



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (P-TECH)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K122

PRINCIPAL: RASHID FERROD DAVIS

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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 Ferrod Davis	*Principal or Designee	
Tanya Spence	*UFT Chapter Leader or Designee	
Fred Allman	*PA/PTA President or Designated Co-President	
Will Ehrenfeld	DC 37 Representative, if applicable	
Janiel Richards	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Amaru Lewis	Student Representative	
Temeca Simpson	CBO Representative	
Carline Folkes	CBO Representative	
Claudette Saddler	Parent Member	
Gail Robinson	Parent Member	
Kim Jones	Parent Member	
Nicholas Falzone	UFT Member/Secretary	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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**

- Improve teacher effectiveness by developing a common understanding of a research-based teaching framework to strengthen instructional practices.

### **Comprehensive needs assessment**

- A diverse teaching staff with varied levels of experience prior to P-TECH requires specific, targeted assistance to improve practice. In order to maximize student growth and learning, teaching must be informed by research.

### **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) Periodically throughout the year, teachers self-assess on selected components of a research-based rubric.
  - b) School leaders set up and follow observation and feedback schedules. Using the cycle of inquiry, teachers meet with school leaders to discuss, evaluate, and implement next steps based on a research-based rubric.
  - c) Professional development committee (inclusive of Smarts Scholar and CUNY) develops and implements PD plan focusing on the needs of teachers as evidenced through the formative observations and the cycle of inquiry timeline for implementation.

### **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.

### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

### **Service and program coordination**

- With the assistance of the Fair Student Funding tax levy, teachers will periodically assess themselves on selected components of a research-based rubric. School leaders will comply by setting up and following an observation and feedback schedule aligned to the aforementioned rubric. Professional development will assist teachers in strengthening their instructional practices.

### 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**

- Students will experience 2 Common Core aligned units in Mathematics, English, Social Studies, and Science that emphasizes speaking/ listening standard 1 and language standard 6.

#### **Comprehensive needs assessment**

- In order to ensure college and career readiness, students must be measured against more rigorous, postsecondary-aligned standards. Common Core State Standards provide a broad benchmark against which students can be evaluated and educated.

#### **Instructional strategies/activities**

- English, social studies and science teachers will prepare 2 units of study aligned to the Common Core standards, with special focus on speaking/ listening standard 1 and language standard 6.
  - a) Teachers receive professional development in creating units of study that allow students opportunities to strengthen their skills in citing strong evidence to support an argument.
  - b) Teachers meet in inquiry teams and department teams weekly. Using an inquiry protocol and rubric, teachers assess student work and evaluate student progress in citing strong evidence to support argument.

#### **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.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

#### **Service and program coordination**

- With the assistance of the Fair Student Funding tax levy, teachers will receive professional development to assist them in the aligning of two units of study to the Common Core standards. Teachers will meet in inquiry and department teams weekly to assess student work, evaluate student progress and assist them in developing their units of study.

### 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**

- To increase the percentage of students meeting 1 or more college readiness metric after 1 year of high school by 15%. The City University of New York defines college readiness as a score of 75 on the ELA Regents for English, while completing algebra 1 & 2 and geometry and earning an 80 on one of these Regents correlates to readiness in mathematics.

**Comprehensive needs assessment**

- In our unique model that combines high school, college and the workplace, students must meet college readiness benchmarks in an accelerated manner to begin taking advantage of the college partnership.
- In the summer following year one, 15 students successfully completed a 1-credit college course in technology.
- An additional 26 students were college ready by the Year 2—so fully 49 students qualified by the end of their first 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) 2<sup>nd</sup> year students experience a Summer Bridge Program to earn 2 credits in geometry and take the Geometry Regents in August.
  - b) 2<sup>nd</sup> year students are programmed into 90-minute blocks of English and mathematics.
  - c) Teachers use a blended model of learning, individualizing instruction by using online tools such as Achieve 3000, SCANTRON, and Math Excel to increase literacy and math skills respectively.
  - d) Teachers have common planning time to meet in department teams and inquiry teams to align curricula and to identify what students can and cannot do to support them in classes.
  - e) Administration of six (6) mock Regents in various subject areas throughout the year to assess student progress.
  - f) Students will sit and take the math and ELA regents on the January and June test dates.
  - g) After school enrichment from 4:06 to 6:00pm Mondays through Thursdays and Saturday Academy for Regents preparation.

**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.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants      x   Other

If other is selected describe here: ARRA RTTT Citywide Support

**Service and program coordination**

- With the assistance of a tax levy, Title I funding and ARRA RTTT Citywide Support, students will participate in a variety of programs, including a Summer Bridge Program, block scheduling, mock Regents tests, after-school enrichment and blended learning to help them increase their college readiness metrics. Teachers will participate in common planning sessions to align curricula and support students in achieving college readiness.

### **ANNUAL GOAL #4 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 #4**

- To increase the percentage of year 1 students meeting 1 or more college readiness metrics by the end of year 2 by 15%.

#### **Comprehensive needs assessment**

- P-TECH students have the opportunity to take college courses at NYC College of Technology as soon as they demonstrate readiness, as outlined in Goal #3. To maximize their chances of earning a fully-funded associate's degree, students must begin taking college courses early in their high school career.

#### **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:
  - h) 2<sup>nd</sup> year students experience a Summer Bridge Program to earn 2 credits in geometry and take the Geometry Regents in August.
  - i) 2<sup>nd</sup> year students are programmed into 90-minute blocks of English and mathematics.
  - j) Teachers use a blended model of learning, individualizing instruction by using online tools such as Achieve 3000, SCANTRON, and Math Excel to increase literacy and math skills respectively.
  - k) Teachers have common planning time to meet in department teams and inquiry teams to align curricula and to identify what students can and cannot do to support them in classes.
  - l) Administration of six (6) mock Regents in various subject areas throughout the year to assess student progress.
  - m) Students will sit and take the math and ELA regents on the January and June test dates.
  - n) After school enrichment from 4:06 to 6:00pm Mondays through Thursdays and Saturday Academy for Regents preparation.

#### **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.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants     Other

If other is selected describe here: ARRA RTTT Citywide Support

#### **Service and program coordination**

With the assistance of a tax levy, Title I funding and ARRA RTTT Citywide Support, students will participate in a variety of programs, including a Summer Bridge Program, block scheduling, mock Regents tests, after-school enrichment and blended learning to help them increase their college readiness metrics. Teachers will participate in common planning sessions to align curricula and support students in achieving college readiness.

### ANNUAL GOAL #5 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 #5**

- To increase the percentage of students with disabilities meeting their high school graduation requirements by 15%.

#### **Comprehensive needs assessment**

- Students with IEP's require accommodations and services to earn the credits necessary for high school graduation.
- P-TECH serves a diverse population of students, including many with disabilities.

#### **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) Teachers use a blended model of learning, individualizing instruction by using online tools such as Achieve 3000, SCANTRON, and Math Excel to increase literacy and Math skills respectively.
  - b) Students are programmed into 90-minute blocks of English and Mathematics.
  - c) After School Enrichment from 4:06 to 6:00pm Mondays through Thursdays and Saturday Academy for Regents Prep.
  - d) 2 teachers in most classes.
  - e) 2 Special Education teachers pushing in to classes.
  - f) Teachers have common planning time to meet in department teams and inquiry teams to align curricula and to identify what students can and cannot do to support them in classes.
  - g) Administration of 6 mock regents throughout the year to assess student progress.
  - h) Students will sit and take the math and ELA regents for the January and June test dates.
  - i) Ongoing professional development to support teachers to differentiate and accommodate students with learning disabilities.

#### **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.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy     x   Title I              Title IIA              Title III              Grants     x   Other

If other is selected describe here: ARRA RTTT Citywide Support

**Service and program coordination**

With the assistance of a tax levy, Title I funding and ARRA RTTT Citywide Support, students with disabilities will participate in a variety of programs, including block scheduling, Special Education teacher push-in, after-school enrichment and blended learning to help them increase their achievement of high school graduation requirements. Teachers will participate in common planning sessions to align curricula and support students in achieving these requirements.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Repeated readings Read aloud Online and computer-adaptive enrichment	Small group and one-on-one  Use of technology	Before and after school  During school, after
Mathematics			
Science	Hands-on modeling of concepts  Integrated math and physics instruction	Co-taught classes  Small group and one-on-one tutoring	During school  During & after school
Social Studies	Literacy reinforcement through repeated readings, group study	Small group	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 1<sup>st</sup> 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's and their right to be involved;
- arranging additional meetings at other 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 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 appointments with their child's teacher or other staff;
- 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, consistent with NCLB requirements for Elementary Secondary Education Act (ESEA) and Title I;

## **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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 **ℹ**.

**A School Information ℹ**

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>17</b>	Borough <b>Kings</b>	School Number <b>122</b>
School Name <b>Pathways in Technology Early College High School</b>			

**B Language Allocation Policy Team Composition**

Principal <b>Rashid F. Davis</b>	Assistant Principal <b>Jung-hyun Kym</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Nicholas P. Falzone</b>	Guidance Counselor <b>Pricilla M. Martinez-John</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>Karen Young (community coordinator)</b>
Network Leader <b>Dennis Sanchez</b>	Other <b>type here</b>

**C. Teacher Qualifications ℹ**

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	1	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	12
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	227	Total Number of ELLs	3	ELLs as share of total student population (%)	1.3 %
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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

students and parent needs. The goals will be both qualitative and quantitative data in providing the rationale for each goal.

**A. ELL Programs**

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

Transitional bilingual education program	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	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	
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0			0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0			0
<b>Freestanding ESL</b>										2	1			3
<b>Self-Contained</b>										0	0			0
<b>Push-In</b>										2	1			3
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	1	0	0	3

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

ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE		ELLs receiving service 4-6	1	Long-Term	1

		years		(completed 6 years)	
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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. **0**

**ELLs by Subgroups**

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	00
Dual Language	0	0	0	0	0	0	0	0	0	00
ESL	0	0	0	0	0	0	0	0	0	00
<b>Total</b>	<b>01</b>	<b>00</b>	<b>01</b>	<b>01</b>	<b>00</b>	<b>1</b>	<b>1</b>	<b>00</b>	<b>1</b>	<b>03</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											2		
Chinese															00
Russian												1			1



Haitian																			00	00
French																			00	00
Other																			00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

<b>Dual Language (ELLs/EPs)</b>																				
<b>9-12</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>															
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			00	00
Chinese																			00	00
Russian																			00	00
Korean																			00	00
Haitian																			00	00
French																			00	00
Other																			00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

<b>This Section for Dual Language Programs Only</b>	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

<p>Ethnic breakdown of EPs (Number):</p> <p>African-American: ____                      Asian:</p> <p>Hispanic/Latino: _____</p> <p>Native American: ____                      White (Non-Hispanic/Latino):</p> <p>Other: _____</p>	
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## **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 after school 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 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 models to provide students with differentiated instruction. Teachers will incorporate Achieve 3000, Scantron, iLearn online programs into daily instruction throughout the year. Students will have the opportunity to utilize online programs, which offer 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 four times during the year to prepare students for January and June 2013 English Regents. Students will practice taking the English Regents in preparation for the actual January and June 2013 Regents to familiarize themselves with the assessment. Students are required to score a minimum of 75 on the ELA Regents exam. Practice Regents will be analyzed to determine students’ areas in need of improvement, which will guide teacher and online instruction.

<b>Courses Taught in Languages Other than English <i>⓪</i></b>				
<p>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:</p> <ul style="list-style-type: none"> <li>● classes that are taught in English using books in the native language</li> <li>● heritage classes</li> <li>● foreign language (LOTE) classes</li> </ul>				
<b>Class/Content Area</b>	<b>Language(s) of Instruction</b>		<b>Class/Content Area</b>	<b>Language(s) of Instruction</b>
Native Language Arts				
Social Studies:				

Math:				
Science:				

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

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

<b>Native Language Usage and Supports</b>  The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
	Native Language Usage/Support	Transitional Bilingual Education (TBE)	

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**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 227 students in September, 2012, and baseline results indicated that the vast majority of P-TECH students have entered the school with low level literacy skills; and thus, without a strong literacy foundation, 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. The school literacy initiative consists of 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 support pedagogy in literacy. Monthly professional development sessions with City Tech professors 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 support and guide literacy and pedagogical instruction for all teachers.

### **C Schools with Dual Language Programs**

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

N/A

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

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

**3** Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

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 month. 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 speakers 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 icouldbe.org online program to engage in student/adult projects and communication.
- Teacherease.com 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

**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 III 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

### A. Assessment Breakdown

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

<b>OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)</b>														
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Beginner(B)														00
Intermediate(I)										2				2
Advanced (A)											1			1
Total	00	00	00	00	00	00	00	00	00	2	1	00	00	3

<b>NYSESL AT Modality Analysis</b>														
<b>Modality Aggregate</b>	<b>Proficiency Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
LISTENING /SPEAKIN G	<b>B</b>													
	<b>I</b>													
	<b>A</b>										1			
	<b>P</b>										1	1		
READING/ WRITING	<b>B</b>													
	<b>I</b>										2			
	<b>A</b>											1		
	<b>P</b>													

<b>NYS ELA</b>					
<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total</b>
3					00
4					00

5									00
6									00
7									00
8									00
NYSAA Bilingual Spe Ed									00

<b>NYS Math</b>									
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total</b>				
Grade	English	NL	English	NL	English	NL	English	NL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA Bilingual Spe Ed									00

<b>NYS Science</b>									
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Total</b>				
	English	NL	English	NL	English	NL	English	NL	
4									00
8									00
NYSAA Bilingual Spe Ed									00

<b>New York State Regents Exam</b>				
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	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra	1		1	
Geometry	1		1	
Algebra 2/Trigonometry	0		0	
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	# of EPs (dual lang only) scoring at each quartile						

	percentile s)	(based on percentile s)						
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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 III 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 III requirement for Elementary Secondary Education Act (ESEA) and Title III programs.

**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.

<b>School Name:</b>			
<b>School DBN:</b>			
Signatures of LAP team members certify that the information provided is accurate.			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Rashid F. Davis	Principal		1/18/13
Jung-hyun Kym	Assistant Principal		1/18/13
	Parent Coordinator		1/1/01
Nicholas P. Falzone	ESL Teacher		1/18/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Pricilla M. Martinez-John	Guidance Counselor		1/1/01
Dennis Sanchez	Network Leader		1/18/13
Karen Young	Community Coordinator		1/18/13
	Other		1/1/01

	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN:** 17K122      **School Name:** Pathways in Technology Early College High School

**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**

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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.

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, Mandarin, French, 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 three families who speak Bengali at home, one family who speaks Haitian, one family who speaks Russian and 17 families who speak Spanish.

## 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.

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 partner with 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.