work Groups to help increase skills and knowledge based in ESL instruction. Working with the University of Albany, our teachers are working on specific reading and writing skills that further open access (to the learning) to all our students.

2. Most entering 9th grade students who are identified ESL are given mentors (ESL or otherwise) to help transition them into high school. All students are also assigned an adult advisor to help with academic advisement for the year.

3. ESL teachers are allowed to take their additional professional development courses for free at PACE University. Classes in curriculum development, ESL instruction as well as Special Education theory are taken by our ESL and other teachers as part of our professional development strand at PACE.

## E. Parental Involvement

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

1. We have an active Parents Association with a few ESL parents who attend PACE functions. All events and meetings have Spanish and Chinese translators present.

2. We have partnerships with the Charles B. Wang Health Clinic to help our students through teen issues and health education. Our parents and families are supported by the YMCA counseling services if they are identified as a family in crisis. All services have Spanish and Chinese language support.

3. Through the needs assessments data that all parents complete at the end of the school year. Our PA reviews and submits their findings to the school so that programs and other support can be added to the next school year.

4. Most parents involvement activities are tied around students achievement and performances. All parents have voiced their want for more performances and presentations by their students after school. We have made great efforts through school wide activities such as PACEgiving, School wide BBQ and other ceremonies to have more parents involved in the school.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										1			
	A										5	2		2
	P													
READING/ WRITING	B													
	I										1			
	A										5	2		2
	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	2		2	
Integrated Algebra	3		3	
Geometry	2		1	
Algebra 2/Trigonometry	2		0	
Math				
Biology				
Chemistry				
Earth Science	3		2	
Living Environment	3		3	
Physics				
Global History and Geography	2		2	
US History and Government	2		2	
Foreign Language	4		2	
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.

1. We utilize two formal diagnostics for all incoming ELLs aside from the Lab-R. An English diagnostic is administered and two skill

## 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

<b>School Name: <u>PACE High School</u></b>		<b>School DBN: <u>02M298</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Sy	Principal		12/15/11
Larry Gabbard	Assistant Principal		12/15/11
NONE	Parent Coordinator		
Richard Luk	ESL Teacher		12/15/11
Lissette Claudio	Parent		12/15/11
Anita Oh/ ICT	Teacher/Subject Area		12/15/11
David Rohlfig/ English	Teacher/Subject Area		12/15/11
Michael Sowiski	Coach		12/15/11
	Coach		
Lancia Burke	Guidance Counselor		12/15/11
Yuet Chu	Network Leader		12/15/11

**School Name: PACE High School**

**School DBN: 02M298**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02m298      **School Name:** PACE High School

**Cluster:** 01      **Network:** 103

**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.

Principal and/or grade-level team leader meets with every incoming student and their parents who are identified as needing ELL/ESL support. The entrance interview allows us to identify additional supports such as translation services as well as additional programs for students who need more support in language acquisition. A Home language report is also generated through SIS. School personnel is able to translate Chinese, Spanish and American Sign Language.

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.

PACE High School needs written and oral translations in Spanish, Chinese (Cantonese and Fu Chao). We also need oral translation services in Farsi and Polish (we contract translation services). Other languages which are represented in our home language reports have one parent in the home able to speak and read in English. A summary of our translation and oral interpretation needs are conveyed to the school community via grade-level meetings and PA announcements.

## Part B: Strategies and Activities

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

All Spanish translation needs are done through our PA Association. Our PA president is fluent in Spanish both written and oral and any correspondence is edited and translated through the PA. Our Chinese translation is done by a staff member who translates all written text into Mandarin (using software).

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.

Most oral interpretations needs are covered through in-house staff members during school-wide meetings and Student Conferences. We also utilize DOE translation services (in person or by phone).

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>.

Posters are posted in front of the school as well as in our hallways. Written notification is sent home in our first day packet. Along with the home language survey, a PA survey is included for parents to complete about their language translation needs.