

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PROFESSIONAL PATHWAYS HIGH SCHOOL

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

Principal: DAVID J. DECAMP

Principal Email: DDECAMP@SCHOOLS.NYC.GOV

Superintendent: LA SHAWN ROBINSON

Network Leader: NATHAN DUDLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
David J. DeCamp	*Principal or Designee	
Alex M. Dunne	*UFT Chapter Leader or Designee	
Shawne Lee	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Natalie Rivas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Lateefah Alleyne	CBO Representative, if applicable	
Audra Fox	Member/ Vice-President PA/PTA	
Linda Dobish	Member/ PA/PTA Secretary	
Juliana Marksman	Member/ Parent Member	
Stephanie Sarria	Member/ Parent Coordinator	
Nyomi McDonald	Member/ Student Member	
Meredith Joseph	Member/ Assistant Principal	
Kwabena Adu	Member/ Guidance Counselor	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, school attendance will be 72%, a 2% increase from the average attendance of our students during the 2013-2014 school year.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a transfer school, our students have generally had poor attendance rates. Student success is tied to attendance and our effort to help students improve attendance will increase student learning and graduation rates.

Instructional Strategies/Activities

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

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

1. We have weekly community meetings, this includes the DOE and CAMBA staff to case conference on struggling students and devise an actionable outreach plan for each student discussed. Additionally, daily and monthly attendance will be reviewed with a focus on increasing teacher outreach to students and families.
2. Weekly Attendance Team meetings (attendance teacher, Assistant Principal, guidance counselor, CAMBA program director) to review data, plan home visits, and strategize about how to improve attendance for struggling students and re-engage LTA's.
3. Continuous daily attendance outreach, including home visits, phone calls, letters, and emails by CAMBA Advocate Counselors to students and families.
4. Attendance incentive trips for students with overall attendance about 80% and for students who have improved their attendance.
5. Student attendance incentives (movie trips, museum trips, sports tickets, Barnes & Noble's gift cards, restaurant gift cards)
6. Public recognition of students who are attending classes and working hard to meet their goals (bulletin boards, school newsletters, pizza parties, awards ceremonies) to promote a school culture where students are celebrated for their efforts.
7. Each student has a graduation guardian to personalized relationships and improved individual attendance.

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

1. Resources for the community meeting: common time to meet, access to student-level and school-wide data
2. Resources for the Attendance Team: common time to meet, access to student-level and school-wide data
3. As part of DOE contract with the CBO, attendance outreach is one of their responsibilities.
4. Funds for attendance incentives such as pizza parties are funded jointly through DOE and CAMBA resources.
5. Funds for attendance incentives (gift cards and trips) provided by partnership with CAMBA.
6. We have weekly case conferencing staff meetings to discuss individual students and develop strategies to meet their needs, thus improving student attendance.
7. Each staff member has seven to nine students that they have adopted as their "graduation guardian". Each guardian builds a special relationship with their students to promote high attendance and academic progress. Graduation guardians do student and family outreach during professional time.

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

1. By the end of the 2014-2015 school year, the yearly attendance rate will be analyzed by month and disaggregated into challenging sub-groups and impact of outreach efforts will be analyzed to determine their effectiveness.
2. The Attendance Team and CAMBA will meet to evaluate the effectiveness of student incentive programs by looking at student data to determine the effectiveness of various incentives.

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

1. Attendance data will be evaluated monthly between September 2014 and June 2015 to look for patterns, trends, and to monitor the attendance rates of the sub-groups in our school community. Modifications to our school-wide strategies will be made as needed using teacher/staff input and school data.

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

1. Weekly school-wide staff meetings with DOE staff and CAMBA staff held for 50 minutes.
2. Weekly attendance team meetings held in the Principal's conference room that produce detailed action plans based attendance data
3. CAMBA outreach and incentive programs as part of our school partnership.

4. CAMBA staff will manage and implement incentive parties during lunch time and after school.
5. CAMBA staff will provide individual students with incentive gifts after school.
6. DOE and CAMBA staff will create and maintain attendance recognition bulletin board.
7. Professional planning time will be utilized for student and family outreach by DOE and CAMBA personnel.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 60% of our graduating class will be enrolled in a post-secondary option (college, work, military, etc.) as measured by the 2014-2015 NYC School Quality Guide We will achieve this goal due to our intense focus on 1) building students self-awareness 2) boosting our existing repertoire of college/career readiness, preparation and opportunities.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We will be working with College Confident (Budget Line QT4T – Title I) and Brooklyn College Trio Program (No cost) to develop our capacity to help students complete all necessary paperwork to attend college, SAT prep, and college visits. Our school will support parents and families by providing parents and families with the information needed to effectively become involved in planning and decision making in support of post-secondary options. We will share information about programs, meetings, and other activities in a format, and in languages that parents understand. CAMBA will continue to provide direct support in helping students complete college paperwork as well as take students on college tours

Instructional Strategies/Activities

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

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

1. Programming potential graduates in College/Career Advisory to support college/career needs (financial aid applications, college applications, work applications, etc.)
2. Case conferencing with CAMBA Advocate Counselors, teachers, guidance counselor about students' skills, progress with post-secondary options, to support students.
3. Scheduling of exposure to college/career options through: College trips, LTW internships, Meetings with College representatives
4. Work with our student government to help promote college/career going culture
5. Advertising college/career going culture through-out our school building.
6. College Confident meet with our students two times a week in our college center and offer assistance to our students and guidance counselor in the completion of the college application process.

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

1. Guidance Counselor and CAMBA staff
2. CAMBA Advocate Counselors, Teachers, Guidance Counselor,
3. CAMBA staff and Guidance Counselor
4. Student government Advisor, CAMBA Staff, Guidance Counselor
5. CAMBA Staff and Guidance Counselor
6. College Confident Counselor

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

1. By the end of the 2014-2015 school year, we can identify options chosen by our students

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

1. The timeline for implementation will take place from September 2014-June 2015

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

1. Programming students with courses necessary towards graduation
2. Ensuring that students are programmed for correct Regent/RCT exams necessary towards graduation requirements
3. Meetings with Student Government twice a month to follow up on Advertisement of college/career going culture
4. Student government will promote college preparedness and as part of College Confident training, they will train students to get other students to turn in necessary college application, FAFSA, and related materials to ensure each student has completed information.
5. Students will all have an advisory period once a week that helps them develop a cloud-based portfolio of materials necessary for post-secondary success: Resumes, college application letters, steps to attain employment in identified career paths.
6. Students will have time assigned to them to work directly with College Confident during their school day, as well as, time after school for additional help in completing college applications and other related paperwork.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

We hired College Confident (Budge Line QT4T) to develop systems and strategies to ensure that each student has completed the paperwork necessary for college applications and assistance in getting that paperwork filled out and to conduct college tours.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 30% of our student's parents/families will have attended at least 1 PTA meeting, open house event, field trip, or open school afternoon/night.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research shows that students that have parents/guardians involved in their student's education, have higher attendance and graduation rates and are more likely to attend college.

Instructional Strategies/Activities

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

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

1. We have monthly PA/PTA meetings – second Thursday of every month at 6:00 PM – Time was chosen by parents to maximize parent participation.
2. We have school-wide Community events autumn, winter break, spring break community festival/potlucks to eat and celebrate student achievement with families.
3. Parent/student financial aid workshop
4. Talent show performances in which all family members are invited.
5. Blood drive, food drive, breast cancer walk, City Harvest, and Volunteering at Pantry for holiday meals for the homeless.
6. We use our website and Pupil Path to communicate with parents about student progress and upcoming events.

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

1. Administration, parent coordinator, Chapter leader and at least one content area teacher to present on classroom practices, CAMBA representative are always present at every PA/PTA meeting. Moreover, there is a school wide effort to get student involved.
2. CAMBA buys some of the food for our community feasts and parents, students, and staff brings in the rest.
3. This is a collaborative effort between College Confident, CAMBA, and our Guidance Counselor.
4. This is a collaborative effort between Administration, teachers, and students.
5. CAMBA, administration, teachers, and families work collaboratively and participate in these activities to meet community needs.
6. Our website is managed internally and Pupil Path is provided through our contract with Skedula.

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

1. We hope to get at least 20% (36 out of 180 students) of our parents to attend at least 1 PA/PTA meeting during the course of the year.
2. We hope to get at least 15% (27 out of 180 students) of our parents to attend at least one of the community feasts.
3. We hope to get at least 20% (14 out of 70 students) of our parents for students graduating this year to attend Financial aid workshop.
4. We hope to get at least 20% (36 out of 180 students) of our parents to attend at least one of our 2 talent shows.
5. We hope to get at least 10% (18 out of 180 students) of our parents to attend at least one the student supported volunteer events.
6. The website is managed by administration and Skedula and we look for at least 50 hits on the parent page per month and for Pupil Path at least 50 hits per month as well.

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

1. The timeline for implementation will take place from September 2014-June 2015.

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

1. All PA/PTA meetings are at 6:00 PM and snacks are provided for each meeting through the school budget.
2. Scheduling for feast are on the last day before a long break (i.e. Thanksgiving break, winter break, and spring break) and use the last hour and a half of the stated school day – this improves school attendance for those days as well as brings parent involvement.
3. Administration, guidance, and extra teachers will be paid per session to assist parents during the workshop. Workshop is planned for after school.
4. Rehearsals for the Talent Show are after school; therefore, teachers are paid per session to assist in the Talent Show rehearsals.
5. These are all volunteer activities for students and staff and outside the scope of school hours. We do store canned goods for the food drive until we take them to the pantry.
6. Skedula is paid for through (Budget line QU76) which provides the Pupil path Service. Grade data is supplied through teachers entering grades into system and data

automatically pulled from ATS system. Website is free – the domain cost was paid for last year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are key partners in student success. They are notified of student progress through phone calls, letters, and report cards. Student data is also available on Pupil Path parents can create accounts to access. Additionally, parents are made aware of school professional developments during monthly PTA meetings.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, our teachers will align various units in their subject area curriculum to the Common Core standards as well as incorporate relevant instructional shifts. Each teacher will design 2 (or more units) to be used in their class

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Working with the Office of Post-Secondary readiness, we will participate in the Transfer School Common Core Initiative TSCCI; (Budget Line QTLJ – Title I) we will receive instructional support and organizational support to build our capacity to implement Common Core standards to transfer school students.

Instructional Strategies/Activities

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

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

1. Administration and all ELA and History teachers will attend TSCCI conferences to goal set and develop plans for full implementation of Common Core Shifts 3 and 5 into the school culture.
2. School-wide professional learning time will have at least 15 sessions devoted to the implementation of the tools and strategies developed for Common Core Shifts 3 and 5.
3. ELA and History teachers will meet with ReDesign coach from TSCCI 20 times for feedback on implementation of Common Core and effectiveness of classroom instruction as it relates to Shifts 3 and 5.

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

1. There are two all day Saturday conferences that the administration, ELA, and history teachers must all attend. Additionally, the administration must attend two extra Saturdays for implementation. The teachers are paid training per session for their Saturday time.
2. We have professional Learning time for the staff once a week for one hour we will devote at least 15 of these sessions to the implementation of the tools and strategies related to the TSCCI work.
3. Teachers have Common Planning Time every day; therefore it is easy for the Redesign and the Eskolta coach (they are part of the TSCCI program purchased through budget line QTL) to meet with teachers during these time. Additionally, they observe the teachers teaching in their classrooms to assess the effectiveness of their use of the tools and strategies.

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

1. There will be full attendance of required parties. There will be goals and strategies developed at these conferences that are to be implemented. (Goals and objectives already completed as of December 2014).
2. Teachers will have required tools posted in their rooms and strategies will be observed as part of the regular observation cycle. Our assessment cycle will track student progress in Shifts 3 and 5. At least 50% of all students will have moved one standard in their writing skill (i.e. going from developing to proficient or proficient to highly proficient – based on NYS writing assessment Rubrics developed for high school common core evaluation).
3. Teachers will have required tools posted in their rooms and strategies will be observed as part of the regular observation cycle. Our assessment cycle will track student progress in Shifts 3 and 5. At least 50% of all students will have moved one standard in their writing skill (i.e. going from developing to proficient or proficient to highly proficient – based on NYS writing assessment Rubrics developed for high school common core evaluation).

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

1. 1. Work with TSCCI began in October 2014 and will continue through June 2015.

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

1. Conferences are held on Saturdays; therefore, no loss of classroom time. Teachers are paid training per session rates through TSCCI.
2. Professional Learning time is part of UFT contract; therefore, no additional training costs are incurred.
3. Common Planning time is built into teacher schedule. TSCCI (Budget line QTLJ) pays for ReDesign and Eskola coaches to work with the teachers on implementation of Common Core Plan.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

We have discussed this plan with the SLT, PA to keep them abreast of the skills we are focusing on so that can discuss with their student the expectations of the school around ELA Shift 3 and 5.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Subject Area tutoring is available Mondays 3:20 PM – 4:10 PM, Wednesdays 8:30 AM -9:00 AM, Thursdays: 3:20 PM – 4:30 PM, and Saturdays: 9:00 AM – 1:00 PM After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Mondays 3:20 PM – 4:10 PM Wednesdays 8:30 AM -9:00 AM Thursdays: 3:20 PM – 4:30 PM Saturdays: 9:00 AM – 1:00 PM
Mathematics	Subject Area tutoring is available Thursdays 8:30 AM -9:00 AM, Friday 8:30 AM to 9:00 AM and Saturday 9:00 AM - 1:00 PM. After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Thursdays 8:30 AM -9:00 AM Friday 8:30 AM to 9:00 AM Saturday 9:00 AM – 1:00 PM
Science	Subject Area tutoring is available Monday. Tuesdays 3:20 PM - 4:30 PM Saturdays 9:00 AM to 1:00 PM. After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Monday 8:30 AM and 9:00 AM Tuesdays 3:20 PM - 4:30 PM Saturdays 9:00 AM to 1:00 PM
Social Studies	Subject Area tutoring is available Mondays 3:20 PM and 4:10 PM Thursdays 8:30 AM to 9:00 AM Saturdays 900 AM -1:00 PM. After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Mondays 3:20 PM and 4:10 PM Thursdays 8:30 AM to 9:00 AM Saturdays 900 AM -1:00 PM
At-risk services (e.g. provided by the Guidance Counselor, School)	The Guidance Counselor works in conjunction with our CAMBA staff to	One-on-one counseling	Every student receives academic counseling once a week by their

Psychologist, Social Worker, etc.)	ensure that students are receiving one-on-one counseling to address individual academic needs. Students all have meetings with the Guidance Counselor to discuss transcripts, report cards, and academic progress.		CAMBA advocate counselor and monthly counseling with the Guidance Counselor
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We had a very competitive hiring process that selects teachers through the 18D process because we are a new school in a phase out school building. Highly-qualified teachers are given responsibilities and invited to be leaders for other teachers and invited into the administrative decision-making process. We encourage HQT to participate in PD opportunities provided by the Network and the UFT.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All staff take part in weekly PD at the school with a focus on Danielson, data-driven assessments, inter-visitations, and inquiry team. Additionally, we are part of the Transfer School Common Core Institute which provides additional coaching and mentoring for our ELA and History teachers. The Network provides coaching that has been targeted at our Math and Science departments.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The DOE staff reaches out to all students in temporary housing and provide Sth assistance where warranted. Additionally, our CBO – CAMBA is able to provide even more substantial assistance for our Sth. For violence prevention we have two RFA trained staff, we have two staff member trained in life space intervention, and we have two different staff members trained in Peer Mediation.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Title I assistance is being used to purchase College Confident to ensure that each student has all paperwork to attend college completed, attend college tours, and provide families support around obtaining financial aid. Our use of Skedula/Pupil path allows us to share information easily and in real time with students and families. Our use of PLATO allows our students who are over age and under credited to accelerate credit accumulation and prepare for Regents exams. We have provided extra counseling hours to assist students who are trying to negotiate considerable challenges, and supporting the cost of an extra special education teacher to support the diverse learning needs of our students.

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).

Through our funding of an extra special education teacher, we are able to provide more targeted assistance to students that struggle through individualized and small group instruction. Extra counseling hours allows us to meet the rather significant social\emotional counseling needs of our students so that they can then begin to address their academic needs.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Professional Pathways High School)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 (SCEP) 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	\$76,641.84	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,431,473.00	X	See action plan

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2014-15 SCHOOL YEAR

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 one-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 22	Borough Brooklyn	School Number 630
School Name Professional Pathways High School		

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 David DeCamp	Assistant Principal Meredith Joseph
Coach None	Coach None
ESL Teacher None	Guidance Counselor Kwabena Adu
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Stephanie Sarria
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Nathan Dudley	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	173	Total number of ELLs	4	ELLs as share of total student population (%)	2.31%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In											1	1		2
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	1	1	0	2

B. ELL Years of Service and Programs

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

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

	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										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	0	0	0	0	0	0	0	0	0	0
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												2		2
Chinese														0
Russian														0
Bengali														0
Urdu											1	1		2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	3	0	4									

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)											1	3		4
Total	0	1	3	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													
	A											1	3	
	P													
READING/ WRITING	B													
	I													
	A											1	3	
	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		2	
Integrated Algebra	2		2	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		2	
US History and Government				
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.
Paste response to questions here:
- What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:

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 [AMAOC tool](#))
- Paste response to question here:**
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Paste response to questions here:**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Paste response to question here:**
6. How do you make sure that a child’s second language development is considered in instructional decisions?
- Paste response to question here:**
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Paste response to questions here:**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- Paste response to question here:**

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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 NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- Paste response to question here:**
- 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.
- Paste response to question here:**
- 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 [\[see tool kit\]](#).)
- Paste response to question here:**
- 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.
- Paste response to question here:**
- 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.
- Paste response to question here:**
- 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. 
- Paste response to question here:**

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])?

Paste response to questions here:
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)?

Paste response to questions here:
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.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to question here:

Courses Taught in Languages Other than English

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

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

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

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

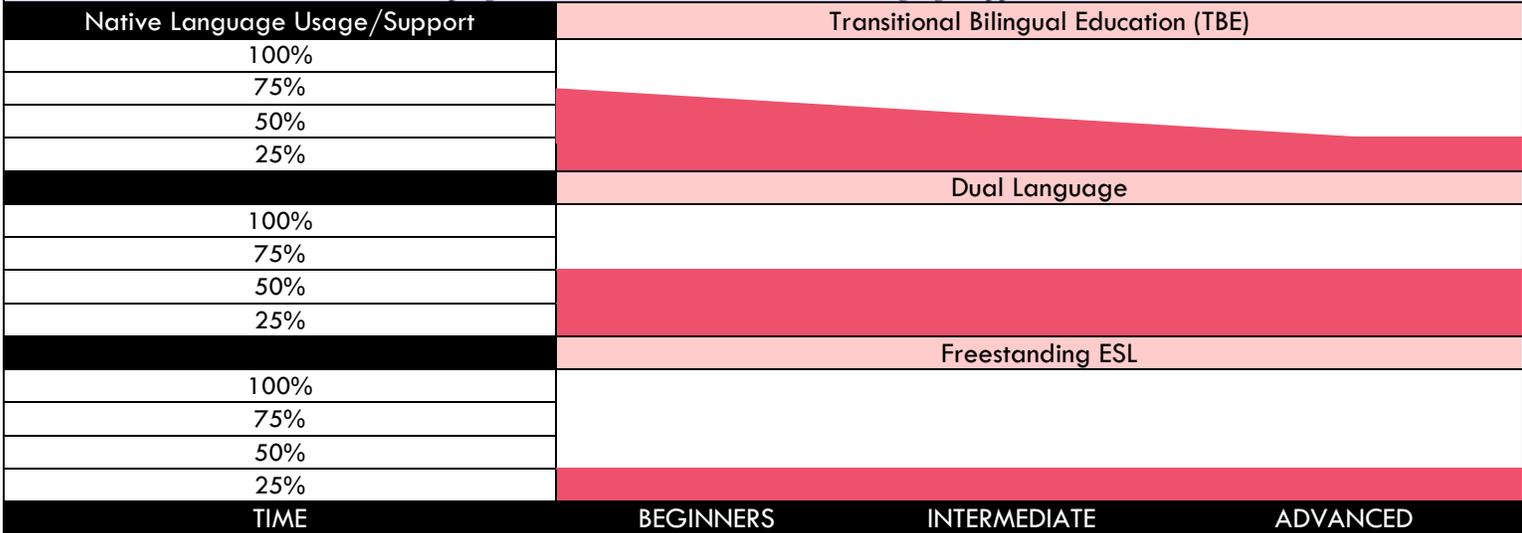
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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?

Paste response to questions here:

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: Professional Pathways High Sch

School DBN: 22K630

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David J. DeCamp	Principal		1/1/01
Meredith Joseph	Assistant Principal		1/1/01
Stephanie Sarria	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kwabena Adu	Guidance Counselor		1/1/01
Nathan Dudley	Network Leader		1/1/01
	Other _____		1/1/01