



2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

17K122

School Name:

PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL

Principal:

RASHID FERROD DAVIS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 17K122
School Type: Early College Grades Served: 9 - 14
School Address: 150 Albany Avenue, Brooklyn, New York 11213
Phone Number: 718-804-9230 Fax: _____
School Contact Person: Rashid Ferrod Davis Email Address: Rdavis9@schools.nyc.gov
Principal: Rashid Ferrod Davis
UFT Chapter Leader: Tanya Spence
Parents' Association President: Frederick Allman
SLT Chairperson: _____
Student Representative(s): David Calliste and Janiel Richards

District Information

District: 17 Superintendent: Michael Prayor
Superintendent's Office Address: _____
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 929-271-3608 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Ditcher

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rashid Ferrod Davis	*Principal or Designee	
Tanya Spence	*UFT Chapter Leader or Designee	
Frederick Allman	*PA/PTA President or Designated Co-President	
Ronald Thornton	DC 37 Representative, if applicable	
Janiel Richards	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Carline Folkes	CBO Representative, if applicable	
Nicholas Falzone	Member/UASCH Teacher	
Claudette Saddler	Member/Parent	
Gail Robeson	Member/Parent	
Kerschelle Gall	Member/ Parent	
LaDon Brown	Member/ Parent	
David Calliste	Member/ Student	
Will Ehrenfeld	Member/ CBO Representative	
Tracey Crawford	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

- 6. Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Pathways in Technology Early College High School (P-TECH) is a new, small, limited unscreened, co-located, Smart Scholars Cohort II, turnaround, Career and Technical Education (CTE), STEM-9-14 Early College model with an industry partner. P-TECH is a product of the collaboration between the New York City Department of Education, City University of New York (CUNY), New York City College of Technology (City Tech), and IBM. Students have the opportunity to graduate from high school while simultaneously earning the Associates in Applied Science (AAS) degree in one of two programs offered by City Tech: Electromechanical Engineering Technology and Computer Information Systems.

Student Profile

- 438 total student population
- 70% boys and 30% girls
- 95% Black or Hispanic
- More than 80% of students are on free or reduced lunch
- 16% of students have Individualized Education Programs (IEPs)
- Average attendance to date is 90%

Accomplishments as of SY 2013-2014:

- Summer 2014: 1st set of internships for Pathways in Technology Early College High School (P-TECH Brooklyn)
- 1st set of internships for the P-TECH 9-14 School Model, which currently includes 27 schools in the US
- 62 of 102 students completing Year 3 (junior year) were eligible

Based on college course taking and participation in Virtual Enterprise, a workplace learning class

Remaining 36 students will participate in internships when requirements met

- 94% of the eleventh graders were promoted from grade 11 to 12; 87% of the student body overall was promoted to the next grade.
- Over 50% of the entire student body has met the college ready benchmarks in ELA (53%), math (52%), or both (44%) by June 2014.
- 81% of the eleventh graders were enrolled in a college course during the 2013-2014 school year, and 27% of them earned more than 31 college credits *before* entering 12th grade.
- Half of the entire student body was enrolled in at least one college course by June 2014; 42% of them have earned 1-11 credits; 28% have earned 12-23 credits; 9% have earned 24-30 credits; and 14% have earned over 31 college credits.
- 64% of all 10th, 11th, and 12th graders will be enrolled in at least one college course in the Fall 2014 semester.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> ● Strengths: <ul style="list-style-type: none"> ○ The entire staff meets weekly by Department and by Small Learning Community (SLC) to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. ○ The entire staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase the rigor in classroom instruction and support the development of students’ critical thinking skills. ● Needs: <ul style="list-style-type: none"> ○ The school and staff need to continue to work on establishing systems and routines to analyze formative and summative data to inform classroom instruction. ○ The school and staff needs to continue to work on providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The annual goals have been created with the vision that we want to prepare all students to be college and career ready. Meeting college ready benchmarks in ELA and Math will make them eligible for enrollment in City Tech’s college courses, which will give them the opportunity to complete the requirements for the AAS degree within six years.

- By June 2015, the percentage of students who have met the college ready benchmark in ELA (scoring 75 or higher on the ELA Regents exam) will increase from 53% to 73%.
- By June 2015, the percentage of students who have met the college ready benchmark in Math (scoring 80 or higher on the Algebra Regents exam) will increase from 52% to 72%.
- By June 2015, the percentage of students who have met the college ready benchmarks in both ELA and Math will increase from 44% to 64%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start</i>	Key Personnel <i>Who is responsible for implementing</i>
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<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<i>targeted?</i>	<i>and end date?</i>	<i>and overseeing the activity/strategy?</i>
Teacher collaboration that focuses on student work and proficiency through SLC meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.	All Students	September 2014-June 2015	Principal, All Teachers
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by baseline assessments through Scantron and Achieve 3000.	All Staff	September 2014-June 2015	Principal
Instructional support of student progress such as tutorial and Regents prep will occur in all classes, Advisory, and during after-school and/or Saturday opportunities	All Students	September 2104-June 2015	Principal, All Teachers
Students will be supported by a variety of strategies including the use of a blended learning model, binders, students agendas, Cornell Notes, Academic and Content Vocabulary, text annotation and close reading, Socratic Seminars, Project Based Learning and Common Core aligned units.	All Students	September 2014-June 2015	Principal, All Teachers.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff will need time for participating in staff development, planning for implementation of strategies in instruction, providing tutorial for students, and supplemental instructional resources such as releases Regent exams and technology.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.

- Teachers will select a mid-point benchmark (i.e. released Regents exam, teacher created assessment, NYCDOE benchmark assessment.)
- Selected mid-point benchmark will be administered and graded by the end of January 2015.
- Assessment results will be analyzed by entire staff to inform instructional decisions as part of the Cycle of Continuous Improvement.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> ● Strengths: <ul style="list-style-type: none"> ○ All students are assigned to an additional adult in the building that will be designated as their “Angel”. the Angel provides as an advisor to students and meets with them three times a semester (every marking period). ○ Common lessons are used in all Angel Groups sections that focus on a variety of topics including Goal Setting, Organizational Skills, Problem Solving, Growth Mindset, Team Building. ● Needs: <ul style="list-style-type: none"> ○ The school and staff needs to continue to work on establish systems and routines to analyze trends in student attendance, tardies, red pass, detention and suspension data. ○ The school and staff needs to continue to work on identifying and addressing the behaviors that most commonly lead to red passes, detention, and suspensions. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
The number of detentions and suspensions during the Spring 2015 semester will be reduced by 50% in comparison to the Fall 2014 Semester.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Students receiving detention or suspension will meet with Small Learning Community (SLC) AP/school counselor/principal to counsel student and determine support plan to prevent repeat offenses.	Students receiving red passes,	September 2014-June 2015	All Staff

	detention, suspension		
Through the Small Learning Communities (SLC), all staff members will incorporate and enforce a Restorative Justice approach and strategies that clearly communicate rules and expectations to students.	All students	September 2014-June 2015	All Staff
Students will participate in structures such as Conflict Resolution, Youth Court, and Breaking Down the Walls.	All students	September 2014-June 2015	All Staff
In addition to the Angel groups, staff interested in whole school community activities work with the Student Government to plan extracurricular activities for students.	All students	September 2014-June 2015	All Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff will need time for participating in staff development and analysis of student behavior data, planning for implementation of strategies, and providing behavior support structures for students,

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
4. Specify a timeframe for mid-point progress monitoring activities.

- The staff will compile records and documentation including Attendance, Lateness that is logged daily by the Community Coordinator, TeacherEase behavioral logs, Detention, and Suspension data for the Fall 2014 semester.
- On a weekly basis, APs review the behavior logs in TeacherEase, as well as other documentation to identify the trends and behaviors that most commonly lead to Detention and Suspension. The Academic Intervention Committee (AIC) has developed a ladder of referral to assist both students and teachers with know what to do and who to address the concerns when behavior issues impede academic progress.
- With the guidance of the SLC APs and AIC, staff will determine the best strategies to support students who have received multiple TeacherEase entries, detention, and suspensions to develop a plan to support students in making positive choices.

Part 6b. Complete in **February 2015.**

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect, collaboration, and continuous improvement.

Part 1 – Needs Assessment

5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

● Strengths:

- The entire teaching staff meets daily for common planning in departments and/or small learning communities. Small Learning Communities are divided by the criteria of the (1) freshman grade level, (2) meeting one or no college-ready benchmarks, and (3) meeting both college-ready benchmarks. We classify college-ready benchmarks as having earned a score of 80+ on any of the math regents exams and earning a 75+ on the English regents.
- Common planning meetings include participating in professional development and curriculum development opportunities including the analysis of student performance data and student work.
- All new teachers are working with mentors in their content area.
- The entire staff have participated in staff development and have incorporated the use of common planning, school agendas, Achieve3000, SCANTRON assessments, academic and content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.
- Teachers collaborate within their departments to assist students for small group instruction after school.

● Needs:

- The school needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
- Teachers need to continue to participate in staff development opportunities in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will meet in teams for a minimum of one class period (approximately 45 minutes) each school day to work collaboratively on the analysis of formative and summative data to inform classroom instruction, resulting in an increase in the percentage of all students meeting college ready benchmarks in ELA and Math by 20%.

By June 2015, teachers will receive a minimum of 76 hours of professional development and coaching in instruction (38 hours each in ELA and Math content areas), resulting in an increase in the percentage of all students meeting college ready benchmarks in ELA and Math by 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 9. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 10. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 11. Strategies to increase parent involvement and engagement 12. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher collaboration that focuses on student work and proficiency through content area, grade level, and SLC data meetings. School-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.	All Staff	September 2014-June 2015	Principal and Assistant Principals
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.	All Staff	September 2014-June 2015	Principal and Assistant Principals
Teachers will be provided opportunities in building leadership capacity through professional development and collaboration with one another and parents. Parents will be encouraged to volunteer their time in the school building.	All Staff	September 2014-June 2015	Principal and Assistant Principals
Teachers will be provided opportunities to participate in classroom inter visitations. Teachers will participate in lesson plan and curriculum tuning protocols.	All Staff	September 2014-June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff will need scheduled time for participating in staff development and leadership opportunities in addition to time for collaborating and planning implementation of instructional strategies. Teachers will need technology to access the instructional resources of Scantron and Achieve3000.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

By the end of January 2015:

- The staff will compile records and documentation including agenda and minutes from department and SLC meetings and other professional development opportunities.
- During one-on-one meetings with the principal, teachers will identify goals for their professional growth and a timeline for meeting their goals.
- Teachers will reflect on their observation feedback and progress toward their professional goals.

Part 6b. Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

7.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> ● Strengths: <ul style="list-style-type: none"> ○ The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work. ○ The principal meets one on one with each staff member each week to support their instructional practice. ○ The principal conducts formal and informal classroom walkthroughs and provides feedback in accordance with the Danielson Framework. ○ The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills. ● Needs: <ul style="list-style-type: none"> ○ The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction. ○ The principal needs to increase the frequency of informal and formal walkthroughs to support teachers in their instructional practice. ○ The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, school administration will complete a minimum of 4 evaluative classroom observations and provide timely and actionable feedback to teachers, in addition to 76 hours of professional development and coaching in instruction (38 hours each in ELA and Math content areas), resulting in an increase in the percentage of all students meeting college ready benchmarks in ELA and Math by 20%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
13. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>14. impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>15. Strategies to increase parent involvement and engagement</p> <p>16. Activities that address the Capacity Framework element of Trust</p>			
The administration will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.	All Staff	September 2014-June 2015	Principal
The administration will increase the frequency of informal and formal walkthroughs and providing feedback to teachers.	All Staff	September 2014-June 2015	Principal
The administration will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff.	All Staff	September 2014-June 2015	Principal
The administration will reflect on implementation and identify additional supports needed by teachers.	All Staff	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The administration will need time to visit classrooms and to meet with the staff as an entire group and individually. The administration will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By the end of January 2015,

- The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walkthroughs and other professional development opportunities.
- During one-on-one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth
- The principal will ask for feedback and reflection from the staff to determine their areas of need and support from the principal.

Part 6b. Complete in **February 2015.**

7. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
8. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 9. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 10. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

- | | |
|---|---|
| ● | <p>Strengths:</p> <ul style="list-style-type: none"> ○ 50% of students had at least one parent or guardian attend the Fall Conferences. ○ Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress. ○ In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress. <p>Needs:</p> <ul style="list-style-type: none"> ○ The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance. ○ The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger. ○ The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families. |
|---|---|

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, all parents/guardians will participate in at least one school event during the school year including: Parent Association (PA) Meetings, School Leadership Team (SLT) meetings, Conferences, and/or other academic and social activities.
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Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
17. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
18. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
19. Strategies to increase parent involvement and engagement			

20. Activities that address the Capacity Framework element of Trust			
All parents/guardians will attend either the Fall or Spring Conferences where students present their portfolio of work and their progress.	All Families	September 2014-June 2015	All Staff
All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check student grades and attendance.	All Families	September 2014-June 2015	Partnership Coordinator, APs, Principal
School materials and meetings will be translated and made accessible to all families in their primary language.	Families of English Language Learners	September 2014-June 2015	Partnership Coordinator, APs, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff will need time for preparing and conducting parent meetings and training, time to prepare students to present school fairs and other outreach, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger and social media.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester. In January 2015, the staff will review the documentation and determine which families have participated in a school event. The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event. 				
Part 6b. Complete in February 2015.				
9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
10.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students not reading on grade level, students not passing the course and/or Regents exam, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Mathematics	Students not reading on grade level, students not passing the course and/or Regents exam, English Language Learners, Students with Disabilities	Academic Literacy & Numeracy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Science	Students not reading on grade level, students not passing the course and/or Regents exam, English Language Learners, Students with Disabilities	Academic Literacy & Numeracy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Social Studies	Students not reading on grade level, students not passing the course and/or	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas,	Small group, one-to-one, tutoring	Before school, during lunch, after school

	Regents exam, English Language Learners, Students with Disabilities.	Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading		
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students with chronic attendance/tardies, multiple red passes, multiple detentions or suspensions.	Meeting with dean, social worker, home visits, phone calls to parents/guardians, conflict resolution, Student Study Team	Small group, one-to-one,	Before school, during lunch, after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

The administration actively recruited the current staff through interviews and recruitment events and meets one-on-one each week to provide support and hear feedback from teachers about needed support. The principal also meets with the entire staff to provide staff development and is responsive to the needs of the staff.

2b. 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).

The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. In addition, the staff has incorporated the use of binders, school agendas,, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.

Part 3: TA Schools Only

3a. Use of Program Resources

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

The targeted assistance Title I funding will be used to purchase supplemental instructional materials for identify students and to split fund the position of Social Worker who spends part of their day working with identified students.

3b. 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).

The targeted assistance Title I is used in coordination with baseline funding to supplement and not supplant baseline materials and personnel. The school is currently using the TA Title I funding to purchase supplemental materials to support identified students and to split fund the position of Social Worker who spends a portion of their time working

with identified Title I students.

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English,

develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pathways in Technology Early College High School (P-TECH)**, 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 the school and the families. The 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 the school community. **Pathways in Technology Early College High School (P-TECH)** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their literacy and numeracy skills, critical thinking skills and the use of technology, to successfully complete a rigorous academic curriculum;
- 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 as it relates to college and career readiness, college and career access, and degree completion;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress, i.e. through communication via the online Teacherease platform and face-to-face conferences with school staff;
- 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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-Student Compact (SPC)

Pathways in Technology Early College High School (P-TECH), 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal Rashid Davis	Assistant Principal Josephine Tucker
Coach	Coach
ESL Teacher Nicolas Falzone	Guidance Counselor Jefferson Jean
Teacher/Subject Area Jason Charles	Parent
Teacher/Subject Area David Paul	Parent Coordinator Karen Young
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Alan Dichter	Other

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	438	Total number of ELLs	9	ELLs as share of total student population (%)	2.05%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										1	3	2	3	9
Discrete ESL class														0
Total	0	0	0	0	0	0	0	0	0	1	3	2	3	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	7

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL							9			9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	9	0	0	9	
Number of ELLs who have an alternate placement paraprofessional: _____										

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	
	ELL	EP	ELL	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	
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	3	2	3	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	3	2	3	9								

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
Intermediate(I)										1	1	1		3
Advanced (A)												1		1
Total	0	1	1	2	0	4								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English			2	
Integrated Algebra			2	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment			2	
Physics			2	
Global History and Geography			2	
US History and Government			2	
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:

- 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.
The use of Achieve 3000 and the NYC Performance Assessment which will assist with identifying areas of improvement in the English Language. The use of bilingual materials in other content areas is used to assess the knowledge of the students. The bilingual materials also assist in learning to translate native language to English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students in the school have been in the country for less than one year demonstrated a need for more assistance in vocabulary and sentence structure
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 [AMAQ tool](#))
The students in the ESL course have a support staff that will coordinate with the other content areas instructor to assist in developing the areas of need for the ELL student
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
Students are given the LAB R and their profienciency is in the native language to what areas of content are needed for learning English (ie. issues with vocabulary in native language will result in issues with vocabulary in learning English.
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?
In addition to content areas working to build English Language Skills, the ESL Liasion/Community Associate provides additional instrucional support in currciulum development and lesson planning. Also, the Content Area teachers use vocabulary building tools, word walls, dictionaries and glossaries in Spanish and English.
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.).
For students that need additional assistance we provide tutoring and a supportive community for families and focus on their acdemic achievement. The use of assessment tools such as the LAB-R and NYSELAT in addition to formative and summative assessements to identify weekly vocabulary and grammar skills.

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](#).)
he use of the LAB R are given once students are identified via parent or Enrollment Office. Within the first 10 days of the student entering into the schools system, the LAB-R is given. Upon the results of the LAB-R and other in class assessements, the student is also able to take the NYSELAT once a year. Students receive pull out services for 2 block periods a day with a certified ESL teacher. The periods range from 44-60minutes each and so students receive a maximum of 600 minutes. This has been extremely helpful to the beginner and intermediate students who are struggling in the content areas due to a lack of fluency. Advanced students, though they are also in the double block period, only have one period a day of tradiitonal ESL and the other more closely resembles a traditional ELA class. They have been studying grade appropriate literature and wrting skills, as they prepare to take the English regents in 2014. However, they will be transitioning from a self contained to a push in model for the spring semester. The ESL teacher differentitates her lesson plans and assessments for students based on their NYSESLAT English proficiency scores. She also

trains the ELLs on how to use the bilingual glossaries (we currently have them in Arabic, Tringinya, French and Spanish), to assist them with vocabulary building. Students are given bilingual vocabulary tests in ESL, as well as weekly content area vocabulary quizzes..

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.
When necessary, PTECH has an orientation with parents and students to discuss the program. Our process for assessing ELL students is currently under revision. Up until now, we have primarily been assessing ELL students in English for the content area classes. However, since ELLs are entitled to take the regents exams in their native language (or have an interpretator if the exam is not already translated into their language), we are taking measures to provide them with the same accomodation for in class exams. We have tried using the DoE Translation Office but have not had great success with this meeting the needs of our school (due to time constraints and questions about translation accuracy) Presently, we are using a bilingual paraprofessional to translate Algebra (and other math) exams into Spanish since students may choose to take those regents in Spanish. For (global and united states) history and science areas (earth science and living environment), we have dual subscriptions (English and Spanish) to Wizard TM for all of those content area teachers. The website provides tests on different units, by taking questions directly from old regents exams. Students who are Spanish dominant can take the exact exam as their English peers, which is in line with the final state assessments: the regents. We are looking for volunteers from the community who would be willing to translate assessments into less accessible languages (i.e. Arabic and Tigrinya)
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 testing coordinator keeps a record of all student information and translates all outgoing messages for parents and students.
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.
Students are given an assessment test after meeting with parents. Students are then placed with the classes with service hours needed for ESL proficiency. Upon entry to school, students are given the LABR and an interview place metn test and a verbal assessment. We interview the paretns to see shwat resources are also needed. Once identified, as SIPE, students are programmed to receive additional academic support in Academic Intervention Services during the Extended Day or Early morning sessions. aste response to question here:
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.
Within 10 days of entering the system students are given the LAB R and once a year the NYSESLAT. Bilingual letter are sent to homes of ELL students. Phone calls are made in via the Bilingual Counselor or Bilingual Community Associates to ensure students and parents are informed about the importance of attending the exames. Teachers assist in administering speakng components for previous lessons to support student instruction and assess understanding.
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. 
After providing the parent survey and program selections for the past two years, parents have requested more afterschool programs, Saturday school and Adult Education for families to learn English. Parents are able to complete the survey in their native language to identify the services need for their child. Student are programmed for the ESL course for Beginner - Intermediate. Parents meet with the Bilingual Community Associate for additional assistance.

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])?

A literacy diagnostic was administered to all 330 students by 10/31/13 and baseline results indicated that only 15% were reading on grade level. Reading levels. The vast majority of PTECH students have entered the school with low level literacy skills; and thus, without a strong literacy foundation PTECH most struggling students will not be able to handle the rigorous coursework and academic requirements. The use of 2 period block classes provides additional time for students to learn key concepts in ELA. The proficiency levels of student vary from new admit to the country to intermediate and sometimes advance 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)?

Beginner receive 540 min/wk; Intermediates receive 360 min/wk in ESL. Advance receive 180 min/week in ESL and 180 min/week ELA.

As we transition to a more push in based model, in an effort to provide the most least restrictive environment to our ELL students, other staff members will be assisting the advanced Spanish Language students in their content area classes. We have a bilingual ELA teacher and a Spanish teacher who will push into 1 period a day with Advanced students (Earth Science and Algebra respectively) to provide them with necessary assistance.

All ELL students also receive 1 period of Native Language Arts per day. This period ranges from 44-60 minutes daily totaling a maximum of 300 minutes a week. Within these classes, students are grouped according to grade level so that they can engage in grade appropriate work. Within this class, students are able to conduct research for independent research projects in their native language. The NLA teacher instructs them on how to conduct research, explains what the appropriate guidelines are and provides feedback as appropriate. In this class students work using actual literature in their native language: Spanish translated textbooks, Arabic websites, etc. It has fostered a sense of confidence for many of our students because when they return to their content area classes, the material is much more comprehensible to them.

For content area classes (math, science, history, art, etc) students are groups heterogeneously with general ed and IEP students. Teachers met last year, and over the summer, to develop a list of strategies that could be used across the board to support ELL students. The primary strategies that have been identified (though many teachers do much more) are: the use of graphic organizers, explicit vocabulary instruction, written notes, explicit step by step instructions for all activities, native language support texts (primarily translated textbooks), and strategic grouping of ESL students with non ELL students who shares the ELL's native language. Furthermore, every classroom at our school is equipped with a projector and speakers, so teachers are able to create PowerPointPresentations, show videos, provide students with visual aids. We are in the process of ordering bilingual glossaries in French and Spanish so that each classroom will have its own to use as necessary.

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.

The use of CCLS is implemented in the instructional method of the ESL Class as well as being aligned with the ELA course. For content area classes (math, science, history, art, etc) students are groups heterogeneously with general ed and IEP students. Teachers met last year, and over the summer, to develop a list of strategies that could be used across the board to support ELL students. The primary strategies that have been identified (though many teachers do much more) are: the use of graphic organizers, explicit vocabulary instruction, written notes, explicit step by step instructions for all activities, native language support texts (primarily translated textbooks), and strategic grouping of ESL students with non ELL students who shares the ELL's native language. Furthermore, every classroom at our school is equipped with a projector and speakers, so teachers are able to create PowerPointPresentations, show videos, provide students with visual aids. We are in the process of ordering bilingual glossaries in French and Spanish so that each classroom will have its own to use as necessary.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELL students are able to receive study materials and summative and formative classroom exams in their native language as well as in English. Each of the reach Regents are administered in their native language with the exception of ELA. ELL Students are given a glossary and native language regents to study and prepare for exams. ELL students exam results are evaluated for progress and used to program students in appropriate courses.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Each student are evaluated through formative and summative assessments by topics and units.
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).

Instructional materials are provided for students based on their skill level

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The ESL curriculum is aligned with the use of CCLS and the NYS ELA Standards. Teachers use new common core aligned textbooks to help prepare students for the ELA curriculum at their grade level and English Proficiency. Unit plans are designed around themes which are aligned to various academic content areas such as social studies, health and Earth Science.
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?
Monthly professional development sessions to align curricula and share best practices in improving literacy skills in preparation for rigorous college coursework. Regular instructional visits and meetings with Assistant Principals to support and guide literacy and pedagogical instruction for all teachers. ELL student data is analyzed to assess there areas of strenght where ELL students are programmed into higher level general education course. In addition, ELL students participate in our CTE instruction were all students on every learning level are able to work together in small learning groups.

Courses Taught in Languages Other than English

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

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

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

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

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

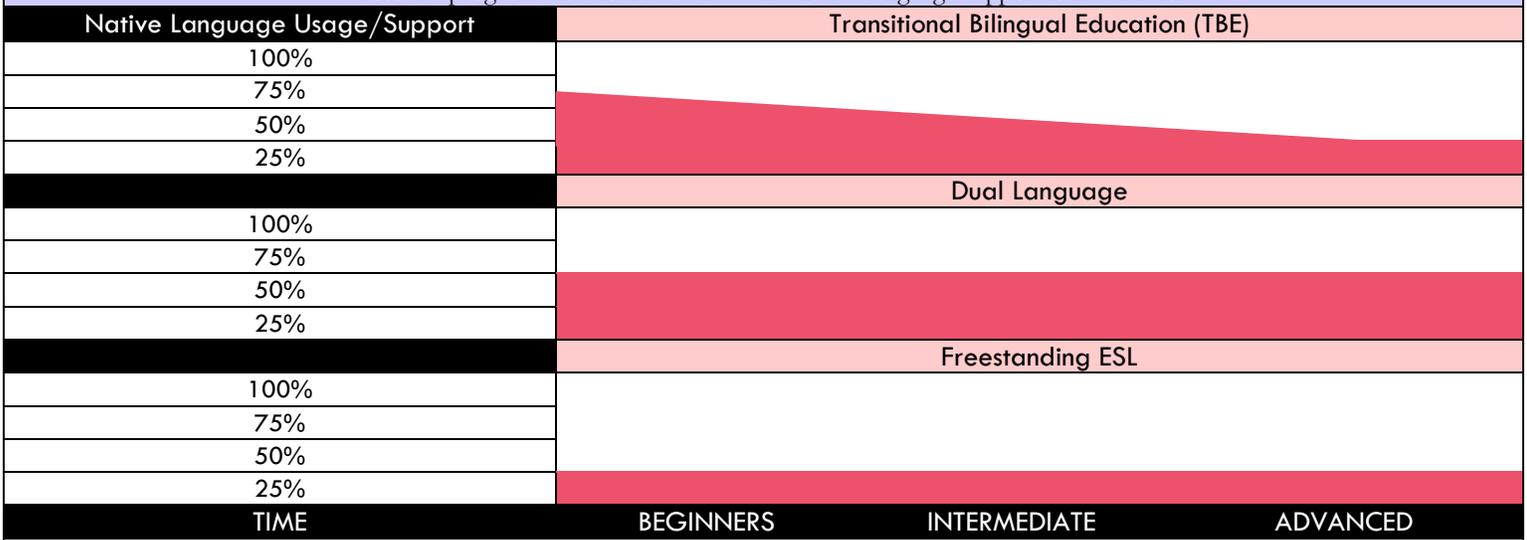
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
Student remain after school for extended day, morning school AIS and Saturday school to receive additional tutoring and instruction. Students in the ELL population who are falling below a 65% average are provided with early morning and Extended Day tutorial instruction. Students are also required to attend the Friday and Saturday Success Academy for additional academic instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In 2012-2013 5 number of students tested out of ESL and 20% of the students move from one level up to the next.
11. What new programs or improvements will be considered for the upcoming school year?
The implementation of our CTE courses has been a motivational factor for students to learn English. The CTE courses are only taught in English; however, the instructors are also bilingual
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.
As a Community Learning School supports the ELL families. PTECH is planning to extend its ESL classes to parents to increase the use of English in the home. ELL students also participate in After-school PSAL activities, a Multicultural Club and several other programs like the Robotics Club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The use of laptops in the classroom with the software Achieve 3000.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The instructor of the ESL classes is also bilingual and provides a bilingual dictionary for students to look up word/glossary usage.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All students are provided with the same resources that are driven by skill level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students participate in a Bridge Program to orient the students with the school, staff and the learning expectations.
18. What language electives are offered to ELLs?
All ELL students are able to take CTE and other elective classes based on their skill levels.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

When necessary, PTECH will implement its professional development for all staff with levels of sensitivity to ELL through the following methods:

- Collaborate with the faculty and staff and create an angel adoption program to meet once every two weeks.

Every student will be adopted by teachers and guidance counselors and on-going professional development will support faculty and staff in addressing student behavior and discipline problems. The angel groups will allow the opportunity to develop personal relationships with peers and teachers and focus on relevant, real-world experiences and topics.

- Create and implement student derived extracurricular activities during before and after school hours.

Students in coordination with teachers and staff will develop and coordinate activities of interest to participate in before and after school hours to increase student engagement.

- Monthly campus wide celebrations and activities for students, teachers, and staff.

Student government of all three schools on the Paul Robeson campus will develop activities to cultivate positive student interactions among all three student populations.

- Monthly speaker from community organizations.

Students will have the opportunity to engage in workshops including human rights, sexual harassment, peer mediation, and conflict resolution throughout the year to cultivate student empowered environment.

- Biweekly student progress reports indicating student behavior sent to parents.
- Daily phone calls and messages indicating attendance of student.
- Parent volunteers to assist in extracurricular activities.
- Structured procedures to handle student discipline and behavior issues.
- Biweekly meetings with Principal and Assistant Principal to discuss student behavior and discipline issues and to discuss strategies to resolve issues.

All records are maintained in hard copy in the General Office. Additional instructional and counseling records are logged in ATS and well as the PTECH google docs shared only with those administrative and instructional staff members who are working directly with ELL populations.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Our school will support parents and families of Title 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; Paste response to questions 1 -4 here
 - Parent Academy focused on a variety of topics including literacy development will be provided to help parents support their children in strengthening reading, writing, and comprehension skills.
 - Parent volunteers to assist during school day to help students work on Achieve 3000.
 - Parents can interact with the school and get information from a variety of other online platforms: TeacherEase, ARIS and the school's website and social media.

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.

ALL students will be able to succeed academically with the model of PTECH and its ability to create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians; assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community; supporting parental involvement activities as requested by parents; ensuring that the Title 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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashid Davis	Principal		12/15/14
Josephine Tucker	Assistant Principal		12/15/14
Karen Young	Parent Coordinator		12/15/14
	ESL Teacher		
	Parent		
Jason Charles	Teacher/Subject Area		12/15/14
David Paul	Teacher/Subject Area		12/15/14
	Coach		
	Coach		
Jefferson Jean	Guidance Counselor		12/15/14
Alan Dichter	Network Leader		12/15/14
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 122 School Name: Pathways in Technology ECHS

Cluster: CUNY/521 Network: Cass Conrad

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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