



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PATHWAYS COLLEGE PREPARATORY SCHOOL

DBN (i.e. 01M001): 29Q259

Principal: KIMBERLY MITCHELL

Principal Email: KMITCHE@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: LAWRENCE PENDERGAST

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
Kimberly Mitchell	*Principal or Designee	
Lucas Rule	*UFT Chapter Leader or Designee	
Marcia Laster	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Asia Riddick Ruth Ajiboye Francine Selby	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Fred Saloman SASF	CBO Representative, if applicable	
Natalie Francois	Member/ Teacher	
Aarti Marajh	Member/ Teacher	
Melanie Kennedy	Member/ Teacher	
Ingrid Croft	Member/ Parent	
Lula Fisher	Member/ Parent	
Josie Greenidge	Member/ Parent	
Stacey Claiborne	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

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

Increase the number of students in grades 9-11 who receive 10+ credits by 5%

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.

During the 2012-2013 school year :

9th grade -64 out of 88= 73.9%

10th grade- 68 out of 90= 76.7%

11th grade- 41 out of 63 =65.1%

In order for students to graduate in 4 years they must gain 10 or more credits each year. We will increase credit accumulation from 71% to 76% by August 2014

Math and science are the two areas that our students struggle the most in.

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. Teachers will utilize teacher team time to align (1) curriculum to CCLS and (2) ensure that curriculum is viable and accessible by all students.
2. Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.
3. Fall semester PM school/Saturday Academy courses offered to students based on review of SY 2012-13 transcripts. Spring PM school/Saturday Academy courses offered based on review of mid-year transcripts.

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

1. Faculty and Administration
2. Faculty and Administration
3. Teachers for PM school. Guidance counselors to review transcripts.

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

1. By February 2014, teachers will have engaged in a self-assessment of curriculum and identified which assessments need to be embedded further within curriculum. By end of year, assessments on curriculum maps and lesson plans across grade levels and content areas will reflect alignment to NYS Regents and NYC Performance Assessments.
2. Curriculum maps will reflect embedded periodic assessments. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.
3. By February 2014, there will be a 3% increase in the percentage of students that earned 5+ credits across the Fall 2013 term.

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

1. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams
2. September 2013 – June 2014; Teachers teams meet 3x week in departmental teams
3. September 2013 – June 2014; PM School Classes will meet 26 times/term for 130 minutes/session; Saturday Academy classes will meet 18 times/term for 180minutes/session

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

1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams
3. Per session to pay 11 teachers 54 hours/term at per session rate (\$41.98/hr)

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).

1. Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
2. Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher's Circular Six period.
3. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
4. Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities facilitated by the Parent Coordinator. (times will be scheduled so that the majority of parents can attend)
5. Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community, via Parent Workshops lead by Learning

- Leaders.
- 6. Supporting parental involvement activities as requested by parents
- 7. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents

Budget and Resource Alignment

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

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

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

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

By August 2014 80% of cohort 2010 will graduate. Of the 80%, 50% will be accepted to a four year University and 12% will be college ready

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.

During the 2012-2013 school year
 75% of our students graduated in four year.
 Of the 75%, 50% went on to a four year University,
 14.7% were college ready.

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. Teachers will utilize teacher team time to share best practices.
2. Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.
3. Fall semester PM school/Saturday Academy courses offered to students based on review of SY 2012-13 transcripts. Spring PM school/Saturday Academy courses offered based on review of mid-year transcripts.

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

1. Faculty and Administration
2. Faculty and Administration
3. Teachers for PM school. Guidance counselors to review transcripts.

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

1. Lesson plan revisions will reflect peer sharing of best practices feedback
2. Curriculum maps will reflect embedded periodic assessments. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.
3. By February 2014, there will be a 3% increase in the percentage of students that earned 5+ credits across the Fall 2013 term.

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

1. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams
2. September 2013 – June 2014; Teacher teams meet 3x week in departmental teams
3. September 2013 – June 2014; PM School Classes will meet 26 times/term for 130 minutes/session; Saturday Academy classes will meet 18 times/term for 180minutes/session

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

1. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.

3. Per session to pay 6 teachers 54 hours/term at per session rate (\$41.98/hr

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).

1. Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
2. Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher's Circular Six period.
3. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
4. Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities facilitated by the Parent Coordinator. (times will be scheduled so that the majority of parents can attend)
5. Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community, via Parent Workshops lead by Learning Leaders.
6. Supporting parental involvement activities as requested by parents
7. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents

Budget and Resource Alignment

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

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

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

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

Progress in the Middle school as measured on the progress report will increase by 3% by June 2014

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.

During the 2012-2013 school year:

ELA received a median adjusted growth percentile of 55.0 as compared to 63 for the peer group and 64 for the city

Math received a median adjusted growth percentile of 49.0 as compared to 63.1% for the peer group and

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. Math teachers will administer periodic assessments aligned to the CCLS
2. Math teachers will participate in content-area and grade-level teams to refine curriculum and align instruction to and implement the new CMP3 Common Core Curriculum to meet the Citywide Instructional Expectations.
3. Teachers will meet with the Data Specialist on a monthly bases to guide data analysis and co-construct instructional plans

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

1. Teachers
2. Teachers
3. Teachers; Data Specialist

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

1. Target for Strategy 1
2. Target for Strategy 2
3. Teachers will collect, analyze, and utilize data to target instruction to meet learning needs of students.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

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

1. Math teachers will review curriculum maps, unit plans, and performance tasks
2. Curricula, performance tasks, and rubrics will be revised to reflect CCLS and data from previous student work
3. Item analysis of Math and ELA performance assessments will be used to target specific student needs and modify instruction
4. Professional development in the CCLS and the “shifts” will be provided for teachers to adjust curricula and instruction
5. Inquiry team work in mathematics will be used to analyze student data, progress, and success/

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).

1. Conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related
2. Arranging Case Conferences every Monday and Friday, via the Parent Coordinator, during the Teacher’s Circular Six period.
3. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
4. Assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities facilitated by the Parent Coordinator. (times will be scheduled so that the majority of parents can attend)
5. Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community, via Parent Workshops lead by Learning Leaders.
6. Supporting parental involvement activities as requested by parents
7. Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents

Budget and Resource Alignment

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

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

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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

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
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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	<p>AIS takes place 4 days per week for small group tutoring. Programs: Rewards and other comprehension and vocabulary building resources are utilized. School Day: tutoring via small groups and 1:1-Wilson, SAL. Saturday school will take</p> <p>place for 11 weeks for test prep in ELA and Math</p>	Small group and 1:1 tutoring	School day, after school, Saturday
Mathematics	<p>AIS takes place 4 days a week for small group: Integrated Algebra and Geometry Regents prep using the Barron’s Test prep materials. Saturday school will take place for 10 weeks for test prep in ELA and Math.</p>	Small group and 1:1 tutoring	School day, after school, Saturday
Science	<p>High School students only-Living Environment Regents and Earth Science Regents prep for students who still need to pass this exam using the Barron’s Test Prep materials.</p> <p>Middle School-reading strategies in the content areas</p>	Small group and 1:1 tutoring	School day, after school, Saturday
Social Studies	<p>High School students only-Global History and US History Regents prep for students who still need to pass this exam using the Barron’s Test Prep materials.</p>	Small group and 1:1 tutoring	School day, after school, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students receive individual and small group counseling on an as-needed basis.</p>	Small group and 1:1 tutoring	School day

**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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.
New and untenured teachers are supported by state-required Mentoring (twice a week), professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).
Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.
All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

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).
New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success

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.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted

and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that our assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 29	Borough Queens	School Number 259
School Name Pathways College Preparatory School		

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 Ms. Kimberly Mitchell	Assistant Principal Mr. Sulvan Haysley
Coach Mr. John Hunt	Coach Ms. Patricia English-Young
ESL Teacher Ms. Natalie Francois	Guidance Counselor Ms. Legere
Teacher/Subject Area Ms. Carla Boxcell	Parent Ms. Jean Blidgen
Teacher/Subject Area Mrs. Melissa Amos	Parent Coordinator Mr Devon Hunter
Related Service Provider Mrs. Geraldine Darius	Other Ms. A. Gounoulus
Network Leader(Only if working with the LAP team)	Other ype 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	1	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)	572	Total number of ELLs	16	ELLs as share of total student population (%)	2.80%
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Part II: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out							2	1	3	4	3	2	1	16
SELECT ONE														0
Total	0	0	0	0	0	0	2	1	3	4	3	2	1	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	4
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	2	0	2	0	1	3	0	3	16
Total	11	2	0	2	0	1	3	0	3	16

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	1			3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1	1	1	1					3
Haitian						1	1	1	2	2	2	1		10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	1	3	4	3	2	1	16

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)							2		1	2				5

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)									1	1	2		1	5
Advanced (A)								1	1	1	1	2		6
Total	0	0	0	0	0	0	2	1	3	4	3	2	1	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7		1			1
8	1	1			2
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			1						1
8	2								2
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT results indicate that students have strong skills in the listening and speaking modalities and weaker skills in reading and writing.
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](#))
The RNMR is not available as of November 1, 2013.
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?
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
]Teacher teams review the CCLS aligned curricula to ensure the second language development is considered in instructional decisions. Teachers and staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each ELL's social and academic success.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

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. For first times admits to the NYCDOE schools system, the ESL teacher administers the intake interview and helps the parent complete the HLIS. Based on the responses to the HLIS the students are identified if needing to test using the LAB-R. They are then tested by the ESL teacher and placed according to their score. The students who fall into the ELL group are then serviced during the year by the ESL teacher and tested during the year with the field tests, teacher made exams, oral and written

presentation and the NYSESLAT

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. Parents of newly admitted ELL students at Pathways are given an initial interview with the principal, the assistant principal assigned to the grade, the ESL coordinator and a translator. At this interview the parent is presented with the video which explains the three choices of Language programs. The parent then completes the Parent Survey and the Program Selection form. The student is placed in the appropriate ESL class within 10 days of enrollment, based on the parent selection form and the student's LABR score. At the current time no parent has requested a program other than the freestanding English as a Second Language Program.
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].)
 3. At the start of each year the ESL teacher reaches out the current ELL parents with the appropriate letters from the OELL site, informing parents of the program choices and their child's eligibility to receive services. The parents are informed that while currently, we offer a freestanding ESL program, we will open up a bilingual program when we have the appropriate number (15 students within 2 consecutive grades in MS and 20 students in the HS) of parent requests, as per CR Part 154.
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.
 4. The ESL teacher is constantly monitoring the new admits to the school to ensure that new students who are eligible are identified and tested with the 10 days designated for that purpose. At the beginning of each year reports (RLER & RLAT) are run by the ESL teacher to identify the incoming ELL roster. Those students are placed accordingly and the appropriate letters from the OELL are sent home.
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.

The sections are administered in groups according to level. Each modality is administered on a different day in a separate location to the students. A master schedule is create and a letter is sent to the parents to notify them of the exam window and when the exact dates are for their children. All communications are provided in English and in the student's home language.
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. 
 6. The trend in parent response to the survey at Pathways is Freestanding ESL. The parents are well aware of what we offer and are give the name and locations of at least two bilingual programs in which they may enlist their child. With the understanding of the requirement of minimum numbers for a bilingual program, as per CR Part 154, parents still choose to apply and have their children attend Pathways.

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])?
 1. The Beginning English Language Learner is serviced in a Freestanding ESL program that combines push-in (co-teaching) services and pull-out (individual/small group) services. Beginning English Language Learners are placed in block program classes for English Language Arts and Mathematics that are co-taught by both general education content certified teachers and a certified ESL teacher for a minimum of 180 minutes. Additionally 180 minutes per week of services are provided in a small classroom separate location during the school day. Beginning ELL students are also programmed for academic intervention services with the ESL instructor for 150 minutes per week.
Intermediate and advanced ELL students receive 180 minutes of ESL services through a combination of push-in classroom support for 2 periods per week and pull-out small group instruction for 2 periods per week with a licensed ESL teacher. Additionally, these students are programmed for 150 minutes of academic intervention services in the content area of need as a part of our extended day program. The goals of this instruction are vocabulary development and development of English literacy skills in the content areas. The emphasis of this program is using content material aligned with the State Regent Standards to improve academic literacy in the secondary school
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)?

All students are served as per CR- Part 154. The advance student are given a minimum of 180 minutes/week of instruction, while the intermediate students receive 360 minutes/week of instruction and the beginning students receive 540 minutes of instruction.
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.
 3. Instructional strategies for all ELLs are rigorous and are CCLS aligned in all content areas. The Beginning English Language Learner are provided with three units of ELA instructional using ESL in the pull out program, one unit of mathematic they are also provided with Social Studies and Science Instruction in the ESL classroom with support provided by the content area teacher through team meetings and teacher collaboration. With this method Main concepts are identified by the content area teachers and reinforced by the English as a Second Language teacher in the pull-out and extended school day program. The students are provided with Native Language art support through the classroom libraries. Support, transition and further enrichment are also provided in the after school program. The instructional approaches included a balanced literacy program in the pull out program with emphasis on developing academic language skills for the high school curriculum. In this classroom program the approaches include surveying and adapting language rich texts to make the information more easily accessible to a beginning language learner.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Visual materials are adapted and provided for extra support. Computer based programs provide additional practice and support

for the English Language Learners, allowing the students extra time to process and master skills and concepts. Text books in the Native Language have been ordered where available. Regents are ordered and administered in the native language when available and applicable. We also evaluate using the LOTE and the Spanish Lab-R and the content classroom assessments.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? The ELL students are given review sessions and are administer the periodic assessment and the NYSESLAT. They are also assessws formatively through teacher made test in the four modalities throughout the year of instruction. Baseline assessment are administered three times during the year and the data is used to improve instruction and increase student achievement.
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).

All instruction is differentiated at Pathways. We currently have 2 SIFE students. The plan for SIFE students should the need occur would be similar to the plan for Beginning Level ELL complemented with remedial skill instruction including, but not limited to the Wilson Program for Literacy and instruction in basic math skills. Accelerated academic skill programs may be offered during after school or Saturday programs. Newcomers receive instruction as described in our program for Beginning Level ELL. ELLs 4-6 years are provided targeted instruction in reading, writing, and building domain specific vocabulary. Long term ELLs are provided intensified support on reading more complex texts and writing arguments. All ELLs and former ELLs will be tested according to State testing mandates. All efforts will be made to provide them a safe and stress reduced environment in a separate location. Instructions and oral material will be read aloud and translated according to the requirements of the test. Other modifications such as extended time will also be provided within the limitation of the testing mandates. Our guidance team and all staff provide the appropriate vsocial emotional support for all our ELL subgroups.

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?

7. We serve oue ELL-SWDs as per their IEPs. We also offer a new literacy program for incoming ninth graders called SAL which is short for Supporting Adolescent Learners. This program is structured in 40 day sessions and accelerates as students literacy skill by two grade levels. We also provide a number of other academic interventions as part of the RTI (response to intervention) program that has been develop here at pathways by the Special education team in collaboartion with the ELA department.
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?

ELL-SWDs are supported in the class with the use of technology, differentiated instruction, scaffolding, audio/visual/media support, trips for enrichment, as well as small group instruction. The SWD are given extra support during AIS and regents preparation as well as Saturday school .

Courses Taught in Languages Other than English

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

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

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

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

Science:				

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

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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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.
We offer after school tutoring, regents prep, Saturday academy and our literacy programs (Wilson and SAL) to support our students and increase student achievement:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective based on our results on the NYSELAT and the regents exams. Our students showed growth by becoming proficient on the NYSESLAT and Achieving on the regents exams.
11. What new programs or improvements will be considered for the upcoming school year?
A newcomers club to help acculturate the new students to the tone and culture of the school and the US. We have also looked into purchasing Achieve 3000.
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged to participate in all school wide activities such as PAL, SASF, student government, and student clubs. Parents are notified through phone blast, backpack letters, flyers and posted on our online information and grade center, Skedula. In addition the ESL teacher and parent coordinator make individual phone calls to parents. All communications with parents are provided in English and in the parent's preferred language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Pathways provides bilingual glossaries, translated texts, SmartBoard technology and language acquisition apps on the iPad. Students are also encouraged to use an electronic dictionary with pronunciation capabilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided through the use of bilingual glossaries, books in translation, and the use of the computer. Students also have internet access. The laptops are also available to the students for use during the school day and during after school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All ELL supports correspond to the ELLs ages and grade levels. Our curricula is aligned to the CCLS which imbeds grade and age appropriate skills and standards.
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.
We have an orientation program during the summer where students are invited in to the building and are acclimated to the staff and the environment before they attend as full time students for the school year.
18. What language electives are offered to ELLs?
Spanish
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers in the school receive professional development in differentiated instruction. A schoolwide initiative for this year is to develop a policy of creating and implementing curriculum through Understanding by Design. Staff will receive professional development instruction on identifying the need for implementing English as A Second Language Strategies in all Unit planning as well as individual lessons. At least one professional development period per year will be devoted to the use of ESL strategies in the content area. ELL teachers are currently in the process of obtaining graduate courses as well as continuing their professional development through professional conferences.

ELL teachers also turnkey their new learnings within the school community. At weekly content team meetings, the ESL teacher will share with teacher a variety of materials that are used to support ESL instruction in the content area classrooms in the school. Topics and resources include: Native Language/ English Glossaries are used to supplement the ESL instruction in the content areas; native language trade books are used to support concept development; In the pull –out class instruction, web-based programs such as ESL Reading Smart is used to teach basic interpersonal communication skills.

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 actively involved in their child's education. On average we have approximately seventy parents in attendance at our monthly PTA meetings. When we hold grade specific workshops for parents attendance is exceptionally high. The parent coordinator and community associate arranges translation services for parents in need.

2. We have not established any partnerships with other agencies that provide services specifically for ELL parents. That is an area for growth

3. At Pathways we have an open line of communication with parents. As parents share their concerns through email or phone conversations we document the concerns and look for patterns over time. If a specific concern arises that needs to be addressed, the concern is added to the agenda for the next administrative cabinet meeting.

4. Our parental involvement activities address the needs of all parents in our school. We provide training on topics that concern student development both academically and socially.

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: Pathways College Prep. School

School DBN: 29Q259

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Kimberly Mitchell	Principal		11/15/13
Mr. Sulvan Haysely	Assistant Principal		11/15/13
Mr. Devon Hunter	Parent Coordinator		11/15/13
Ms. Natalie Francois	ESL Teacher		11/15/13
Ms. Jean Blidgen	Parent		11/15/13
Ms. Carla Boxcell	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
Ms. Patricia English-Young	Coach		11/15/13
Mr. John Hunt	Coach		11/15/13
Mrs. Legere	Guidance Counselor		11/15/13
Mr. Laurence Pendergrass	Network Leader		11/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q259** School Name: **Pathways College Preparatory School**

Cluster: **6** Network: **603**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At enrollment, all new or readmit students will be given a package of questions to include the HLIS, to determine the primary language spoken by the parent/s or legal guardian. All packages should be completed, reviewed and processed within the first month of school. The principal or her designee will ensure that this task is completed in a timely manner.

- The records of all students who are currently enrolled will be reviewed to determine whether parent/s or legal guardian require language translation, interpretation or assistance. For those students where a record is not currently available, a new package will be issued, completed, reviewed and processed in a timely manner.
- Our data indicates that we have less than 1% of parents who require translation and interpretation services. We currently provide translation and interpretation services for our Spanish and Arabic speaking parents. We also have teachers who are fluent in Haitian Creole, French and Spanish, we have required her services in that capacity. In addition, we contact the Translation and Interpretation Unit as needed.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

It has been determined that translation services both written and oral are necessary for the Spanish, Arabic and Haitian parents. All ELL parents will have access to language support in their preferred home languages. Our Parent Coordinator is the school's spokesperson for the community of ELL parents. Our findings are reported to SLT, Faculty and PTA at meetings and at Professional Development.

Part B: Strategies and Activities

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

Based upon the needs of the parents, the school will determine if it provides written translation or language assistance to parents. Primarily, this decision will be based on the level of fluency and/ or the parent's preference. For parents needing translation services, the school will utilize "The Translation and Interpretation Unit" to provide the service if it is deemed that the languages spoken by the staff are not adequate to meet the parents needs. In those instances where it is impractical to wait on the above-mentioned unit, such as an emergency or a rush job, the school will have a subcontracted independent vendor to provide this service. For those parents identified as needing translation/interpretation/language services, a letter will be sent to those parents informing them of their rights regarding translation and interpretation services and instructions on how to obtain such services from the school. Service will include general school documents or students' specific documents

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

If oral interpretation is needed or required, whenever possible, the school will utilize the "The Translation and Interpretation Unit." The school will also maintain a subcontract with independent contractors and a language line. Additionally, for those languages where specific teachers maintain fluency; (such as Spanish and Haitian creole), the teacher will be asked to translate whenever possible.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

a. For those parents identified as needing translation/interpretation/language services, a letter will be sent to those parents informing them of their rights regarding translation and interpretation services and instructions on how to obtain such services from the school. Service will include general school documents or students' specific documents.

b. For those parents identified as needing translation/interpretation/language services, the above-mentioned letter will also be sent to those parents 1 week prior to any scheduled general school meeting, parent teacher conference or any other activity that the principal deems appropriate.