

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

**School Name:** PACE HIGH SCHOOL  
**DBN (i.e. 01M001):** 02M298  
**Principal:** MS. YVETTE SY  
**Principal Email:** YSY@SCHOOLS.NYC.GOV  
**Superintendent:** MS. MARISOL BRADBURY  
**Network Leader:** MS. YUET CHU

**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
Yvette Sy	*Principal or Designee	
Alex Driver	*UFT Chapter Leader or Designee	
Arelis Forty	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Yarin Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Juliana Moreno	Member/ Student Representative	
Mary Ann Kelly	Member/ Parent	
Belinda Montalvo-Ayala	Member/ Parent	
Pauline Hall	Member/ Parent	
Marc Lapointe	Member/ Teacher	
Michael Sowiski	Member/ SLT Chairperson, AP	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

**To increase Regents Pass Rates (specifically math subjects and the sciences) and to improve overall student progress, we will target students who have already taken the examinations (but were unsuccessful in passing) in January and increase our average passing rate 15% (in the subjects listed above). We will target first-time test takers during the June administration and increase our average completion rate scores by 15% (compared to peer schools). In doing so, we hope to improve student preparedness; skills and understandings in the above identified content areas as well as to increase achievement scores in state-level assessments.**

### Comprehensive Needs Assessment

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

In the past four years, our data indicates that Regents Pass rates (especially in math and the sciences) have decreased substantially for first-time test takers (meaning students who were registered and passed the course the year that subject's Regents exam were administered). Our school-wide program is impacted because more students have to be registered into additional support classes to address their deficits rather than their chosen elective classes. Our passing rates in chemistry (24%), Earth Science (57%), geometry (24%) and Trigonometry (30%) is half our overall passing rate averages for other subjects.

### 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. **School-wide Focus:** By increasing opportunities for Regents prep (after school, Saturdays and extending TEEE programing) we will improve student success. By increasing parental involvement through increased parent communication (Teacherease and in school meeting) we will also improve student success. Work closely with Science and math departments to support their instructional goals.
2. **School-wide Programming:** Targeted student populations are programed additional Regents prep courses in the identified subject areas.
3. **Instructional Calendar Augmentation:** We added an in-house Regents prep week between January Regents and Semester 1 Finals.
4. **Regents Prep After School and Saturdays:** teacher will be paid per session to support students in content specific Regents in this program.
5. **Planned Grade-Level Meefings-** parents, families and students of targeted students will have regular meetings regarding progress (3 times a year).

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

1. **School-wide Focus:** All teaching staff members (of Regents Core Classes), Tax Levy and Title 1 funding for additional per session programming
2. **School-wide Programming:** Our Programming Committee, ARIS and STAR reports for identifying target groups
3. **Instructional Calendar Augmentation:** Content area teachers- design Regents prep program and courses and support students; Grade-level team leaders- identify target population (students scoring below 65 on Algebra, Earth Science, Living Environment, Geometry and Trigonometry).
4. **Regents Prep After School and Saturdays:** same as Instructional Calendar
5. **Planned Grade-Level Meetings:** parents, target groups and teachers

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

1. **School-wide Focus:** By January there will be a 15% increase in Regents pass rates (the number of student who have previously failed an examination and has retaken the exam in January 2015). By June there will be a 15% increase in the Regents pass rates of first time-test takers.
2. **School-wide Programming:** 100% of all identified students will be programmed for Regents Prep TEEE in August based on their Regents scores in June and August. 100# of all students will be scheduled for spring Semester support by February based on their Regents scores.
3. **Instructional Calendar Augmentation:** Additional time will be scheduled for all identified students during Jan 5 –Jan 27, 2015. 8 teachers and 97 students will be scheduled for the additional prep period. We anticipate 100% participation during the school day and 80% participation for after school prep classes.
4. **Regents Prep After School and Saturdays:** We have identified 97 students who will be invited to attend after school and Saturday Regents prep sessions with at least a 75% participation rate in January and 80% participation rate in June.
5. **Planned Grade-level Meetings:** All 97 students and their parents have been invited to attend our Regents Prep Meetings. We expect 50% of parents to attend the first meeting. Senior parents (12 students) had individual team meetings and we expect 100% of them to participate.

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

- School-wide Focus:** Our benchmark data collection activity will begin the first week of school. Data gathering sessions are scheduled for January 27 – 30 and May 27 – 30, 2015. Parents meetings coincide with our Student-led Conferences.
- School-wide Programming:** We will be programming in August and February based on Regents results.
- Instructional Calendar Augmentation:** June Calendar augmentation will be based on January pass rate data. Our January calendar was set in August based on June/Aug 2014 Regents Pass rates.
- Regents Prep After School and Saturdays:** We have scheduled two sessions based on DOE calendar. January sessions will begin on December 5 – January 27, 2015. June sessions will begin on May 27 – June 17, 2015
- Planned Grade-level Meetings:** Parent meetings are scheduled for September 18, 2014; November 18, 2014 and April 9, 2015.

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

- School-wide Focus:** Time set aside for data review and analysis after administration of benchmark activity will be planned, Additional funding from Tax levy and Title 1 will be set aside for per session and program support. Professional development has been planned to support teachers with core content and pedagogy (specifically to support new state assessments). Additional resources such as Barron's Regents Review and Prentice Hall Review books have been ordered for each core subject.
- School-wide Programming:** the programming committee will meet in August to plan and implement our new schedule; staff will review and implement Regents Prep support, additional per session allocation will be set aside for planning and implementation of additional Regents Prep.
- Instructional Calendar Augmentation:** All 97 students have been individually reprogrammed for Jan 5 – Jan 27 augmented schedule (during the school day). Teacher's schedules have been changed to support this additional time for Regents prep.
- Regents Prep After School and Saturdays:** Tax Levy and Title 1 per session have been allocated. Per session postings have been distributed and teachers assigned to specific programs. OTS funding to purchase Princeton Review workbooks have been ordered to further support this initiative.
- Planned Grade-level Meetings:** Parents' Association Executive Board will meet during designated dates and times to further support parent participation in the planned meetings. Evening sessions have been calendared to help parents with long work day schedules.

**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).

- holding an annual Title I Parent Curriculum Meeting (Sept 18, 2014);
- 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;
- 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;

**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.

NYS Voucher Program for hardware and Software will be used to purchase technology to enhance testing administration capabilities as well as use online resources for test prep programs.

## 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.

.To improve our assessment and data collection/analysis practices as a faculty, 90 - 100% of all faculty members will engage in professional development on our Instructional Focus of Assessment in Instruction (Danielson 3D) and complete an inquiry-based action research project by June 2015. Identified teachers will improve their assessment and data collection/analysis practices as evidenced by Advance ratings.

### 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.

An analysis of Advance data, school surveys, student performance on Regents exams, as well as protocol-based discussions indicated that we had a need to address this with our faculty. Internal surveys around professional development needs were conducted. Further study found that teachers wanted to more collaboratively shape professional development for the school while improving student achievement.

### Instructional Strategies/Activities

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

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

- 1. Professional Development Planning Committee:** Teachers and administrators serve on a voluntary committee to implement and assess professional development around inquiry-based action research projects. The committee is open committee to all staff members.
- 2. Instructional Focus: Using Assessment in Instruction (3D):** All faculty members will improve their practice in Using Assessment in Instruction. All faculty members will receive targeted feedback and development on assessment methods used in their classes.

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

- 3. Professional Development Planning Committee:** Committee meets twice a month outside of school hours; Tax Levy funds for per session.
- 4. Instructional Focus: Using Assessment in Instruction:** Ongoing supervision and coaching by school leadership. Professional development for identified teachers as supported by class coverages and tax levy funds for PD.

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

- 1. Professional Development Planning Committee:** By November, 100% of all faculty members will have presented literature reviews for peer feedback. By January, all faculty members have completed a cycle of data collection and will present for peer feedback. By June, 100% of all faculty members will have completed their inquiry-based action research projects and will present to peers for feedback and develop next steps and recommendations.
- 2. Instructional Focus: Using Assessment in Instruction (3D):** By June 2015, 90% of faculty members will have improved their practice in Using Assessment in Instruction as evidenced by Advance ratings.

#### **6. Timeline for implementation and completion including start and end dates**

- 1. Professional Development Planning Committee:** August 2014 – November 2015: Initial research phase and professional literature gathering. November 2014-January 2015: Initial data collection and research refinement cycle. January 2015-March 2015: Action research intervention phase. April – June 2015: Reflection and assessment cycle, drafting of final action research papers.
- 2. Instructional Focus: Using Assessment in Instruction (3D):** same as above.

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

- 1. Professional Development Planning Committee:**
  - Time set aside for committee to assess and develop PD sessions, per session support for committee members.
  - School visits by committee members to observe other schools' practices.
  - Workshops and coaching for support of faculty members in completing action research projects.
- 2. Instructional Focus: Using Assessment in Instruction (3D):**
  - New Teacher Center Mentor Training: Faculty members attending NTC trainings to build mentorship and leadership capacity for peer support, tax levy funds for training.
  - Danielson Group Training: AP and faculty members attending Danielson Group Trainings on Using Assessment in Instruction.
  - January Mock Regents Exams & Data Analysis: Mock Regents exams will be administered and analyzed by departments using protocols. Funds used for copying

materials, time set aside for administration and analysis of data.

3. Teacher Intervisitations: Peer-led teacher intervisitation cycles completed in the spring focused on Using Assessment in Instruction. Funds for class coverages.

***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).

- holding an annual Title I Parent Curriculum Meeting (Sept 15, 2013);
- 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;
- 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;

***Budget and Resource Alignment***

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

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

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

**To increase motivation and academic progress of low achieving students.** Identified students in every grade will increase their student achievement levels by a ½ grade by the end of the school year. 75% of identified students will earn the required credits for promotion or graduation by the end of the 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.

An analysis of last year's pass/fail rates as well as our data of student progress indicated that we had a number of student not meeting promotional requirements. Further study and teacher needs survey identified "low motivation" as a significant impediment in our student's progress. "low motivation" is defined by little effort in completing class work and homework, non-attendance to academic support programs, little participation in after school clubs and sports as well as overall negative attitude towards school and education. These students (through informal surveys) have also indicated that college and their future was not a top priority for them.

#### **Instructional Strategies/Activities**

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

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

- 1. Grade-Level Teams-** Teams will identify students who are in this category and develop positive reinforcement (such are awards, rewards and recognition of improvement); Teams will meet with our parents' regularly through phone, email or in person to discuss progress.
- 2. Liberty Partnership Program (LPP) -** Targeted students will participate in our Liberty Partnership Program when they can be exposed to college and career in the early grades. Students will be taken on college trips, have role models present and participate in workshops that will help them focus more on academics and their future.
- 3. ARC- Academic Recovery Concentration-** Identified students will have the opportunity to continue to make up work (large anchor projects and benchmark projects) after schools and Saturdays to catch up for that marking period.

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

- 1. Grade-Level Teams-** Grade-Level Team Leaders; Principal/AP; 2 times- weekly team meetings; Tax Levy Funds for stipends and per session
- 2. Liberty Partnership Program (LPP)-** Liberty Partnership Program; Pace University; PACE HS College Counselor; Pace University College Liaison
- 3. ARC- Academic Recovery Concentration-** Grade-level teacher teams; Principal/AP; administrative support staff; Tax levy funds for per session.

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

- 1. Grade-Level Teams-** October 2014: Identify students in every grade (based on teacher observations, progress report status and daily attendance. February 2015: Number of initial students decrease by 15% in the 9<sup>th</sup> and 10<sup>th</sup> grade and 30% in the 11<sup>th</sup> and 12<sup>th</sup> grade. June 2014: Number of initial students decrease by 20% overall and the number of summer school students decrease by 15%.
- 2. Liberty Partnership Program (LPP)-** Identified participating students will increase overall grade averages (at least ½ grade) by the end of the year and 100% of participating students have increased their college and career awareness by their participation in this program.
- 3. ARC- Academic Recovery Concentration-** Decrease 2015 Summer School Student List by 15%.

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

- 1. Grade-Level Teams-** September 2014: Benchmark data collected and reviewed to identify students and program them for additional support; October 2013: Notification to parents of identified students based on current progress report, benchmark data and daily attendance. AIS programs will be designed and implemented from November 18, 2014 – Jan 27, 2015. Cycle will repeat from Feb 2015 – June 2015.
- 2. Liberty Partnership program-** LPP will run from October 2013 to August 2014. Teams will identify students to participate by October 2, 2015.
- 3. Academic Recovery Concentrations (ARC) -** ARC will run in three cycles of after school and Saturday whole-day work sessions to focus students on completing essential work for their core classes. Sessions are timed with grade reporting at the end of terms. ARC Session 1: November 15 - November

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

1. **Grade-Level Teams-** Grade-Level teams facilitated by team leaders will identify, track and design AIS plans for each individual identified student in the grade. Teams will implement rewards incentives, additional AIS support programs such as tutorials, WOW 9(Work It Out Wednesdays) as well as outreach to parents of identified students. Per session allocations will be funded based on after-school and Saturday programs as well as additional funding set aside for incentives (trips, admission fees).
2. **Liberty Partnership Program (LPP) -** Through a federal grant, Pace University's Liberty Partnership Program focuses academic support and college and career awareness programs to at-risk youth. Pace HS has partnered with this program to increase student awareness of college and careers in the 9<sup>th</sup> and 10<sup>th</sup> grades. Workshops include interviewing, writing resumes, girls only session, boys only session, self-esteem, college visits, etc...
3. **ARC- Academic Recovery Concentration-** the Academic Recovery Concentrations (ARC) program is an intervention focused on addressing students failing courses due to not completing major assignments, such as CCLS-aligned Anchor Projects. ARC is a program that holds students accountable to this work while providing a focused and supportive environment with teacher support during three cycles of the year. It is also designed to address student needs in a more timely fashion than summer school; the sessions are calendared to match our academic terms. For each cycle, six teachers facilitate after-school and Saturday work sessions with identified students with the goal of having students complete this essential work and to boost credit accumulation. ARC staff consists of teachers from each grade team, the math department, and the special education department.

**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).

- holding an annual Title I Parent Curriculum Meeting (Sept 15, 2014);
- 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;
- 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;

**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	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								
Federal Grant from Pace University								

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

4.

#### **5. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

4.

#### **5. Timeline for implementation and completion including start and end dates**

1.

#### **6. 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.)
<p><b>ELA</b></p>			<p><b><u>During the school day TEEE (Tiers of Educationally Enriching Experiences):</u></b> small group instruction; at-risk students work with their English teachers in small groups (7-8) during TEEE period.</p> <p>Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep.</p> <p><b><u>After school TEEE (Tutorials):</u></b> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments.</p> <p><b><u>Summer Institute:</u></b> Guided reading strategies as well as organizational and time management skills are used to help identified students understand and complete our assigned summer reading assignments.</p> <p><b><u>Regents Prep Program:</u></b> Identified students (especially Seniors) scoring 64-55 are assigned mandatory afterschool and Saturday Regents Prep program</p> <p><b><u>Academic Recovery Concentration JARC):</u></b> Students identified by their teachers as failing more than three subjects must stay after school (3:30 pm to 5:30 pm) two weeks before the end of every quarter to complete all work required to pass the identified classes.</p> <p><b><u>Peer Tutoring:</u></b> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p> <p><b><u>January Regents Prep Program-</u></b> Identified students will be scheduled for additional classes (before, during and after school) within their TEEE's (during school) for additional Regents prep classes.</p>
<p><b>Mathematics</b></p>			<p><b><u>During the school day TEEE (Tiers of Educationally Enriching Experiences):</u></b> small group instruction; at-risk students work with their Math teachers in small groups (7-8) during TEEE period.</p> <p>Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep.</p> <p><b><u>After school TEEE (Tutorials):</u></b> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments.</p> <p><b><u>Summer Institute:</u></b> Guided reading strategies as well as organizational and time management skills are used to help identified students understand and complete our assigned summer reading assignments.</p> <p><b><u>Regents Prep Program:</u></b> Identified students (especially Seniors) scoring 64-55 are assigned mandatory afterschool and Saturday Regents Prep program</p>

	<p><b><u>Academic Recovery Concentration )ARC):</u></b> Students identified by their teachers as failing more than three subjects must stay after school (3:30 pm to 5:30 pm) two weeks before the end of every quarter to complete all work required to pass the identified classes.</p> <p><b><u>Peer Tutoring:</u></b> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p> <p><b><u>January Regents Prep Program-</u></b> Identified students will be scheduled for additional classes (before, during and after school) within their TEEE's (during school) for additional Regents prep classes.</p>
<p><b>Science</b></p>	<p><b><u>During the school day TEEE (Tiers of Educationally Enriching Experiences):</u></b> small group instruction; at-risk students work with their Science teachers in small groups (7-8) during TEEE period.</p> <p>Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep.</p> <p><b><u>After school TEEE (Tutorials):</u></b> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments.</p> <p><b><u>Summer Institute:</u></b> Guided reading strategies as well as organizational and time management skills are used to help identified students understand and complete our assigned summer reading assignments.</p> <p><b><u>Regents Prep Program:</u></b> Identified students (especially Seniors) scoring 64-55 are assigned mandatory afterschool and Saturday Regents Prep program</p> <p><b><u>Academic Recovery Concentration )ARC):</u></b> Students identified by their teachers as failing more than three subjects must stay after school (3:30 pm to 5:30 pm) two weeks before the end of every quarter to complete all work required to pass the identified classes.</p> <p><b><u>Peer Tutoring:</u></b> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p> <p><b><u>January Regents Prep Program-</u></b> Identified students will be scheduled for additional classes (before, during and after school) within their TEEE's (during school) for additional Regents prep classes.</p>
<p><b>Social Studies</b></p>	<p><b><u>During the school day TEEE (Tiers of Educationally Enriching Experiences):</u></b> small group instruction; at-risk students work with their Social Studies teachers in small groups (7-8) during TEEE period.</p> <p>Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Saturday program focused on project completion and credit recovery as well as Regents Prep.</p> <p><b><u>After school TEEE (Tutorials):</u></b> Teachers offer students a structured time (3:30 – 4:30 PM) to work on individual projects, homework or class assignments.</p> <p><b><u>Summer Institute:</u></b> Guided reading strategies as well as organizational and time management skills are used to help identified students understand and complete our assigned summer reading assignments.</p> <p><b><u>Regents Prep Program:</u></b> Identified students (especially Seniors) scoring 64-55 are assigned mandatory afterschool and Saturday Regents Prep program</p> <p><b><u>Academic Recovery Concentration )ARC):</u></b> Students identified by their teachers as failing more than three subjects must</p>

	<p>stay after school (3:30 pm to 5:30 pm) two weeks before the end of every quarter to complete all work required to pass the identified classes.</p> <p><b>Peer Tutoring:</b> All writing projects and assignments follow the writing process with an emphasis on peer editing protocols.</p> <p><b>January Regents Prep Program-</b> Identified students will be scheduled for additional classes (before, during and after school) within their TEEE's (during school) for additional Regents prep classes.</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Student Support Groups: Our guidance counselor facilitates small support group meetings for various at-risk behaviors. (Truancy, bereavement, social etiquette, peer mediation, conflict resolution).</p> <p>College Counseling and Transition Services: All 11<sup>th</sup> and 12<sup>th</sup> grade students especially At-Risk students have structured courses related to college and career counseling.</p>

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

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

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

**Title I Status**

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

**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.
Highly Qualified Teachers at PACE High School
Targeted professional development, additional education courses (through our Partnership with Pace University School of Education along with the DOE programs and HOUSSE system will help all our identified teachers who are working towards being "highly qualified").
Recruitment-Every effort is made to hire a diverse and qualified teaching staff at PACE. All staff members go through a rigorous group interview process that is facilitated by our Staffing Committee. All candidates as well as our continuing staff members review our Staffing Criteria.

**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).
Our Instructional Coach is assigned to all new to the school, new to teaching, untenured and other staff identified as needing additional support. Frequent classrooms visits, intervisitations, one-to-one coaching, grade-level and department meetings are scheduled to help support all staff members earn and retain their highly qualified status.
Funding from Title 1 as well as TL monies set aside for this goal is earmarked for professional development, attendance to conferences as well as in-house training.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The principal in consultation with the SLT and admin staff coordinates all programs funding and resources management including services for ELLs, IEP students, STH, drop-out prevention and all at-risk Programs such as LPP.

**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.
Our committee meets in June the previous year to review and plan for upcoming school year's assessment cycle. Regents pass rates, trends in pass rates and comparison to previous year's performance are reviewed and studied to formulate Regents Prep programs, design school-wide scheduling, assess proper teacher assignments as well as review periodic assessment results. Professional development training in ARIS, data analysis and our instructional focus is also planned. Resources are set aside to further develop our plan throughout the year.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

**PACE HS SCHOOL-PARENT COMPACT**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 promptly 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.
- 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;

**DBN: 02M298**

### **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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	\$212,229.27	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	\$2,381,207.00	X	See action plan

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.
-

**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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>298</b>
School Name <b>PACE High School</b>		

### 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 <b>Yvette Sy</b>	Assistant Principal <b>Michael Sowiski (IA)</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Nikoleta Moulinos</b>	Guidance Counselor <b>Jazmin Montes</b>
Teacher/Subject Area <b>David Rohlfing- English</b>	Parent <b>Lisette Claudio- PA President</b>
Teacher/Subject Area <b>Marc Lapointe- ICT Teacher</b>	Parent Coordinator <b>NA</b>
Related Service Provider <b>Charles Ganza- Speech</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Yuet Chu</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>418</b>	Total number of ELLs	<b>05</b>	ELLs as share of total student population (%)	<b>1.20%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out										1		2		3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	0	2	0	3

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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				2	1				2	2

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	
<b>Total</b>	0	0	0	2	1	0	0	0	2	2
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	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										1		1		2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>5</b>								

## 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)														0
Advanced (A)										1		4		5
Total	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>5</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**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				
Integrated Algebra	4		3	
Geometry	4		2	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	4		1	
Living Environment	4		3	
Physics				
Global History and Geography	4		1	
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.  
We use previous NYSESLAT and LAB-R data from middle school as well as do in-house assessment using Fountas (BAS) for students who we still have questions regarding their skill level. Our in-house English assessment (given during First Summer Program to all incoming freshmen also gives us clear indication of what types of support incoming students will need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
ALL students entering PACE (in any level) reach ADVANCE and PROFICIENT LEVEL by the time they end 11<sup>th</sup> grade.
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](#))  
Our standards-based approach to curriculum development addresses skill deficits in language (reading/writing/speaking) for ALL students at PACE, including ELLs. Data from current NYSESLAT revealed that additional support is needed in reading and writing, to this end, our pull-out program during TEEE (elective period) with the ESL teacher will focus instruction on supporting these modalities.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. ELLs compared to non-ELL students fair comparably in their results. Our students did not fair too well when they took Regents in their native language (Chinese/Spanish). We have both the English version (which they write on) and the native language version available for them during all examinations.
    - b. Results from our periodic assessments help target students with specific skill deficits as well as students who are not adequately progressing in their content areas. Additional support and remediation is given during TEEE periods for all identified students. Additional support in Regents prep is also given after school and Saturdays.
    - c. As mentioned above, students fair better on assessment given in English. Our periodic assessments revealed that students need more support in non-fiction writing and the critical lens (English Regents).
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?  
In our ESL programming, instruction is based on CCR (College Readiness Standards), The teacher makes curriculum decisions based on the individual student, students are NOT in classes during this time so that the teacher can address the specific academic needs of each student. All ELL students are also scheduled to take Spanish as part of their foreign language requirements for high school. Parents have opted to continue with this foreign language rather than testing in their native language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
 Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We base our success on all students passing NYS Regents Examination in 3<sup>rd</sup> year of high school with mastery/proficiency level scores. All students in our ELL program since 2008 have passed the NYS Regents examination in their junior/senior year before graduation from PACE HS.

## 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](#).)  
Students from out- of-state/country are interviewed by the testing coordinator and ESL teacher to assess spoken English proficiency. All new students are administered the LAB-R by the first week of admission into PACE. A parent/family meeting is convened to

complete the HLIS with our ESL teacher and other LAP committee members. Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. All testing such as LAB-R and NYSESLAT is administered by our testing coordinator. Our programming and initial and subsequent meetings occur within 10 days of the initial start date of the student.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
We do not have transistional bilingual programs. OSEPO does NOT place students who have been identified that need these programs. If we feel students who have been referred to PACE needs these programs, they are referred to other school by OSEPO.  
We do not have Dual Language Programs.  
Parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "First Day" packet. All parents are met with individually to discuss the school's programs as well as their student's individual support. We have teachers who are programmed to support ESL instruction. We contract and pay per session to an ESL teacher from MS 131 to work with all our students for any additional support they may need before and after school along with their pull-out ESL periods durign the school day.
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 [\[see tool kit\]](#).)  
Our social worker works with all our incoming and ELL students to ensure all letters and documentation is completed. By our student-led conferences in November, parents have met with our LAP committee to ensure full compliance.
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.  
Parents and students identified as needing additional ESL services such as (extention of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish and Chinese (different dialects) to help parents and students understand our programs.
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.  
Our testing coordinator, Abigail Stolz-Monks administers, manages and reports our NYSESLAT results yearly. We use the RNMR (ATS) to determine each students proficiency level as well as determin components of the exam that still need support.
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.   
Our LAP team works closely with each parent to address their needs and alre fully aligned to their expectations. For the past 10 years, since the school has been founded, we have had ONLY ESL students placed at the school. Though their levels of procifiency may differ from student to student all self-identify as needing ESL services. Parent interviews and parent choice (entitlement letters) reviewed show that parents want more direct English instruction in all core subjects. Parents want students to be 100% proficient in English and pass the English Regents.

# 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])?

Instruction is delivered in two ways. A push-in model as well as an additional period of English is programmed for most students. A period of ESL (during TEEE- small group instruction) with the ESL teachers once a day and the ESL teacher pushes into the English classes. Each student is scheduled into an ESL TEEE and has their ESL teacher push into English classes. English class in the 9th grade is split in half by ability and these classes reinforce expository writing and language acquisition skills. Students are homogeneously mixed in their ESL classes but heterogeneously mixed in English classes.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All our students receive over 360 minutes of direct ESL instruction per week. Each English period is 50 minutes long every day and ESL TEEE is 50 minutes long everyday totaling 500 minutes of instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Both English and ESL classes are designed to meet CCR (College Readiness Standards) in Reading/Writing, Speaking and listening. All anchor projects are fully aligned to tasks that address Common Core. Language development is closely monitored for all ELL through our periodic assessments and discussed during weekly team meetings and LAP conferences.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Parents have chosen to have all assessments in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All anchor projects and units are designed to meet all CCR (College Readiness Standards) which address all 4 modalities.
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).

a. We currently have 1 SIFE student, her parents frequently come to meetings at school with our counselor to determine their own language acquisition progress and we discuss additional support the students may need. Her formal education interruption was due to a lack of documentation in her native country. Parents and the student have stated that even without documentation, she attended formal education all throughout her school years. Her high academic achievement (currently and from past assessments) reflects this. She is still supported through our pull-out ESL program and her additional support is targeted towards earning 90 or better on the English Regents this year.

b. NA

c. We have three students who gets additional support in NYSELSAT skill acquisition after school in addition to their regularly scheduled ESL and English classes.

d. We have 1 student who is also receiving the above mentioned support along with working one-to one with our special education teacher. She has been in ESL for 11 years and need additional support in reading comprehension and processing.

e. Students who are proficient are still supported in TEEE by getting additional English support or other content area subjects that

will be tested in that year.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

We have two students who work closely with their ICT teachers for additional support. We use BAS and Wyet (reading) to closely monitor and assess reading comprehension skills. Support is given accordingly based on these assessments.

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?

We are a full inclusion program with students getting SETTS and ICT support in class and pull-out. Students like our (1 student) is not given an additional foreign language but support in native language as well as English. We use our TEEE periods to address one-to-one needs of this student. Parents have met with the grade-level team and the ICT teacher to plan scaffolded assignments and support so that the student is helped in content as well as language acquisition. The student is also given extended time during all test administration.

### 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:			
Spanish	Spanish (Heritage Class)		
Sapnish	Spanish (LOTE)		

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

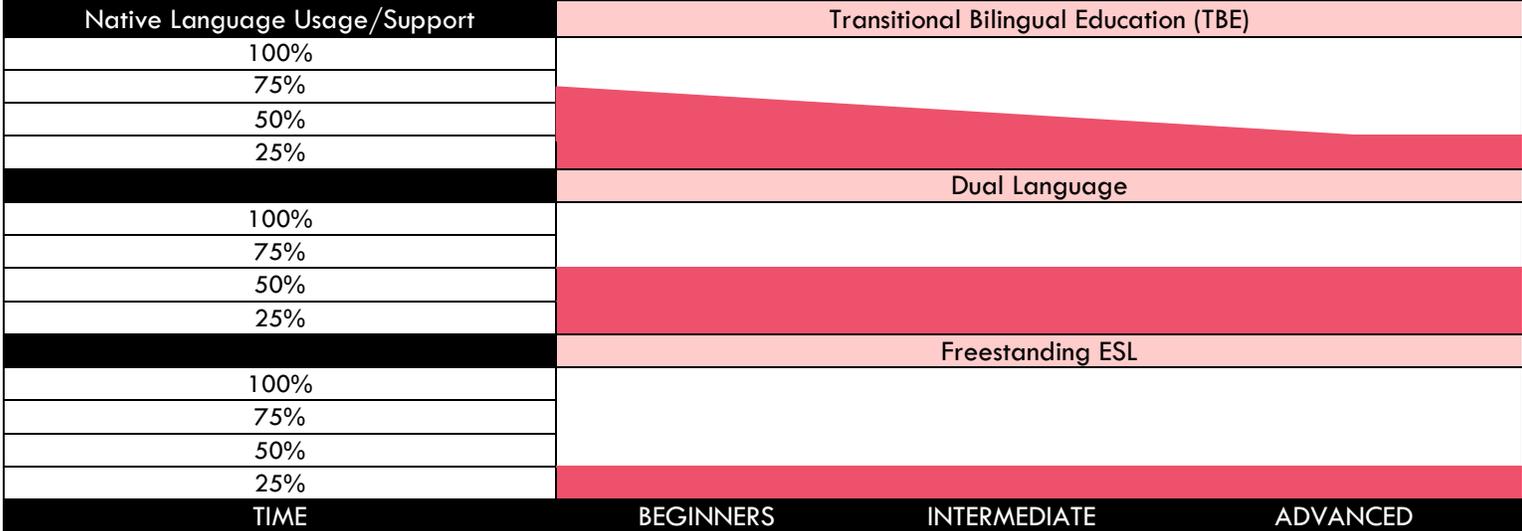
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.  
Academic intervention services for identified ELLs include: Saturday Credit Recovery program where they can get additional support in all content area in subjects they failed in a quarter as well as earn additional credit towards graduation, tutorials after school with ESL teachers and others to help with homework completion, Regents prep classes after school and Saturdays to help prepare for all core content examinations, SAT prep in English and native language, NYSESLAT prep with ESL teacher after schools.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
All ELL students since 2008 have passed the English Regents examination.
11. What new programs or improvements will be considered for the upcoming school year?  
Curriculum Developer to ensure comon core integration school-wide.
12. What programs/services for ELLs will be discontinued and why?  
NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All programs (before, during and after school) is opne to all students. TEEE (during school period remediation, ESL pull-out during the day, after school ESL support, Saturday Regents prep, ARC, all clubs and tutorials and services available for ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Our school building is wireless and students use, desktops, laptops, ipads, assisted listening devices (earphones, MP3 players) to help in all content areas. Teacher plan a well-rounded curriculum where technology is infused fro all students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
All teams have teachers who speak the native language except for Tibetan.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Based on our previous year's assessment, each student is individually programmed for courses and additonal support.
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.  
Parent and student meetings with Principal, AP, ESL teachers and grade level team is planned for the first month of school. Individual student programs is made based on the parent's survey, teacher observation and results of the previous year's NYSESLAT. Most students enter PACE High School with Advanced level ESL designation on the NYSESLAT. After school tutorials and ESL TEEE is scheduled.
18. What language electives are offered to ELLs?  
Spanish is the foreign language offered at PACE High School, but students can take other languages at Pace University such as Japanese, Italian anf German.
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)?

NA

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Our Professional Development model is geared towards increasing literacy skills in all content areas. Apart from regular PD offerings by the CFN, ESL teachers attend weekly team meetings, department meetings with English and Collaborative Work Groups to help increase skills and knowledge based in ESL instruction.
  2. Most entering 9th grade students who are identified as ESL are given mentors (ESL or otherwise) to help transition them into high school. All students are also assigned an adult advisor to help with academic advisement for the year.
  3. ESL teachers are allowed to take their additional professional development courses for free at PACE University. Classes in curriculum development, ESL instruction as well as Special Education theory are taken by our ESL and other teachers as part of our professional development strand at PACE.
  4. Using ARIS training video on Teacher Effectiveness teachers in ESL and special education are required to complete 10 hours of training. They also seek additional PD through the Network programming.

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. We have an active Parents Association with a few ESL parents who attend PACE functions. All events and meetings have Spanish and Chinese translators present.
  2. We have partnerships with the Charles B. Wang Health Clinic to help our students through teen issues and health education. Our parents and families are supported by the YMCA counseling services if they are identified as a family in crisis. All services have Spanish and Chinese language support.
  3. Through the needs assessments data that all parents complete at the end of the school year. Our PA reviews and submits their findings to the school so that programs and other support can be added to the next school year.
  4. Most parental involvement activities are tied around students' achievement and performances. All parents have voiced their want for more performances and presentations by their students after school. We have made great efforts through school-wide activities such as PACEgiving, School-wide BBQ and other ceremonies to have more parents involved in the school.

### 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: <u>PACE High School</u>		School DBN: <u>M298</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Sy	Principal		1/1/01
Michael Sowiski	Assistant Principal		1/1/01
NA	Parent Coordinator		1/1/01
Nicholetta Moulinos	ESL Teacher		1/1/01
Lisette Claudio	Parent		1/1/01

David Rohfling	Teacher/Subject Area		1/1/01
Marc Lapointe	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jazmin Montes	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 02M298 School Name: PACE High School

Cluster: 01 Network: 103

**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**

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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.

Principal and/or grade-level team leader meets with every incoming student and their parents who are identified as needing ELL/ESL support. The entrance interview allows us to identify additional supports such as translation services as well as additional programs for students who need more support in language acquisition. A Home language report is also generated through SIS. School personnel is able to translate Chinese, Spanish and American Sign Language.

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.

PACE High School needs written and oral translations in Spanish, Chinese (Cantonese and Fu Chao). We also need oral translation services in Farsi and Polish (we contract translation services). Other languages which are represented in our home language reports have one parent in the home able to speak and read in English. A summary of our translation and oral interpretation needs are conveyed to the school community via grade-level meetings and PA announcements.

## Part B: Strategies and Activities

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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.

All Spanish translation needs are done through our PA Association. Our PA president is fluent in Spanish both written and oral and any correspondence is edited and translated through the PA. Our Chinese translation is done by a staff member who translates all written text into Mandarin (using software).

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.

Most oral interpretations needs are covered through in-house staff members during school-wide meetings and Student Conferences. We also utilize DOE translation services (in person or by phone). We have assisted listening devices for students and parents needing hearing devices for meeting and conferences. We have utilized ASL translation services for our students and parents needing sign language interpretations, as well.

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>.

Posters are posted in front of the school as well as in our hallways. Written notification is sent home in our first day packet. Along with the home language survey, a PA survey is included for parents to complete about their language translation needs. All materials sent home have translated copies sent to home sneeding additional home language support.