



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PACE HIGH SCHOOL

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

PRINCIPAL: YVETTE SY **EMAIL:** YSY@SCHOOLS.NCY.GOV

SUPERINTENDENT: **MARISOL BRADBURY**

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	
Amber Strayhorn	Student Representative: Student Government Organization President	
N/A	CBO Representative, if applicable	
Christian Rowley	Member/ SGO Vice President	
Michael Sowiski	Member/Teacher	
Cynthia Vega	Member/Parent	
Nancy Tobar	Member/Parent	
Denise Wright Scott	Member/Parent	
	Member/	
	Member/	

** 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

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

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.

Mid-Year Target(s):

25% of students who previously did not pass Regents examinations will pass January administration of Regents examinations;

End-Year Target(s):

There will be a 15% (average) increase in the number of students passing Regents examinations (as compared to our peer schools).

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.

A careful review of our 2012 Progress Report indicated that our Regents Pass Rates specifically in Global Studies and mathematics has decreased since 2010. Our weighed Regents Pass Rate falls below in comparison to peer schools.

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) key personnel 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.

Department chairs and teams will identify students scoring between 55 – 64 for all Regents examinations from the previous year and target instruction during TEEE, after school and Saturday Regents Prep sessions. Using ARIS data, we will design Regents Prep classes based on item analysis results.

Beginning of the year:

- Redesign of DY0 assessments to better assess students' deficits;
- DY0 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 programs and assigned tutorials.
- Programming and scheduling for additional regents prep classes during the school day;
- Senior teachers scheduled to teach additional regents prep classes to 9th and 10th grade students.

During the year:

- DY0 mid-year assessments and more precise MOCK Regents 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 Seniors 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 to prepare for August Regents.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 - holding an annual Title I Parent Curriculum Meeting (Sept 14, 2012);
 - 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;
 - 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;

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Combined Tax Levy and Title 1 funds are allocated to fund per session postings for all after school and Saturday programs such as Regents Prep, Academic Probation Programs, Attendance Recovery and Academic Intervention Programs. Our instructional coach (funded by Tax Levy) reviews, collects and plans professional development opportunities to help reach this goal.

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

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

To increase motivation and academic progress of low achieving students.

Identified students in every grade will increase their student achievement levels by a ½ grade by the end of the school year. 80% of identified students will earn the required credits for promotion or graduation by the end of the school 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) key personnel 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 3rd 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;
- Implement AP Program (Academic Probation) - (see Attachment 1).

During the Year:

- Implement grade-level plans, continue AP Program;
- 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 implementation for 3rd and 4th quarters;

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.

- Utilize additional guidance counselor to research and find outside resources to support the program.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - holding an annual Title I Parent Curriculum Meeting (Sept 14, 2012);
 - 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;
 - 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;

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 _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Combined Tax Levy and Title I funds are allocated to fund per session postings for all after school and Saturday programs such as Regents Prep, Academic Probation Programs, Attendance Recovery and Academic Intervention Programs. Our instructional coach (funded by Tax Levy) reviews, collects and plans professional development opportunities to help reach this goal.

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

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

The school will enhance and integrate our current curriculum with the Common Core Standards and the College Readiness Standards. Specifically, we will incorporate CIE 2012-2013 goals.

90% of teachers will develop and implement at least two anchor projects (see Attachment 2 using a universal format for the school) (CCLS Performance Tasks) in each course. 90% of the teachers will develop at least one (1) anchor project (along with accompanying Unit of Study) to address CIE 2012 (Reading Standard 1 & 10; Writing Standard 1).

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.

90% of teachers will develop and implement at least two anchor projects (see Attachment 2 using a universal format for the school) (CCLS Performance Tasks) in each course. 90% of the teachers will develop at least one (1) anchor project to address CIE 2012 (Reading Standard 1 & 10; Writing Standard 1).

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) key personnel 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:

- Induction will focus on introducing a universal format for unit design as well as CIE 2012 goals;
- Instructional Coach will help all staff facilitate implementation of tasks.
- PD and workshops sessions (Attachment 2) are implemented to help teachers with their planning and preparation for designing and implementing performance tasks (anchor projects) in their classes. Courses in core areas will utilize the CCLS for their content and electives and other courses will utilize the CCR standards.
- Staff will present their anchor projects to be implemented in the Fall semester to their grade-level and departments using our Tuning Protocol.
- Anchor projects will be reviewed and collected.
- Refer to Anchor Project (AP) development schema (Attachment 3)

During the year:

- During the implementation phase, student work will be collected and reviewed using our Tuning Protocol to evaluate the effectiveness of the project in terms of CCLS and CCR standards
- Staff will present their anchor projects to be implemented in the spring semester to their grade-level and departments using our Tuning Protocol.
- PD workshops and Collaborative Work Group Meetings are planned to review student work and other CCLS integration plans for next year.

End of the year:

- During the Spring semester implementation phase, student work will be collected and reviewed using our Tuning Protocol to evaluate the effectiveness of the project in terms of CCLS and CCR standards

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - holding an annual Title I Parent Curriculum Meeting (Sept 14, 2012);

- 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;
- 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;

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 Tax Levy funding of an additional Instructional Coach to our TO will help support the development of CCLS Units and Lessons to align with new City and State Standards. Per session allocation towards Inductions, curriculum planning and unit development has been allocated to support this goal.

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	<p><u>During the school day TEEE (Tiers of Educationally Enriching Experiences):</u> small group instruction; at-risk students work with their English teachers in small groups (7-8) during our additional 37.5 minutes of instruction. Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep. <u>After school TEEE (Tutorials):</u> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments. <u>Summer Institute:</u> 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. <u>Regents Prep Program:</u> Identified students (especially Seniors) scoring 64-55 are assigned mandatory afterschool and Saturday Regents Prep program <u>Academic Probation Program:</u> Students identified by their teachers as failing more than three subjects must stay after school (3:30 pm to 5:30 pm) two weeks before the end of every quarter to complete all work required to pass the identified classes. <u>Peer Tutoring:</u> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p>		
Mathematics	Same as above but with emphasis on math.		
Science	Same as above but with emphasis on science.		
Social Studies	Same as above but with emphasis on social studies.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution). College Counseling and Transition Services: All 11th and 12th grade students especially At-Risk students have structured courses related to college and career counseling.</p>		

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.

Highly Qualified Teachers at PACE High School

Targeted professional development, additional education courses (through our Partnership with Pace University School of Education along with the DOE programs and HOUSSE system will help all our identified teachers who are working towards being “highly qualified”.

Recruitment-Every effort is made to hire a diverse and qualified teaching staff at PACE. All staff members go through a rigorous group interview process that is facilitated by our Staffing Committee. All candidates as well as our continuing staff members review our Staffing Criteria.

PACE Staff Members should (be)...	This is important at PACE High School because...
A Subject Area/ Content Specialist	Teachers who are confident in their own content knowledge can better evaluate and assess their students’ level of understanding. Because they are familiar with the learning goals and objectives of the subject, they are better equipped to develop lessons and activities using “backward” design (Wiggins and McTighe, 1992); they will also be aware of the nuances of the particular subject enough to address student misconceptions and misunderstandings and therefore better address them in their lessons.
Possess a “Sense of Responsibility” to the School Community	Teaching is not “just a job”, it is a profession/career that not only presupposes knowledge of pedagogical strategies but also entails a sense of responsibility. This sense of responsibility and belonging- involves allowing oneself to “care” unconditionally for the school community. Teaching is a profession that can be isolating- when you close that classroom door, you enter your own domain- it is very easy to be a great teacher in your own classroom but one has to have a sense of responsibility to the “whole” learning community. To collaborate, to share, to communicate successes as well as failures. Teaching and learning should not be confined to your own practices in your classroom.
Possess a “Caring” Capacity	We are looking for staff members who are not only familiar with adolescent and youth development and their needs but also embrace the practices, rituals and routines involved in deepening their understanding of individual students in the learning community. Teachers who devote their time and energies in creating a personal inventory of their students and their lives are teachers who not only address academic needs but also become adult role models to our students. Teachers who know that it will take more time and energies than they spend in the classroom to develop deep relationships and are willing to devote this needed time. Our philosophy of increasing the level of engagement means not only in the classroom during the school day but engagement in out of classroom activities.
A Life-Long Learner	Teachers we seek believe that they, too, like their students, are on a journey of self discovery and improvement. They are open to different points of views as well as open to learn. True life-long learners have activities outside their school lives that will contribute to their growth as people. Their passions out of the classroom are considered additional talents that can contribute to the overall “character” of the school community. We believe that we can learn something at any stage in our lives. Staff members will be encouraged to share the hobbies that they are currently passionate about as well as talents they have already mastered with the school community. We are looking for teachers who are confident enough in their own learning capacity such that constructive criticism and dialogue about their own pedagogical practices are welcomed. We believe that self-reflection is an active process that involves metacognition about their own educational beliefs and practices as well as open dialogue with their peers and others.
Familiar with Several Pedagogical Methodologies	The key to effectively addressing students with different learning needs is to employ several pedagogical methodologies in the planning, design and implementation of any unit of study. Differentiated instruction affords students the opportunity to approach and understand a topic in several ways. Teachers adept at planning for such instruction are more able to assess their students’ level of understanding and plan lessons accordingly. Having several pedagogical strategies ready to implement in our “teacher toolbox” will help in our mission to engage, motivate and deepen the understandings of ALL students.

Our Instructional Coach is assigned to all new to the school, new to teaching, untenured and other staff identified as needing additional support. Frequent classrooms visits, intervisitations, one-to-one coaching, grade-level and department meetings are scheduled to help support all staff members earn and retain their highly qualified status. Funding from Title 1 as well as TL monies set aside for this goal is earmarked for professional development, attendance to conferences as well as in-house training.

**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.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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
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 Yuet Chu	District 02	Borough Manhattan	School Number 298
School Name PACE High School			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	414	Total Number of ELLs	9	ELLs as share of total student population (%)	2.17%
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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 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In										6	1		2	9
Total	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
Total	3	0	4	1	0	0	1	0	0	5

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
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

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
TOTAL	0	6	1	0	2	9								

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

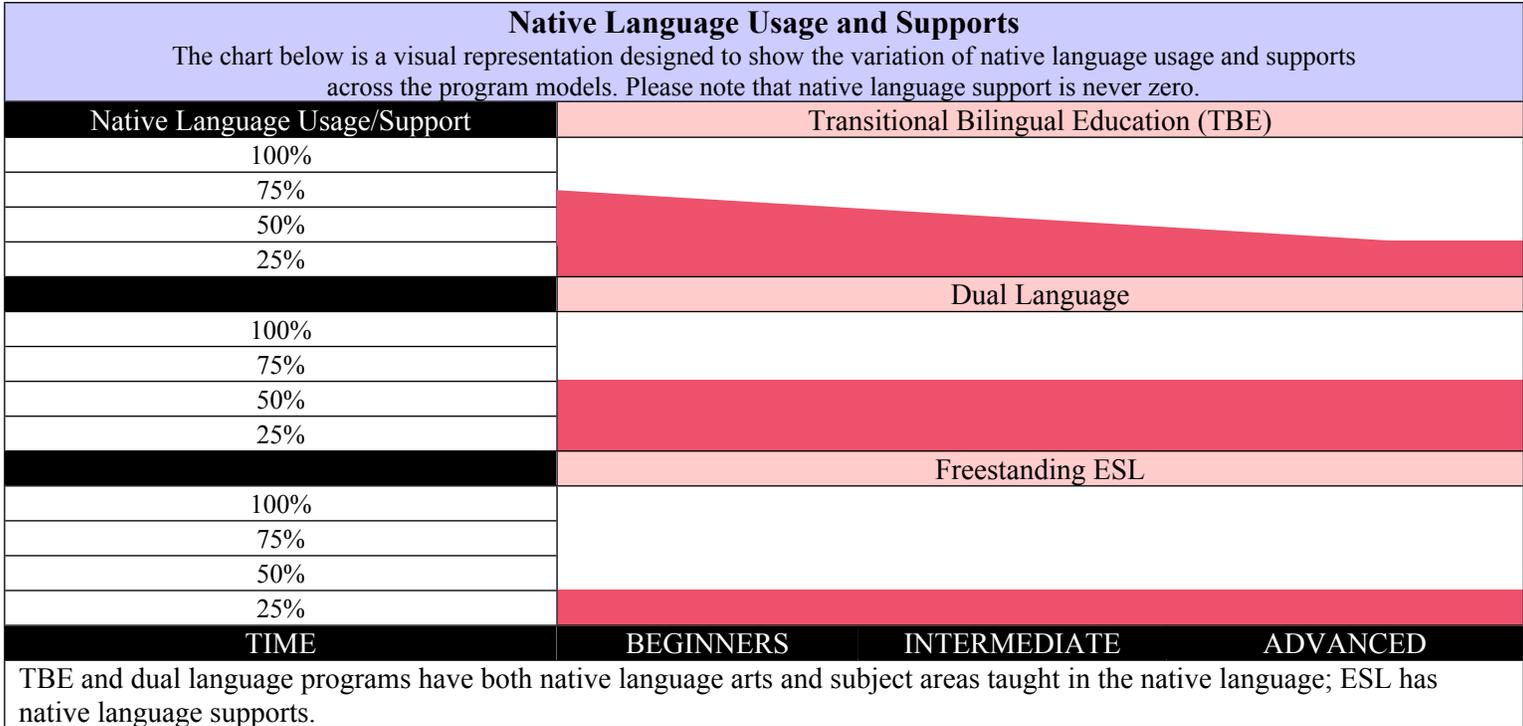
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				
Spanish III	Spanish			

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

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



B. Programming and Scheduling Information--Continued

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

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 (Madarin 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

<ol style="list-style-type: none"> Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
<ol style="list-style-type: none"> 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. 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. 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

<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents?
<ol style="list-style-type: none"> 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. 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. 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. Most parental 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

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

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

1. We utilize two formal diagnostics for all incoming ELLs aside from the Lab-R. An English diagnostic is administered and two skill based assessment (Wyatt for reading comprehension and Slosson for decoding). Results of these diagnostics reveal two important data points. Reading comprehension skill deficits and writing skill deficits so that we can monitor and design intervention programs for individual students. If students have identified skill deficits, they are assigned content level TEEE's (or small group instruction) during the school day which is usually ESL for an additional 50 minutes of supplemental instruction.
2. After careful review of our 8 students, most need additional help in writing skills. We have implemented an intensive writing skills class for all students needing additional instruction for this topic.
3. Most identified patterns in skills deficits usually result in additional courses or enrichment programs for individual students, online resources or supplemental classes that support English acquisition are programmed during the Spring semester. Additional after school programs with our licensed ESL teacher is also scheduled.
4. Our ESL programming is based on students' needs. Our DY0 diagnostics and period assessments help us understand what skill deficits to help our students both to improve language acquisition and content understanding. Our full immersion into English literature with additional supports in language acquisition instruction help our students experience success in the NYSESLAT as well as the Regents English examination.
5. N/A
6. Success is predicated on students showing growth in their language acquisition and skills in reading, writing, listening and oral comprehension in English as resulted from passing the English Regents in their 11th grade. So all students needing additional instruction in ESL or English are given small group instruction as well as after school support to help pass the English Regents. All our ESL students have made great efforts and have passed the English REgents in their 11th grade year.

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

School Name: <u>PACE High School</u>		School DBN: <u>02M298</u>	
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 Rohlfing/ 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

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

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.