



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

DBN (i.e. 01M001): 17K122

Principal: RASHID FERROD DAVIS

Principal Email: RDAVIS9@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: ALAN DITCHER

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Rashid Ferrod Davis	*Principal or Designee	
Tonya Spence	*UFT Chapter Leader or Designee	
Frederick Allman	*PA/PTA President or Designated Co-President	
Dwayne Griffiths	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>)	
Temeca Simpson, Carline Folkes	CBO Representative, if applicable	
Nicholas Falzone	Member/ Teacher	
Kerschelle Gall	Member/ Parentt	
Migdalia Moore	Member/ Parent	
LaDon Brown	Member/ Parent	
Rhoda Francis	Member/ Parent	
Claudette Saddler	Member/ Parent	
Gail Robinson	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

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

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 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Periodically throughout the year, teachers self-assess on selected components of a research-based rubric.

B. Key personnel and other resources used to implement each strategy/activity

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. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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.

D. Timeline for implementation and completion including start and end dates

1. By June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Periodically throughout the year, teachers self-assess on selected components of a research-based rubric.
2. 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.
3. 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

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).

All teachers are members of a grade team and a content area team. The grade teams, led by grade team leaders, meet every day during a common planning time and content area teams meet once every two weeks. During these meetings, teachers discuss instruction and the assessments that help inform their next steps. Through these conversations, examination of student work and review of instructional strategies, the teachers decide on and work with a set of assessment tools. Professional development around this work is provided to full staff once a month and once a week with grade teams.

All parents will have access to the online grading system with their own login and ability to track student progress. All parents are encouraged to meet with their student and the teacher's during conferences, that will allow parents to understand the grading policy further and provide the opportunity for the students to explain their progress to their parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

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

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.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

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.

2. Key personnel and other resources used to implement each strategy/activity

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.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Listed above

4. Timeline for implementation and completion including start and end dates

1. By June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 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

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).

Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system, parent-teacher conferences, flyers and an automated messenger to keep parents informed of their child's academic progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

To increase the percentage of students meeting 1 or more college readiness metrics after one year of high school by 15%. The City University of New York defines college readiness as a score of 75 on the ELA Regents and an 80 on one math Regents and completion of the math sequence.

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.

- 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, students successfully complete a 1-credit college course in technology.
- Additional students were college ready by the Year 2—so more students qualified by the end of their first year

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- a) 2nd year students experience a Summer Bridge Program to earn 2 credits in geometry and take the Geometry Regents in August.
- b) 2nd 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.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Listed above

D. Timeline for implementation and completion including start and end dates

1. By June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 2nd year students experience a Summer Bridge Program to earn 2 credits in geometry and take the Geometry Regents in August.
2. 2nd year students are programmed into 90-minute blocks of English and mathematics.
3. 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.
4. 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.
5. Administration of six (6) mock Regents in various subject areas throughout the year to assess student progress.
6. Students will sit and take the math and ELA regents on the January and June test dates.
7. After school enrichment from 4:06 to 6:00pm Mondays through Thursdays and Saturday Academy for Regents preparation.
- 8.

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).

Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system, parent-teacher conferences, flyers and an automated messenger to keep parents informed of their child's academic progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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

To increase the percentage of students meeting 1 or more college readiness metrics after 2 years of high school by 15%.

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.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- a) 2nd year students experience a Summer Bridge Program to earn 2 credits in geometry and take the Geometry Regents in August.
- b) 2nd 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.

2. Key personnel and other resources used to implement each strategy/activity

1. Teachers and administrators

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Listed above

4. Timeline for implementation and completion including start and end dates

1. By June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 2nd year students experience a Summer Bridge Program to earn 2 credits in geometry and take the Geometry Regents in August.
2. 2nd year students are programmed into 90-minute blocks of English and mathematics.
3. 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.
4. 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.

5. Administration of six (6) mock Regents in various subject areas throughout the year to assess student progress.
6. Students will sit and take the math and ELA regents on the January and June test dates.
7. After school enrichment from 4:06 to 6:00pm Mondays through Thursdays and Saturday Academy for Regents preparation.
- 8.

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).

Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system of, parent-teacher conferences, flyers and an automated messenger to keep parents informed of their child's academic prog

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

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

To increase the percentage of students with disabilities meeting their high school graduation requirements in ELA and/ or math by 15%.

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.

- 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

h) Strategies/activities that encompass the needs of identified subgroups

- 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.

i) Key personnel and other resources used to implement each strategy/activity

6. Teachers and administrators

j) Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Listed above

k) Timeline for implementation and completion including start and end dates

1. By June 2014

I) Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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.
2. Students are programmed into 90-minute blocks of English and Mathematics.
3. After School Enrichment from 4:06 to 6:00pm Mondays through Thursdays and Saturday Academy for Regents Prep.
4. 2 teachers in most classes.
5. 2 Special Education teachers pushing in to classes.
6. 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.
7. Administration of 6 mock regents throughout the year to assess student progress.
8. Students will sit and take the math and ELA regents for the January and June test dates.
9. Ongoing professional development to support teachers to differentiate and accommodate students with learning disabilities.
- 10.

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).

Our Parent Coordinator is responsible for overseeing parent involvement in the school community. Monthly parent association meetings are used along with the online grading system of, parent-teacher conferences, flyers and an automated messenger to keep parents informed of their child's academic progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	NA	Title IA	NA	Title IIA	NA	Title III	NA	Set Aside	NA	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Before and after school tutorials in Math with specific focus on the CCLS	All at risk students; small group instruction. -small group instruction to at risk students	After school and early morning -During the school day
Science	Hands-on modeling of concepts Integrated math and physics instruction	Small group and one-on-one tutoring	During school During & after school
Social Studies	Literacy reinforcement through repeated readings, group study	Small group	Literacy reinforcement through repeated readings, group study
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	counselor on site	Whenever necessary or recommended by teacher or parent. -Whenever recommended by teacher or parent.	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

All teachers at P-Tech are currently Highly Qualified.

Every effort is made to support new teachers and promote the appropriate professional growth required to teach in a modern classroom.

School-wide and differentiated professional development opportunities are provided to help teachers meet school goals, individual professional goals and work appropriately with all students.

Strategies for recruitment, retention, assignments and support:

- Administration will attend career fairs through the Department of Education and School Network to recruit Highly Qualified Teachers.
- Every teacher employed at the school is Highly Qualified. The school will continue the policy of hiring only teachers who meet the NCLB criteria for Highly Qualified Teachers. BEDS reporting will routinely be checked to make sure we have highly qualified staff.
- Teachers will be given extensive professional development opportunities to develop their content knowledge and teaching pedagogy. Professional development will be offered in the school, along with offering opportunities outside of school.
- First year teachers will be assigned a mentor to provide guidance in their work.
- Teachers will be afforded mentor services even if they are not in their first year.
- The Danielson Competencies will be used as a tool to observe teachers, give feedback and inform their instruction for the purposes of development. Teachers will meet with Administration to review observations, share feedback and develop action plans leading to measurable goals.
- Special focus will be paid to adherence of the Citywide Instructional Expectations

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Professional developments are developed based on the interest and areas of improvement of teachers. All teachers are provided with orientation information about school and district that includes the name and duties of staff members, administrative procedures, curriculum and community. In addition, teachers discuss, evaluate, and analyze data across content area and create an action plan based on findings. Finally, networking with community based organizations to develop and provide training for all staff members on a continued basis.

x

- Strategies utilized for the stated goal (accountable talk) would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings, training paraprofessionals, and pairing new teachers with the most experienced ones.
- Strategies utilized for the stated goal would include but not limited to: peer observations followed by debriefing of best practices, sharing of best practices during content area meetings, training paraprofessionals, and pairing new teachers with the most experienced ones. Teachers can also have discussion on evaluating and analyzing particular students' academics and behavior through Critical Friends Group. Students can be invited as well as parent/ guardian to these discussions to discuss such findings and create an action plan. The action plan would focus on strategies in helping the student improve his or her grades and/or behavior.

Strategies to recruit and retain teachers include workshops, training for teachers during professional development hour once a week for an hour (to be included in School Bell Schedule), mentoring/team teaching, e-mailing staff about resources, and sending staff on outside professional development to observe other school's best practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

school supplies are provided at no cost to Students in Temporary Housing. A teacher and counselor of peer mediation techniques, were hired to work with students to teach alternate methods of how to deal with negative and angry feelings.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

All teachers are members of a grade team and a content area team. The grade teams, led by grade team leaders, meet every day during a common planning time and content area teams meet once every two weeks. During these meetings, teachers discuss instruction and the assessments that help inform their next steps. Through these conversations, examination of student work and review of instructional strategies, the teachers decide on and work with a set of assessment tools. Professional development around this work is provided to full staff once a month and once a week with grade teams.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

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

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

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

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

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 122
School Name Pathways in Technology Early College HS		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Rashid F. Davis	Assistant Principal Pricilla M. Martinez-John
Coach N/A	Coach N/A
ESL Teacher Nicholas Falzone	Guidance Counselor Anthony Williams
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Karen Young
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	335	Total number of ELLs	11	ELLs as share of total student population (%)	3.58%
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Part II: 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														
Push-In										9	2			11
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	9	2	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3		1	5		3	3		3	11
Total	3	0	1	5	0	3	3	0	3	11

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	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										4	2			6
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic										1				1
Haitian										1				1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	0	0	0	0	0	0	0	0	9	2	0	0	11

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	9	1			10
NYSAA Bilingual (SWD)					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	8		4						12
NYSAA Bilingual (SWD)									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 (SWD)									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		0	
Integrated Algebra	5		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Scantron examinations are given in Reading as well as Language Arts to all students on an annual basis. This data allows us to differentiate instruction based on reading level as well as English language proficiency.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the data, students tend to improve NYSESLAT scores year upon year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Analysis of patterns across the NYSESLAT modalities as well as information about the Annual Measurable Achievement Objectives have led to a reassessment of how we approach literacy with our ELL population. The data so far reveals moderate success in the adjustments.
4. For each program, answer the following:
 - a. 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?Students generally choose to take only English-language exams. Leadership and teachers use the results of the ELL Periodic Assessments to realign curricula to better suit the needs of our LEP population.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL teacher is also a member of the ELA faculty and advocates for ELLs during curriculum planning and rollout.
7. 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?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate ELL success through the students' cumulative NYSESLAT data as well as through Regents results and credits obtained.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our ESL coordinator is charged with the initial identification of ELLs. To the extent possible, he administers the required assessments. Outside help is sought when necessary.
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.

Our Language Access Coordinator recently attended a training to better understand how to disseminate this information to parents. All our current ELLs have opted for the Freestanding ESL option.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
All documentation is safely stored in a locked closet without exposure to the elements. Our ESL coordinator heads this process.
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.
All students have opted to take part in freestanding programs this academic year. If a student has a need for a more intensive, immersive program, staff will be located to ensure a conversation happens with parents in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students were administered all four sections of the exam over a period of two weeks. Staff from our school as well as two others collaborated to score and send off the relevant answer documents to the appropriate organizations.
6. 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.) 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. 
All parents agree with the Freestanding ESL option. Alignment with parent requests is a top priority for our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

Students are programmed to receive instruction from the ESL teacher as a co-teacher. ELLs are mixed in with native English language speakers heterogeneously.
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)?

Please see the response to 1.
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 foster language development and meet the demands of the Common Core Learning Standards.

All content is delivered in English. The ELA department meets three times a week to plan curriculum that is appropriate to ELLs as well aligned to the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The option to take any Regents exam (with the exception of ELA) in one of the covered languages is always available to our ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Lessons are planned with the improvement of all four modalities in mind.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Lessons are differentiated to provided support to students at all levels of language acquisition. Achieve3000 differentiates informational texts for students based on their reading level.
7. 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?

Special educators are present at curriculum development meetings and provide frequent input and differentiation to our SWDs, ELL or native speakers.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All instruction is provided via the co-teaching model. There are no self-contained classes at our school.

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:			

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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.



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

9. 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.
ELLs are provided with daily support not only from the ESL coordinator but also special educators. All students have mentors with whom they communicate on a regular basis. Translation is provided whenever needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Increase NYSESLAT scores as well as continued academic progress are testament to the efficacy of our program.
11. What new programs or improvements will be considered for the upcoming school year?
Increased use of technology in the classroom, including the implementation of tablets for every student, should assist in improving content and language acquisition.
12. What programs/services for ELLs will be discontinued and why?
None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are invited to join any extracurricular activities they are interested in. School staff or outside sources are able to assist in translation if needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Achieve3000 is used several times a week. Technology, including Smartboard and laptop usage, is in daily lesson plans.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Translation is provided when needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Younger students generally require more supports than older students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students are oriented to the building by our parent coordinator as well as invited to pick a member of staff to watch over their academic and personal growth. These options are available during the school year as well.
18. What language electives are offered to ELLs?
None at present.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

- ELL training from the ESL Coordinator as well as outside sources

- 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 the MentorPlace 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PTECH

School DBN: 17K122

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashid F. Davis	Principal		12/17/13
Pricilla M. Martinez-John	Assistant Principal		12/17/13
Karen Young	Parent Coordinator		12/17/13
Nicholas P. Falzone	ESL Teacher		12/17/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Anthony Williams	Guidance Counselor		12/17/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 122 **School Name:** Pathways in Technology ECHS

Cluster: CUNY/521 **Network:** Cass Conrad

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.

In order for PTech to assess written and oral interpretations, data is collected from the Home Language Survey and Emergency Blue Cards, parent orientations, and open houses.

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.

Currently we have 11 ELLs and 327 students. The languages spoken as identified by the ATS system are: English, Spanish, Bengli, Arabic, Haitain, French, and Other. Written and oral translations are provided by the DOE website. The findings are repoted to the school community via parent meetings, teacher conferences, staff meetings, letters, and flyers.

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.

We use the services of our parent coordinator, bilingual staff, and parent volunteers. We translate critical forms of communication, such as report cards, translated progress reports, field trip notices, flyers, consent forms and parent brochures, which can be followed by a phone-call. In addition, the ESL teacher can retrieve forms and applications that have been translated by the DOE in various languages.

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.

Any oral interpretations PTech needs are met by in-house interpretations. Interpreters are available during the intake process, parent teacher meetings, workshops, teacher conferences, and IEP meetings. PTech uses a website called Teacher Ease where parents and students can access grades and homework. The parent coordinator helps the parents through the process through translators.

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>.

Ptech creates a welcoming atmosphere for all parents. Parents are informed of their parental rights and responsibilities - at the intake process - including their rights to translation and interpretation services. Parents are informed of all incoming school events, and all the information they need is provided in their native languages, if needed and available.