



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PROFESSIONAL PATHWAYS HIGH SCHOOL

DBN (i.e. 01M001): 22K630

Principal: DAVID J. DECAMP

Principal Email: DDECAMP@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: NATHAN DUDLEY

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 |
|--------------------|--|-----------|
| David J. DeCamp | *Principal or Designee | |
| Alex Dunne | *UFT Chapter Leader or Designee | |
| Carmella Chavarria | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Darius Humbert | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Lateefah Alleyne | CBO Representative, if applicable | |
| Meredith Joseph | Member/ Assistant Principal | |
| Kwabena Adu | Member/ Guidance Counselor | |
| Douglas Streater | Member/ Parent Coordinator | |
| Salima Purrington | Member/ Student Representative | |
| Michael Collins | Member/ Student Representative | |
| Koana Petit | Member/ Student Representative | |
| | 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

| | |
|----------|--|
| x | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| x | ▪ 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) |
| x | Academic Intervention Services (AIS) |
| x | Title I Plan (Only for schools receiving Title I funding) |
| x | 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.

By June 2014, school attendance will be 70%, an increase from the average attendance of our students during the 2012-2013 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.

Our student population is over-aged and under-credited. In the past, they have struggled with daily attendance. Attendance is critical for student achievement and accumulating the credits they need to graduate high school and prepare them for college and/or career. As a school community our focus is to increase the attendance rate of our students, in order to build a strong school culture, increase academic engagement and knowledge, and to help move our students towards their individualized goals.

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

1. Twice a month at our school community meeting which includes the DOE staff and CAMBA staff, discuss struggling students and devise an actionable outreach plan for each student discussed. Additionally, daily and monthly attendance will be reviewed with a focus on increasing teacher outreach to students and families.
2. Monthly Attendance Team meetings (attendance teacher, Assistant Principal, guidance counselor, CAMBA staff) to review data, plan home visits, and reach out to any LTA's.
3. Continuous daily attendance outreach, including home visits, phone calls, letters, and emails by CAMBA Advocate Counselors to students and families.
4. Attendance incentive trips for students with overall attendance about 80% and for students who have improved their attendance.
5. Student attendance incentives (movie trips, museum trips, sports tickets, Barnes & Noble's gift cards, restaurant gift cards)
6. Public recognition of students who are attending classes and working hard to meet their goals (bulletin boards, school newsletters, awards ceremonies) to promote a school culture where students are celebrated for their efforts.

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

1. Resources for the Attendance Team: common time to meet, access to student-level and school-wide data
2. Funds for attendance incentives (gift cards and trips); provided by partnership with CAMBA
3. Time during the day for semi-monthly staff meetings.
4. Planning time with the educational consultant (Re-Design) to help facilitate twice a month community meetings.

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

1. By the end of the 2013-2014 school year, the yearly attendance rate will be analyzed by month and disaggregated into challenging sub-groups and impact of outreach efforts will be analyzed to determine their effectiveness.
2. The Attendance Team and CAMBA will meet to evaluate the effectiveness of student incentive programs by looking at student data to determine the effectiveness of various incentives.

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

1. Attendance data will be evaluated three times a year between September 2013 and June 2014 to look for patterns, trends, and to monitor the attendance rates of the sub-groups in our school community. Modifications to our school-wide strategies will be made as needed using teacher/staff input and school data.

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

1. Semi-monthly school community meeting with DOE staff and CAMBA staff held for 50 minutes and led by the Assistant Principal and Re-Design
2. Monthly attendance team meetings held in the Principal's conference room that produce detailed action plans based attendance data
3. CAMBA outreach and incentive programs as part of our school partnership.
4. Common planning time for teachers to work with each other to create opportunities and forums to recognize students.

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).

Parents are partners in our goal to improve attendance. They are notified of students' absences and lateness on a daily basis. Parent Teacher Association (PTA) meetings/School Leadership Team (SLT) meetings are held monthly at the school. Advocate Counselors are in frequent communication with their student's parents sharing information about our school-wide goals, as well as inviting parents to PTA/SLT meetings and events.

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 | | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | |
| Will use our partnership with CAMBA to support this work. We will also use our educational consultant (Re-Design) to help facilitate our semi-monthly meetings. | | | | | | | | | | |

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

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|--|
| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, 50% of our graduating class will be enrolled in a post-secondary option (college, work, military, etc.) as measured by the 2013-2014 NYC Progress Report. We will achieve this goal due to our intense focus on 1) building students self-awareness 2) boosting our existing repertoire of college/career readiness preparation and opportunities. |

Comprehensive Needs Assessment

| |
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| 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. |
| This need came about during intake interviews with students. Students who historically did not succeed academically were asked about their future goals and options and did not have a clear idea as to what they wanted to do as a career and/or were not aware that they needed to further their education to earn a degree or certification for specific careers. We believe that by building on students' existing strengths and skills and helping them navigate through personal obstacles that students will create their own options to achieve post-secondary success and graduate with academic and professional skills necessary to achieve their personal visions. |

Instructional Strategies/Activities

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|---|
| 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 |
| <ol style="list-style-type: none">1. Programming potential graduates in College/Career Advisory to support college/career needs (financial aid applications, college applications, work applications, etc.)2. Case conferencing with CAMBA Advocate Counselors, teachers, guidance counselor about students' skills, progress with post-secondary options, to support students.3. Scheduling of exposure to college/career options through: College trips, LTW internships, Meetings with College representatives4. Work with our student government to help promote college/career going culture5. Advertising college/career going culture through-out our school building. |
| B. Key personnel and other resources used to implement each strategy/activity |
| <ol style="list-style-type: none">1. Guidance Counselor and CAMBA staff2. CAMBA Advocate Counselors, Teachers, Guidance Counselor,3. CAMBA staff and Guidance Counselor4. Student government Advisor, CAMBA Staff, Guidance Counselor5. CAMBA Staff and Guidance Counselor |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| <ol style="list-style-type: none">1. By the end of the 2013-2014 school year, we can identify options chosen by our students |
| D. Timeline for implementation and completion including start and end dates |
| <ol style="list-style-type: none">1. The timeline for implementations will take place from September 2013-June 2014 |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| <ol style="list-style-type: none">1. Programming students with courses necessary towards graduation2. Ensuring that students are programmed for correct Regent/RCT exams necessary towards graduation requirements3. Meetings with Student Government twice a month to follow up on Advertisement of college/career going culture4. Students will all have an advisory period once a week that helps them develop a cloud-based portfolio of materials necessary for post-secondary success: Resumes, college application letters, steps to attain employment in identified career paths. |

Strategies to Increase Parental Involvement

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| 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 school will support parents and families by providing parents and families with the information needed to effectively become involved in planning and decision making in support of post-secondary options. We will share information about programs, meetings, and other activities in a format, and in languages that parents understand. |

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 | x | Title IA | | Title IIA | | Title III | | Set Aside | Grants |
| 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

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| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| . By June 2014, there will be a 5% increase in collective teacher performance in components 3b, Questioning and Discussion Techniques and 3cEngaging students in learning as measured by the percentage of teachers rated 3 or higher on The Danielson Framework for Teaching. |

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. |
| Our student population has struggled with engagement, credit accumulation, and passing Regents exams. Interim assessments allow us to evaluate student understanding and provide us with data that we can use to adjust our instruction to meet student need and increase understanding. We believe that by using interim assessments we can move students ahead because we can target specific academic skills and content that students are struggling with. In the same sense, by using strong questioning and discussion techniques we can improve student engagement and critical thinking skills. Increased engagement will have a direct impact on our student population and improve student performance on assignments and assessments. Professional Pathways will focus specifically on component 3B (using questioning and discussion techniques) and 3C (engaging students in learning) of the Danielson Rubric. |

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 |
| 1. Interim assessments will be given once a trimester and evaluated by teachers, administration, and with the help of ReDesign educational consultants. 2. Assessment data will be available and shared with all school staff and used in planning curriculum. 3. Danielson rubric will be used in each observation throughout the year with a focus on component 3B and 3C 4. Inquiry teams/peer observation cycles will take place twice a year 5. Feedback noted in the peer observations (inquiry teams) as documented through weekly staff and department meetings |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. Teachers, administration, and ReDesign to evaluate the interim assessments 2. Network achievement coach to help design inquiry teams and facilitate peer observations 3. Per Session funds are available for departments who request additional time to evaluate interim assessment and design instruction. Department meetings are built into the day schedule during Common Planning Time |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Interim assessments will be analyzed to create data that can be used to modify and develop curriculum 2. Data will be used during Common Planning Time, department meetings, inquiry team meetings, and professional developments to create engaging lessons that improve student engagement and critical thinking skills. 3. Inquiry cycles and observations will allow teachers to try new strategies that align with components 3B and 3C of the Danielson Rubric to increase student engagement and critical thinking skills with the goal of improving overall student performance. |
| D. Timeline for implementation and completion including start and end dates |
| 1. The timeline for implementations will take place from September 2013-June 2014 |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. Professional development is for our teachers every Tuesday after school. We focus on Interim assessment data, improving 3B and 3C of Danielson from inter-visitations and modeling of questioning techniques to improve critical thinking and checking for understanding. |

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). |
| Parents are key partners in student success. They are notified of student progress through phone calls, letters, and report cards. Student data is also available on |

skedula.com which parents can create accounts to access. Additionally, parents are made aware of school professional developments during monthly PTA meetings.

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 | x | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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.

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.

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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.

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.

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | 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 | Subject Area tutoring is available Monday and Wednesday between 3:20 and 4:10pm. Students are assigned to a specific tutor based on academic need/Regents need. After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation. | Small group instruction One-on-one Tutoring | Monday and Wednesday between 3:20 and 4:10pm |
| Mathematics | Subject Area tutoring is available Monday and Wednesday between 3:20 and 4:10pm. Students are assigned to a specific tutor based on academic need/Regents need. Students are assigned to a specific tutor based on academic need/Regents need. After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation. | Small group instruction One-on-one Tutoring | Monday and Wednesday between 3:20 and 4:10pm |
| Science | Subject Area tutoring is available Monday and Wednesday between 3:20 and 4:10pm. Students are assigned to a specific tutor based on academic need/Regents need. Students are assigned to a specific tutor based on academic need/Regents need. After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation. | Small group instruction One-on-one Tutoring | Monday and Wednesday between 3:20 and 4:10pm |
| Social Studies | Subject Area tutoring is available Monday and Wednesday between 3:20 and 4:10pm. Students are assigned to a specific tutor based on academic need/Regents need. Students are assigned to a specific tutor based on academic need/Regents need. After | Small group instruction One-on-one Tutoring | Monday and Wednesday between 3:20 and 4:10pm |

| | | | |
|---|---|------------------------------|--|
| | <p>school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.</p> | | |
| <p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p> | <p>The Guidance Counselor works in conjunction with our CAMBA staff to ensure that students are receiving one-on-one counseling to address individual academic needs. Students all have meetings with the Guidance Counselor to discuss transcripts, report cards, and academic progress.</p> | <p>One-on-one counseling</p> | <p>Every student receives academic counseling once a week by their CAMBA advocate counselor and monthly counseling with the Guidance Counselor</p> |

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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. | | | |
| | School Wide Program (SWP) | x | 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.

We had a very competitive hiring process that selects teachers through the 18D process because we are a new school in a phase out school building. Highly-qualified teachers are given responsibilities and invited to be leaders for other teachers and invited into the administrative decision-making process. We encourage HQT to participate in PD opportunities provided by the Network and the UFT.

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).

All staff take part in weekly PD at the school with a focus on Danielson, data-driven assessments, inter-visitations, and inquiry team.

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.).

The DOE staff reaches out to all students in temporary housing and provide Sth assistance where warranted. Additionally, our CBO – CAMBA is able to provide even more substantial assistance for our Sth. For violence prevention we have two RFA trained staff, we have two staff member trained in life space intervention, and we have two different staff members trained in Peer Mediation.

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.

TA Schools Only

Use of Program Resources

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

We provide after school and Saturday tutoring for students in need of additional academic remediation. We have a particular focus on preparing students for Regents exams. Our students are over age and under-credited, therefore, time necessitates that we focus on their ability to perform well on the New York State Regents Exams.

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).

Classroom teachers conduct baseline assessments at the beginning of each trimester to gauge students current level of performance in the content area. Using this data and ongoing classroom assessments we are able to identify those students most in need of remediation and the areas in which they struggle. Additionally, we use Regents data to identify areas of missed instruction and specific skill sets students may need in order to succeed in passing the Regents. These teachers then use this data for extended time tutoring.

Professional Pathways High School Parent Involvement Policy (PIP)

PROFESSIONAL PATHWAYS HIGH SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Professional Pathways High 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 22 | Borough Brooklyn | School Number 630 |
| School Name Professional Pathways | | |

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 David DeCamp | Assistant Principal Meredith Joseph |
| Coach type here | Coach type here |
| ESL Teacher Jennifer Kessler | Guidance Counselor Kwabena Adu |
| Teacher/Subject Area Janaki Saati | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Douglas Streater |
| Related Service Provider Corey Green | Other type here |
| Network Leader(Only if working with the LAP team) type here | 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 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 | 0 | 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) | 116 | Total number of ELLs | 5 | ELLs as share of total student population (%) | 4.31% |
|--|------------|----------------------|----------|---|--------------|

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 | | | | | | | | | | | | | | |
| Discrete ESL class | | | | | | | | | | | 1 | 1 | 1 | 3 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|---|--------------------------------|---|
| All ELLs | 4 | Newcomers (ELLs receiving service 0-3 years) | 3 | ELL Students with Disabilities | 0 |
| SIFE | 0 | ELLs receiving service 4-6 years | 1 | Long-Term (completed 6+ years) | 0 |

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 | | | 0 | | | 0 | | | 0 |
| Dual Language | 0 | | | 0 | | | 0 | | | 0 |
| ESL | 3 | 0 | 0 | 1 | 0 | 0 | 0 | | | 4 |
| Total | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 4 |

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 |
| Haitian | | | | | | | | | | | | | 1 | 1 |
| Urdu | | | | | | | | | | | 0 | 2 | | 2 |
| Spanish | | | | | | | | | | | 2 | | | 2 |
| TOTAL | 0 | 2 | 2 | 1 | 5 |

*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 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 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 | 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 | | | | | | | | | | | 1 | | | 1 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | 2 | | 2 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | 1 | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 4 |

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) | | | | | | | | | | | | | | 0 |

| 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) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | 1 | 2 | 1 | 4 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 4 |

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

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (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 | | | | | | | | | 0 |
| 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 | 4 | | 1 | |
| Integrated Algebra | 4 | | 2 | |
| Geometry | 0 | | 0 | |
| Algebra 2/Trigonometry | 0 | | 0 | |
| Math | 0 | | 0 | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 1 | | 0 | |
| Living Environment | 3 | | 1 | |
| Physics | | | | |
| Global History and Geography | 3 | | 1 | |
| US History and Government | 3 | | 0 | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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.

As we are a new transfer high school, we are using ARIS, as well as our own assessment data, to inform our instruction. All of our current ELLs are at the advanced level, based on the NYSESLAT. We also have data for 2 students from the ELL periodic assessments. Each of our four ELLs has shown progression over time. For most students, according to the NYSESLAT, writing is the skill that most needs addressing. Our own assessment data also supports this conclusion. Reading and listening are other areas that need to be improved. Most students are proficient in speaking. Based on this data, we are focusing on writing during ESL class. One student has not made progress in reading or writing NYSESLAT scores over the last three years of testing. This will inform our instruction by working specifically on reading and writing in class. We are able to identify areas of concern for improving the writing (i.e. identifying if it is lacking the language to write versus understanding the mechanics of how to write a particular piece) and reading (is it a decoding, vocabulary, or comprehension issue that needs to be addressed). We continually monitor performance of each of our five students using regular assessments and NYSESLAT practice to ensure growth.

We also use students' Regents scores to assess levels. While one student has passed the ELA Regents, three others have not. However each ELL has taken the Regents and scored over a 50 (52, 60, and 60), so we know passing the ELA Regents is an attainable goal for this year. This will also inform our instruction as we design our Regents preparation.

Each student is assessed in reading and writing. We use the AGS Reading Level Indicator to assess instructional and independent reading levels. We conduct regular writing assessments, grading them for the 6+1 traits. Also, we conduct grammar assessments. These assessments show us that our ELL students, similar to many of our native language students are reading below grade level. Most of our ELL students grade at a 5-8 independent reading level. A handful of our ELLs are reading at or close to their grade level with instructional help. This informs our school's instructional plan because we understand the importance of literacy for our students. We teach reading strategies in all content areas and use Read 180 with our ELLs. We use our writing assessment results to better understand with which traits students need the most help, and we focus on those in mini-lessons.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As stated above, all students are at the advanced levels. All students are proficient or very close to proficient in speaking. All students need improvement in writing and this is usually their lowest score. Reading and listening scores vary the most across the ELL population - with some students scoring almost proficient, and others showing weakness in one or the other area. Of the two students who were in the system before 2012, both advanced from the Intermediate to Advanced level. We have two students who performed lower in reading than listening and three that performed higher. However, the scores aren't significantly different. We improve both through read aloud and follow alongs in class this helps to improve both areas.
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](#))

To meet all students' needs, we make sure to include all four modalities of instruction in each lesson - practicing reading, writing, listening, and speaking on a daily basis. Modality information is not available except what we can see for previous year, so we were informed not to answer this question.

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?
 - a. All of our students are at the advanced level. Because we are a new school, we do not have information on which language the students took previous Regents exams in.
 - b. Because we are a new school, we have not yet administered any ELL Periodic Assessments. We do have data from last year's Periodic Assessment (from Aris) which is consistent with NYSESLAT data. Scores are high across modalities (6-9/10 on every section). Most help is needed in reading and writing. Teachers in all subject areas have been informed about ESL students and all available data. Teachers also collaborate regularly so that the ESL teacher can address content specific reading and writing needs.
 - c. We will use the data from Periodic Assessments to both track student growth as well as inform instruction, targeting areas that need the most attention.

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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure to have bilingual dictionaries in our classrooms, as well as reading materials in the native language. We also try to use a buddy system whenever possible, pairing students of the same language with their peers, so that they can share ideas in the native language and a more advanced student can help a less advanced student.
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?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Because we have a relatively small number of ELLs, it is possible to track them individually. The ESL teacher, as well as the guidance counselor, conducts regular review of transcripts, progress reports and report cards of ELL students, and intervenes when needed. As we progress as a school, we will also carefully watch our graduation rates of ELLs and track them using DOE tools such as Progress Report and ARIS. We will assess and act every year, making changes based on our results and the changing population of our students. Success is defined by having our Advanced NYSESLAT learners become proficient (testing out) or improving their performance in all areas of the NYSESLAT Exam by 10% and passing the ELA Regents exam with at least a 65. As a first year school, we will be closely monitoring this data to identify areas for needed improvement.

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](#).)
 1. Since we are a transfer school, by definition we only receive students from another DOE school. Thus, ATS reports for example, RLER that shows LAB - R eligibility and the RNMR that shows students eligible for ELL services, are most frequently used to identify ELLs in the school. We also use the data on ARIS.

If we did have a student who is new to the system, we would give him or her a HLIS (if it is not already in the ATS System). Our ESL teacher would conduct this interview and administer the form. Parents and students are assisted, as appropriate, by native language school employees. The ESL teacher also will administer the LAB-R in English, as well as Spanish for Spanish speaking ELL students, within ten days of admittance; she would also administer the NYSESLAT. She is certified in ESL instruction. The LAB-R would be hand-scored by the ESL teacher. Students who score below the cut off are entitled to receive ELL services. The results of hand-scored tests will be kept on file in the office of the Assistant Principal, ESL and the test is sent to be officially scored. The ESL teacher administers the NYSESLAT to ELL students and ensures that testing modifications are implemented for ELL-SWD. The reading, writing and listening sections of the NYSESLAT are administered over three days. Speaking is administered over a one week period. If students miss a part or parts of the test they take those parts on a specified make up day. Our Assistant Principal and our ESL teacher regularly review reports, including the RLAT and RMNR, from ATS to determine who should take the LAB-R and NYSESLAT annually. The results of the tests are reviewed to determine next programming steps for the students, for example, a student who receives an overall score of intermediate on the NYSESLAT will be programmed next for Intermediate ESL.
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.

We are a Transfer School which means that parents are transferring from another DOE school where their choices have already been made. We describe what we are able to offer students. When parents come in needing translation services, they are assisted by native language school employees, the ESL teacher and the Assistant Principal of ESL if they have any questions about the programs. After their questions are answered, they fill out the parent survey and program selection form and are given entitlement letters. Native language school employees, ESL teacher and Assistant Principal of ESL conference with the parents and answer any questions they may have. If a parent does not attend school to watch the orientation DVD, entitlement letters as well as the parent survey selection forms are sent home. These documents outline program choices for ELLs and their families.

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].)

The Assistant Principal and ESL teacher issue entitlement letters, Parent surveys and Program selection forms. The Assistant Principal, ESL and ESL teacher call homes, send reminder letters and transmit emails (if email addresses are on file) if the school does not receive letters back. We also invite parents of newcomers to attend the Parent Teacher Conference in the fall to ensure that the surveys, selection forms and letters are completed and signed. A copy of all documents are filed in the office of the Assistant Principal, ESL and periodically reviewed for follow-up.

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.

After watching the DOE orientation DVD for parents of newly enrolled English language learners in their native languages, parents receive entitlement letters in the student's native language and in English, as well as parent surveys and program selection forms. A copy of all documents are filed in the office of the Assistant Principal, ESL and periodically reviewed for follow up. The ESL teacher interviews students and places them in the appropriate level of ESL based on their LAB-R results and interviews. Our ESL teacher conducts this interview and administers the form. Parents and students are assisted, as appropriate, by native language school employees. Currently, we have staff who speak Hebrew, Spanish, French and Italian. Students who have already been admitted to a NYC school are programmed for ESL classes based on the results of their NYSESLAT. For example, a student who receives an overall score of intermediate will be programmed next for intermediate ESL. Almost all of our students have been in the DOE system for at least one year, and parents continue to choose overwhelmingly for their children to remain in an ESL program. Nonetheless, the Assistant Principal of ESL and the ESL teacher track the number of parents who select particular programs. If the minimums for one of the other programs are reached, the school will create that program. In addition, we send continuation letters (taken from the DOE web site) to parents of our returning ESL students annually and in their native languages. We have no data on how students are doing in testing in their native languages versus English.

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.

Once we receive the dates of administration from the DOE, the ESL teacher, Assistant Principal, and Principal work together to design a calendar for test administration. Testing is spread across 2-4 days to avoid fatigue. The NYSESLAT is administered in a separate room in a quiet area of the building. We test early on in the available dates to ensure there are many days available for make-up. The ESL teacher will administer the test during one period of the day over several days so each student can make-up any section that they were absent for. In this way, we ensure each student is able to take all four sections of the test before the last day of testing.

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.  N/A. We are a new school so we do not have data to analyze. Each of our four ELLs' parents have chosen to continue with ESL this year. Thus, yes, our program models are aligned with parent requests. We use parental information to best understand how to serve the student in conjunction with academic data. Most of the information that we gather from parents informs us about how to best connect with the students and family on a social/emotional level and what language services we need in order to best communicate. All teachers use a method of identifying troublesome vocabulary at the beginning of class so that ELL students are not hampered by troublesome vocabulary.

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])?

Currently, all ELL instruction is delivered through the collaborative model. ESL and ELA teachers collaborate to ensure the curriculum is preparing students to pass the ELA Regents (as well as given support in other subject areas).

The classes are homogeneous because all of our students are at the advanced level, though students are not necessarily at the same grade levels.

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)?

The NYSESLAT is used to determine the required instructional minutes for each student. Each student currently exceeds the required minutes of ESL instruction per week. Since our ESL teacher teaches our ESL students, and our classes are one hour long and meets five times a week = 300 minutes per week - this is 30 minutes beyond what is required for our advanced ELLs.

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.

Content areas are taught in English. Content area teachers consult with the ESL teacher to ensure that differentiation takes place. ELL support includes translations, word walls, visuals, and leveled readers. Other scaffolds include buddy systems between ELL and native English language speakers and pairing advanced ELL students with beginner ELL students in content area classes.

ELL students have access to NYS content area Regents exams in English and their native languages, as appropriate. Content area course work is also supported during ESL class. Professional development is given to staff members to ensure they are familiar with best practices for teaching ELLs. Each staff member is notified about the ELLs in his or her class and their English and native language levels.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
This year we intend to conduct informal assessments to determine the native language levels of our ELL students. We will have students read text in their native language and explain their understanding of it. English speaking staff will review the same text in English or a native language speaking staff member will review the native language text to assess the accuracy of the students' responses.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher and Assistant Principal design periodic assessments to be used in class which assess reading, writing, listening, and speaking. We also use the ELL periodic assessments from the DOE. NYSESLAT preparation materials are used for assessment, as well as Regents materials, and assignments designed by the ESL teacher. Students are constantly being evaluated in all four modalities, but we make sure we keep data that tracks progress throughout the year. Since we are on a trimester system, this includes assessments for each trimester as well as intertim assessments.
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).

Differentiation is a key part of our ELL instructional model. The curriculum for each ESL level is designed to meet the degrees of listening, speaking, reading and writing competencies articulated in "Description of Proficiency Levels," The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language, Albany, NY: The University of the State of New York, State Education Department, Office of Bilingual Education, 2004, pp. 3-12.

Our instructional strategies for ESL focus on the achievement of communicative competence (speaking, listening, reading and writing), vocabulary building, and phonetics. This year, we are revising thematic units that encompass skills and materials for each ESL level.

a. We do not currently have any SIFE students. If we did, we would seek to offer programs that are user-friendly and circumvent traditional classroom instruction. This includes programs such as Rosetta Stone and Read 180. We would differentiate homework and assessment appropriately.

b. Newcomers are given extra attention in the ESL classroom. We use a buddy system so newcomers can work closely with more advanced students who speak the same native language. Additionally, their content area teachers receive teaching support from and regular check-ins by the ESL teacher about how each ELL student is progressing. There are also regular assessments in class to track their progress. Our only newcomers speak Urdu, which our science teacher also speaks. We collaborate with her to translate materials and differentiate instruction as needed.

c. ELLs who have been receiving service for 4 – 6 years are challenged and supported. They receive a curriculum similar to that of native speakers on their grade levels, but this curriculum is differentiated. In addition, they receive extra grammar, word work and reading instruction.

d. We do not currently have any Long-Term ELLs. However, if we did they would receive instruction similar to that received by native speakers, with a focus on preparation for Regents exams and graduation. English Regents prep is delivered to students with intermediate and advanced proficiency levels. Students at this point are usually proficient in speaking but may need extra support in reading and writing. We continue to teach reading strategies and the 6 + 1 Writing Traits, as well as test-taking strategies. At the same time. students are completing meaningful projects to hold their interest and strengthen skills.

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?

We do not currently have any students who are both ESL and have an IEP. However if we did, the ESL teacher would use the same grade level materials, instructional and differentiation (described above) strategies for ELL-SWDs as she uses for her ELL general education students. She would scaffold and modify the materials and strategies to ensure the mandates of each child's IEP are met.

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?

Each student is programmed individually to ensure his or her academic needs are met. As a result, each student follows the most efficient path for him or her to graduation that meets or exceeds common core standards. If we have any students in this category, our ELL-SWD students' programs are reviewed at least annually to ensure that these students are placed in the least restrictive environment based on the mandates of their IEPs.

Courses Taught in Languages Other than English 

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

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

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

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

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

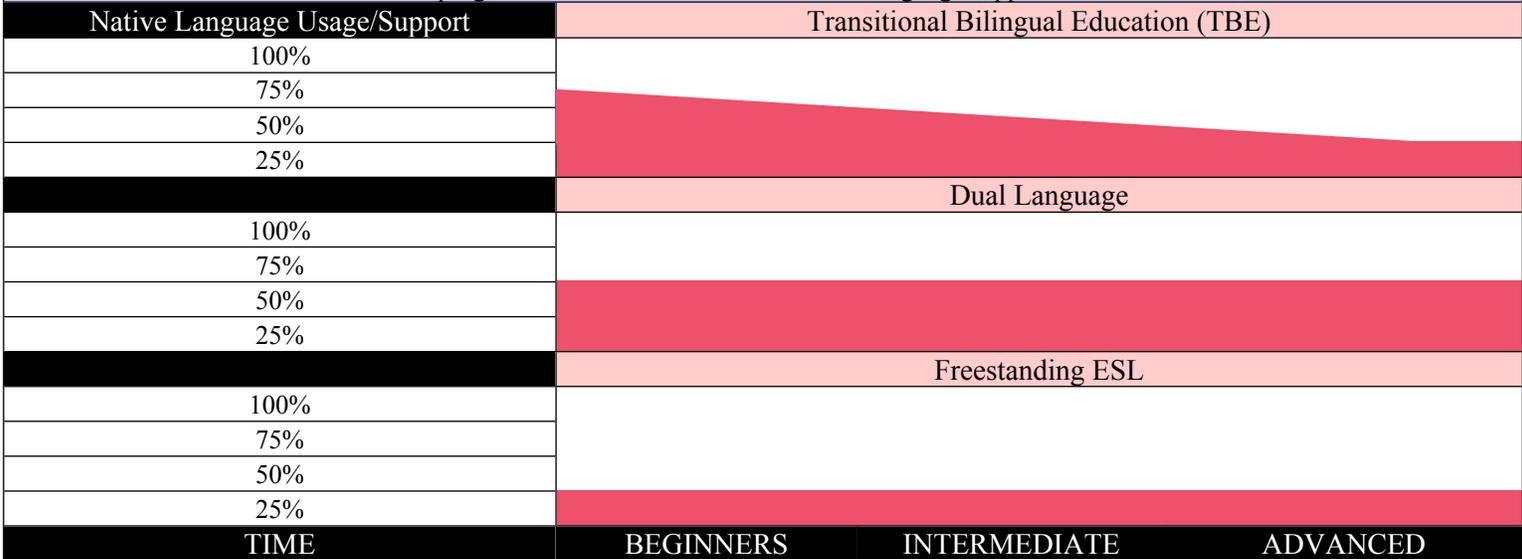
| | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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.



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.
- The ESL teacher regularly evaluates all ELLs' transcripts, noting where credits are missing, and which regents still need to be passed. She also consults with content area teachers. ELLs also take class time to review their own transcripts so they can see exactly where they need support. The ESL teacher frequently collaborates with content area teachers on classwork and projects. ELL support includes translations, word walls, visuals and leveled readers. Other scaffolds include buddy systems between ELL and native English language speakers and pairing advanced students with beginner ELL students in content area classes. Content area course work is also supported during ESL class. ELL students have access to NYS content area Regents exams in English and their native languages. We offer tutoring and Regents prep after-school, during school , and on Saturdays in all content areas. These services are most often performed in English; sometimes they are offered in Spanish or Urdu.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As we are a new school we don't have data to analyze tracking our progress at this point. However, we believe our program is effective in the meeting the needs of our ELLs in both content and language development. Our students are receiving more language support than is required. They are also getting extra support in content areas through our after-school extended day program (twice per week). And with the ESL teacher constantly collaborating with content-area teachers, ELLs receive support in what they need the most help with. All teachers are aware of who our five ELL students are.
11. What new programs or improvements will be considered for the upcoming school year?
- We will continue to use our extended day program to benefit our ELLs and prepare them for Regents exams, as well as to support their classroom learning and provide support in content areas. We are considering Rosetta Stone but are going to review assessment data to see if this would help our ELLs in reading and writing - the areas where they struggle most.
12. What programs/services for ELLs will be discontinued and why?
- N/A - we are a new school.
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 kept informed about all school programs by all staff, and especially by the ESL teacher. We provide extended day services twice per week to all students and encourage ELLs to participate in this. As we are a new school we are still forming our extra-curricular activities based on student interest. We are currently forming a student government, which will take the lead role in designing after school activities. ELLs are encouraged to join and participate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Dictionaries (English and bilingual), Rosetta Stone, Read 180 books, various materials from suppliers such as New Reader's Press, books in native languages, books on cd and tape, and more are all used to help ELLs learn.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- If possible (student body permitting) a buddy system is used, pairing advanced students with a beginner or intermediate student. Buddies speak in their native language to clarify lessons, readings, etc. They sometimes translate written materials into their native language or work together to translate written materials in their native language to English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We have a variety of materials for all ages and grade levels that focus on literacy support and cover different genres of text and grammar.
16. N/A We have not had any newly enrolled ELLs before the beginning of the school year.
17. There are no native language electives, but ESL students can take English Language Arts electives taught by licensed English teachers.
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.
- As a transfer school, we will not receive any newly enrolled ELLs.

18. What language electives are offered to ELLs?

As a transfer school, we do not offer language electives. The focus is on gathering required credits for graduation.

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)?

N/A

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.

1. There is presently one ESL teacher at the school. She regularly goes on PD off-site that focuses on best practices for ELLs. ELL personnel are able to choose PD that they think is appropriate for their needs as teachers serving ELLs. The ESL teacher provides professional development about ELL compliance and instructional strategies twice a year at faculty conferences to teachers, counselors and other staff who work with ELL students.

2. The ESL teacher attended a week-long professional development workshop in summer 2013 that focused on writing curriculum units aligned to the Common Core Learning Standards. Other school staff were also at this workshop, which allowed for collaboration and teamwork among staff.

3. The ESL teacher meets with and consults other teachers, staff and guidance counselors to ensure we are assisting ELLs (and other students) with any difficulties they have transitioning from middle school to high school). Our college office also provides teachers and students information about graduation requirements and college scholarships that cater to ELLs.

4. Each year we search for ELL resources offered by NYCDOE and other professional development providers related to content areas and provide teachers with them. In addition, our content area teachers meet regularly during common planning time. Among other things, they discuss and review differentiation strategies to help not only our ELL but also, our native language students, such as chunking and other methods to unwrap texts. Some content area teachers go to off-site ESL PD. We continue to provide teachers with literacy training. The ESL teacher also provides ELL-related PD to school staff, including detailed reports on each ELL student, PD on effective teaching methods for ELLs, modifications and lesson differentiation techniques. Records of training are maintained in the files of the Assistant Principal.

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?
 1. Parents are encouraged to take part in many school activities, including PTA, Parent Teacher Conferences, and events. For example this fall we have planned a Thanksgiving Harvest Dinner, to which all parents will be invited and encouraged to attend. ELL parents are invited to all events. Native language school employees are available to assist ELL parents.

We also invite ELL parents (and other parents who are not native English speakers) to attend English workshops on Saturdays. The primary mode of instruction is Rosetta Stone.

2. Many additional activities involving parents take place through our partnership with CAMBA, which operates an extensive program at Professional Pathways and builds close relationships with families. CAMBA runs the intake process in which parents are closely involved. CAMBA also gives parents an intake questionnaire, which can help us provide them with further services.

3. Most importantly, the intake parent questionnaire and conversation helps us to evaluate parents' needs. The questionnaire covers topics such as housing, immigration, and more. Parents' needs are also evaluated in a variety of other ways, including feedback from parent meetings and events, counselor notes of parent contact and requests, and surveys. The parent coordinator also has regular meetings and check-ins with parents.

4. Through the questionnaire, we can refer parents to other CAMBA services, programs, and resources they might need, such as help with housing, immigration, legal issues, economic development, etc. Advocate counselors also call parents in for meetings as needed, or schedule meetings according to parents' needs. Our regular high school programs, such as parent teacher conferences, provide parents with opportunities to acquaint themselves with their children's programs, curricula, paths to graduation and to learn other information relevant to their children's education. They also give parents a voice about the services that Professional Pathways provides students. We strive to send notices to parents in their native languages and native language school employees are available to assist ELL parents at functions.

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: Professional Pathways High Sch

School DBN: 22K630

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------|----------------------|-----------|-----------------|
| David J. DeCamp | Principal | | 1/1/01 |
| Meredith Joseph | Assistant Principal | | 1/1/01 |
| Douglas Streater | Parent Coordinator | | 1/1/01 |
| Jennifer Kessler | ESL Teacher | | 1/1/01 |
| Carmela Chavarria | Parent | | 1/1/01 |
| Corey Green | Teacher/Subject Area | | 1/1/01 |
| Janki Satti | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Kwabena Adu | Guidance Counselor | | 1/1/01 |
| Nathan Dudley | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |