



**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**29Q259**

**School Name:**

**PATHWAYS COLLEGE PREPARATORY SCHOOL**

**Principal:**

**KIMBERLY MITCHELL**

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: Middle/High School Number (DBN): 29Q259  
School Type: Public School Grades Served: 6-12  
School Address: 109-89 204<sup>th</sup> Street St. Albans, New York 11412  
Phone Number: 718-454-4957 Fax: 718-454-4892  
School Contact Person: Natalie Francois Email Address: Nfrancoislafle@schools.nyc.gov  
Principal: Kimberly Mitchell  
UFT Chapter Leader: Lucas Rule  
Parents' Association President: Samantha Guness  
SLT Chairperson: Natalie Francois-Lafleur  
Student Representative(s): Shanice McCarthy

### District Information

District: 29 Superintendent: Donald Conyers  
Superintendent's Office Address: 6565 Flatlands Avenue Brooklyn New York 11236  
Superintendent's Email Address: Dconyer@schools.nyc.gov  
Phone Number: 718-968-4100 Fax: 718-741-7098

### Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 603 Network Leader: Lawrence Pendergast

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kimberly Mitchell	*Principal or Designee	
Lucas Rule	*UFT Chapter Leader or Designee	
Samantha Gness	*PA/PTA President or Designated Co-President	
Lorie Jones-Dessalines	DC 37 Representative, if applicable	
Shanice McCarthy Roshan Dolloway	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kori Robinson, PAL	CBO Representative, if applicable	
Josie Greenidge	Member/ Parent	
Rael Jones	Member/ Parent	
Violet Thompson	Member/ Parent	
Ingrid Croft	Member/ Parent	
Lawana Thompson	Member/ Teacher	
Michele Freeman-Harrison	Member/ Teacher	
David Sturchio	Member/ Teacher	
Natalie Francois-LaFleur	Member/ Teacher	
Regina Maynard	Member/ Parent	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Pathways College Preparatory School is a College Board, standalone secondary school with approximately 540 students in grades six through twelve. We are co-located with Renaissance middle school in St. Albans Queens which is a predominantly African American community. Pathways College Preparatory School (PCPS) is a community that educates the mind, body and soul of each of our students in preparation for entrance and success in college and careers. We view college and career opportunity and success as a "pathway" to excellence and equity in life. Through our partnerships with families, community organizations, businesses and universities, including Adelphi University, PAL, College Summit, Sports and Arts, and Achieve Now, we seek out real world learning experiences for students to enhance their skills and knowledge. As a result, graduates from PCPS will be able to use their experiences to think critically about personal, political, and professional responsibility and the impact of their choices on their lives, community and the world at large. Our school community integrates five core values into the work that we do each and every day: Respect, Responsibility, Resilience, Reading, and Running.

Pathways College Preparatory School is a middle/high school with 563 students from grade 6 through grade 12. The school population comprises 91% Black, 4% Hispanic, 2% White, and 3% Asian students. The student body includes 3% English language learners and 15% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for 2013-14 for high school was 89.3% and for middle school was 95.3%.

### **Strengths**

- School leaders collaborate with teachers in feedback loops that encompass classroom observation data and analysis of learning outcomes, to promote professional growth.
- A commitment to school improvement is reflected in a list of school-wide goals that are understood and supported by the entire school community.
- All stakeholders work diligently to create a respectful and inclusive setting that provides academic and personal supports to promote students' success.

### **Area of Most Growth**

Since last year we have experienced a 5% increase in high school graduation rates. In addition, performance on the MS ELA and Math state assessments improved by 5% each, and the passing rate on the English Regents increased by 5%. We have also increased the number of students completing college level work by 1% to 44%.

### **Challenges**

Our most significant challenges include the extent to which students improve their MS ELA and Math scores as well as the level of involvement from our parents.

### **Areas of Focus**

- Improve pedagogy across classrooms by ensuring high quality questioning, rigorous tasks, and multiple entry points that consistently provide all students with opportunities to engage in student discussions that maximize learning
- Ensure that all teachers use common assessments to effectively adjust curricula and instruction that meets the learning needs of all students
- Strengthen Common Core content to ensure curricula that challenge students to develop higher order thinking skills through rigorous academic tasks and activities that promote college and career readiness.
- Increase parental involvement.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Pathways’ strengths relative to rigorous instruction:

- Our school has adopted Atlas Rubicon, an online organizational tool that teachers have been utilizing school- and grade-wide to design and refine CCLS-aligned curriculum in all content areas.
- From 2013-14 QR: School leaders and teachers are making some purposeful choices about emphasizing skills such as annotating text, outlining, writing a “gist”, and stating and supporting a claim with evidence, which is evident in lesson plans and some curriculum maps.
- On the most recent NYC School Survey (2012-13), 98% of students indicated that they need to work hard to get good grades.

Some of our needs in this area:

- From 2013-14 QR: Student work from the units does not always match the intended outcomes of the grade level and/or subject standards. As a result of this misalignment, student work, especially for special education students, does not demonstrate evidence of extended thinking that pushes all students to their next level, so there are missed opportunities to maximize students’ progress in credit accumulation and college and career readiness.
- From 2014-15 School Quality Guide: 14% Drop in Students earning 10+ Credits in Second Year

The priority need identified by the school related to the Capacity Framework element of rigorous instruction is to strengthen Common Core content to ensure curricula that challenge students to develop higher order thinking skills through rigorous academic tasks and activities that promote college and career readiness.

### Part 2 – Annual Goal

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

Teachers will work to develop rigorous units and tasks that are aligned to standards and accessible to all students, as measured by a 5% increase in the number of students in the lowest third who earn 10+ credits by August 2015.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
3. Strategies to increase parent involvement and engagement

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

4. Activities that address the Capacity Framework element of Trust			
Teachers will utilize teacher team time to review and revise curriculum in order to (1) align units to CCLS and (2) ensure that curriculum is viable and accessible by all students. School leaders will participate in team meetings regularly to provide feedback, guidance, and support teachers' work.	All Teachers	September 2014 – June 2015	Teacher Teams & Administration
Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.	All Teachers	September 2014 – June 2015	Content Teachers & Administration
Fall semester PM school/Saturday Academy courses will be offered to students based on a review of SY 2013-14 transcripts. Spring PM school/Saturday Academy courses will be offered based on a review of mid-year transcripts.	All Students	September 2014 – June 2015	Teachers for PM school. Guidance counselors to review transcripts.
Model teachers will provide support to colleagues on their lesson plans to ensure that activities are rigorous, engaging, and meets the needs of all learners, including students with disabilities and English Language Learners.	All teachers	September 2014 – June 2015	Model teachers & Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Master Schedule revised to allow multiple meeting times for teams across the week</li> <li>• Admin schedule revised to ensure oversight of work of teacher teams</li> <li>• Per session to pay 11 teachers 54 hours/term at per session rate (\$41.98/hr) for PM school and Saturday Academy</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>2. Specify a timeframe for mid-point progress monitoring activities.</li> </ol> <ul style="list-style-type: none"> <li>• By February 2015, teachers will have engaged in a self-assessment of curriculum and identified which assessments need to be embedded further within curriculum.</li> <li>• By February 2015, there will be a 3% increase in the percentage of students that earned 5+ credits across the Fall 2014 term.</li> <li>• By end of year, assessments on curriculum maps and lesson plans across grade levels and content areas will reflect alignment to NYS Regents and NYC Performance Assessments.</li> <li>• Curriculum maps will reflect embedded periodic assessments.</li> <li>• Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.</li> </ul>
<b>Part 6b.</b> Complete in <b>February 2015.</b>

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Pathways’ strengths relative to supportive environment:

- The school provides all students with an Advisory period and is offering the Advancement Via Individual Determination (AVID) elective, through which students learn college and career readiness skills.
- From 2013-14 QR: All stakeholders work diligently to create a respectful and inclusive setting that provides academic and personal supports to promote students’ success.

Some of our needs in this area:

- On the most recent NYC School Survey (2012-13), the school community (students, teachers, and parents) rated the school 7.3 out of 10 overall in the category of “Safety & Respect.”
- On the NYC School Survey, 55% of students indicated that most adults treat all students with respect, and 49% of students indicated that most students treat each other with respect.

The priority need identified by the school related to the Capacity Framework element of supportive environment is to strengthen the school’s ability to establish and promote a safe and positive school culture for all students through the identification and use of more meaningful strategies and programs that support our students.

### Part 2 – Annual Goal

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

During the 2014-15 school year, the school will improve the integration of its five core values into daily school life for the purpose of assisting students to become more academically and socially responsible, as measured by a 5% increase in the percentage of students who feel respected by peers and teachers on the NYC School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
In order to bring the school’s core values to life throughout the entire building, the school will ensure that core values are posted in each classroom and referred to by school leaders, teachers, and students	All teachers, all students	September 2014 – June 2015	Administration, Teachers

and celebrate members of the community that embody core values through monthly recognition ceremonies.			
Parent Coordinator will increase the number of workshops offered to school parents to improve their understanding of the school's core values and their capacity to implement the core values at home.	Parents, all students	Each marking period	Parent Coordinator, CBOs
PTA will strengthen its role even further by reaching out to community businesses and providing students with enrichment activities through community service. In addition, the PTA will highlight those students that demonstrate school's core values throughout school and during community service.	Community members, all students	Monthly, during PTA meetings	Administration, PTA Board Members
The school's Professional Learning Team will meet regularly to analyze socio-emotional data, including attendance data, the number of students attending afterschool programs, and data from surveys administered to students throughout the school year pertaining to bullying, safety, and school improvement efforts.	All students	Bimonthly, August – June	Administration, Professional Learning Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Per-session funds for Professional Learning Team (10 teachers for 4 hours each month)</li> <li>• Per-session for teachers, Parent Coordinator, and administrator for PTA-organized workshops</li> <li>• Supplies for PTA meetings and workshops</li> <li>• Use of technology (no additional cost to school)</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Analysis of student survey data through February 2015 will reveal a 2.5% increase in the number of students across the school that feel respected by their teachers and their peers.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Pathways’ strengths relative to collaborative teachers:

- Our school participates as a partner school in the city’s Learning Partner program, which provides Pathways’ teachers opportunities throughout the year to visit teachers in two other schools, and teachers from those schools visit the teachers in our school.
- Teachers are provided with time to meet weekly in both a grade team and a vertical team (by content, all grades 6-12). In vertical teams, curriculum is analyzed for CCLS-alignment and rigor, strategies for implementation are discussed and shared, content resources are reviewed, and student achievement data is analyzed. In grade teams, teachers focus on discussing strategies for enabling individual students to be more successful, engaging in inquiry around the school’s instructional focus, and planning grade-specific and cross-curricular activities.
- From the 2013-14 QR: A commitment to school improvement is reflected in a list of school-wide goals that are understood and supported by the entire school community.

Although our teachers meet in both grade and vertical teams, greater gains in coherence, rigor, and engagement are necessary to move student achievement and success. Best practice and strategies need to be utilized across the content areas and grades. And teacher collaborations must be focused and targeted so progress can be checked and monitored on a regular basis.

Some of our needs in this area:

- From 2013-14 QR: Across classrooms the use of purposeful strategies to regularly check for students’ understanding is not consistent, so by the end of a lesson, not all students achieve the learning objective, or are given an opportunity during the lesson for teacher and/or peer intervention. As a result, not all students’ learning needs are met via timely adjustments to curriculum and instruction that are consistently implemented to improve students’ performance, based on data that accurately reflects their learning needs
- From 2014-15 School Quality Guide: Only 21% of MS students at a level 3 or 4 in ELA, and only 24% of MS students at a level 3 or 4 in Math

The priority need identified by the school related to the Capacity Framework element of collaborative teachers is to further support teacher development in using data and formative assessment strategies (Danielson component 3d) to inform their instruction, and to provide them with the opportunities to learn from and support one another in this development.

### Part 2 – Annual Goal

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

During the 2014-15 school year, teachers will collaborate to revise curriculum to include common formative assessment strategies in their classrooms in order to improve student achievement, as measured by a 4% increase in the overall level of proficiency of students in grades 6-8 on the New York State Common Core ELA and Math Exams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
ELA and Math teachers will administer periodic assessments aligned to the CCLS and meet in both grade and vertical teams to analyze the results and plan next steps, and team leaders will share findings with administration.	ELA and Math teachers	September 2014 – June 2015	Administration, grade/vertical team leaders
Teachers will participate in targeted professional development opportunities on implementing effective formative assessment strategies in the classroom.	All teachers	September 2014 – June 2015	Administration
School will offer extended learning time opportunities to all MS students after school and during Saturday Academy to help them better prepare for the State Exams using the Achieve Now program.  Parents will be provided with opportunities to learn about the school, its activities, beliefs in how students learn best in terms of teacher practice, and how to support their child in a successful academic experience	Students  Parent	September 2014 – June 2015	Teachers  Guidance Counselor and LeadTeachers
Four Model Teachers (two in MS and two in HS) will support all teachers with the following: building trust, formative assessment, classroom management, group work strategies, introduction to the writing process, differentiation, teachable moments, Socratic Seminars, accountable talk, the integration of the school’s instructional focus, and other ideas identified by school leaders and teachers.  All teachers will be provided with the opportunity to participate and build trust in the NYCDOE’s Learning Partners intervisitation program, enabling them to learn strategies and best instructional practices pertaining to formative assessment and other pedagogical areas.	All teachers  All teachers	August 2014 – June 2015  Monthly, September 2014 – June 2015	Administration, Four Model Teachers  NYCDOE, Administration

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Per diem to cover teachers who are out of the school and taking part in the Learning Partners intervisitation program.</li> <li>• Per session to cover partial schedules for teachers during onsite visits of the Learning Partners intervisitation program.</li> <li>• Master Schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.</li> <li>• Per session for guidance counselors/lead teachers to provide parent workshops, trainings, and visits.</li> <li>• Materials for parents involvement/engagement</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:									
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
20. Specify a timeframe for mid-point progress monitoring activities.									
Analysis of data from the 2014-15 mid-year CCLS-aligned ELA and Math interim assessments will show a 2% increase in the overall proficiency of students in grades 6-8, as compared to their 2013-14 proficiency levels. 5% increase in the number of first year students earning 5 credits by Feb.2015.									
<b>Part 6b.</b> Complete in <b>February 2015.</b>									
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?						Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?								

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Pathways’ strength relative to effective school leadership:

- School leaders provide teachers the opportunity to make suggestions for specific professional development opportunities that are most relevant and useful to their individual pedagogical needs, the school’s instructional focus, and deepening curricular alignment to the Common Core Learning Standards.
- From the 2013-14 QR: School leaders collaborate with teachers in feedback loops that encompass classroom observation data and analysis of learning outcomes, to promote professional growth.

Some of our needs in this area:

- From 2013-14 QR: The lack of teaching strategies that provide multiple entry points into the curricula and opportunities for students to be able to discuss what they are learning through thoughtful dialogue that fosters high levels of thinking and understanding, results in student work products that do not consistently reflect critical thinking and understanding of content, concepts and skill sets.
- From 2014-15 School Quality Guide: 81% Graduation Rate but only 13% College Ready

The priority need identified by the school related to the Capacity Framework element of effective school leadership is to strengthen teachers’ utilization of multiple entry points in their lessons in order to meet the needs of all learners, thus enabling them to access rigorous content and produce high quality work.

### Part 2 – Annual Goal

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

During the 2014-15 school year, teachers will develop and implement lessons that provide multiple entry points, thus allowing all students to access rigorous content, demonstrating college and career readiness, and resulting in an increase in graduation rate from 81% to 83% by August 2015, 55% of whom will be accepted to a four-year university and 15% of whom be deemed college ready per their Regents scores.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- |     |  |  |   |  |
|-----|--|--|---|--|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
| 26. | Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). |  |   |  |
| 27. | Strategies to increase parent involvement and engagement   |  |   |  |

28. Activities that address the Capacity Framework element of Trust			
Teachers will meet in vertical teams on a weekly basis to modify curriculum using Atlas Rubicon to strengthen the use of multiple entry points, for the purpose of augmenting the number of students that grasp the content and succeed at unit tasks. In addition, content area teams and Special Education teachers will meet to discuss curriculum modifications.	All teachers	September 2014 – June 2015	Administration
High school teachers will administer mock Regents exams and Regents-aligned assessments developed by vertical teams in order to monitor student progress towards meeting graduation requirements for Regents exams and college readiness as measured by their scores.	HS teachers	September 2014 – June 2015	Faculty and Administration
During observation cycles, school leaders will provide teachers with targeted and specific feedback pertaining to their use of multiple entry points in their lessons and the extent to which all students were engaged (Danielson component 3c) and capable of accessing the classroom activities and tasks.	All teachers	September 2014 – June 2015	Administration
Teachers will participate in professional development opportunities on revising curriculum to meet the needs of all learners through the use of multiple entry points.	All teachers	September 2014 – June 2015	Administration
College Advisor and Senior Advisors will work closely with each senior individually to discuss their progress towards graduation and provide them with appropriate supports to promote their college and career readiness, including opportunities to recover credits through in-class and online courses (through iLearn and Achieve Now) and prepare for and take required Regents exams.	Seniors	September 2014 – June 2015	Administration, College and Senior Advisors
College Advisors and Senior Advisors will monitor and analyze College Summit data, which shows how many of our current seniors have applied, have been accepted, and are waiting responses from college admission offices, and tracks our former graduates to see who has remained, transferred, or pursued other career interests.	Seniors	September 2014 – June 2015	Administration, College and Senior Advisors
Graduating seniors will be provided with afterschool and Saturday coursework and Regents prep opportunities for the purpose of helping them to obtaining required credits and passing required exams.	Seniors	September 2014 – June 2015	Administration, College and Senior Advisors

#### **Part 4 – Resources Needed**

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

- Master Schedule revised to allow multiple meeting times for teams across the week
- Admin schedule revised to ensure oversight of work of teacher teams
- Per session for administrator and 6 teachers to provide Regents preparation and coursework afterschool and on Saturdays (54 hours per term)
- Licenses for iLearn and Achieve Now course
- Atlas Rubicon for maintenance of curriculum

#### **Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

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

- Revised curricular documents will reflect increased usage of multiple entry points.
- Data analysis of mock Regents exams and school-developed aligned assessments will reveal 8% of students scoring at college-ready levels (75 for ELA and 80 for math).
- All graduating seniors will be programmed to appropriate opportunities as determined on an individual basis
- By February 2015, observation data will reveal an improvement in component 3c school wide
- By February 2015, there will be a 1% increase in the percentage of students on track to graduate, as evidenced by scholarship data and Regents scores.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Pathways’ strengths relative to strong family and community ties:

- The school provides parents with multiple opportunities to monitor and track student progress, which include providing them with access to the online Skedula’s Pupil Path and Edmodo systems, inviting them to join grade team meetings on Tuesday afternoons to discuss student progress, and providing them with monthly parent workshops.
- On the 2012-13 NYC School Survey, 96% of parents indicated that the school makes them feel welcome.

Some of our needs in this area include:

- Despite the efforts of the school to engage parents in monitoring their children’s progress and opportunities to meet with teachers on a regular basis, the level of parental engagement has continued to be low.
- On a scale of 1 to 10, parents rated the school a 7.4 in the area of communication on the NYC School Survey.

The priority need identified by the school related to the Capacity Framework element of strong family and community ties is to improve outreach efforts and build upon the work we already do with families in order to increase their participation in opportunities pertaining to their children’s achievement and social-emotional growth, thus engaging them as even more active and accountable stakeholders in their children’s education.

### Part 2 – Annual Goal

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

During the 2014-15 school year, there will be increased family outreach and opportunities for parents to participate in the school community, leading to families feeling more involved with the school and their children’s education and resulting in an increase in parent attendance at conferences with teachers and other school staff members, parent workshops, school-based activities, and community service events, as measured by a 10% increase in the communication score on the NYC School Survey.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
37. Strategies to increase parent involvement and engagement

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the activity/strategy?*

38. Activities that address the Capacity Framework element of Trust			
The school will conduct monthly on-site themed workshops for parents on topics that serve their needs and interests, hosted by school staff and CBOs, such as accessing the school through the various communication channels, and providing parents with information and tools, maintaining finances, recreational workshops, and other workshops pertaining to areas identified through parental surveys.	Parents	September 2014 – June 2015	Parent Coordinator, CBOs
School leaders, the Parent Coordinator, and select school staff will provide parents with small-group and one-to-one training sessions on parent role fulfillment, including the various systems that are in place to aide in their sustaining an active role as a stakeholder in the education of their child.	Parents	September 2014 – June 2015	Administration, parent Coordinator, teachers
In an effort to decrease socio-emotional stressors that may cause parent disengagement and student attrition, the Parent Coordinator will link families to appropriate community resources and relevant CBOs.	Parents	September 2014 – June 2015	Parent Coordinator, CBOs
Parent Coordinator will increase her work with administration and staff for the purpose of improving their capacity to engage parents in staff-led conferences and other achievement-related events.	Staff	September 2014 – June 2015	Parent Coordinator

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Per session for Parent Coordinator to organize and run workshops</li> <li>• Per session for teachers and administrators associated with afterschool parental engagement efforts</li> <li>• Supplies for workshops and outreach</li> <li>• Costs associated with CBO sponsorship of events</li> </ul>

#### **Part 5 – Budget and Resource Alignment**

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

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> <li>• By February 2015, analysis of periodic surveys of parents will reveal a 5% increase in the number of parents that feel positively about communication efforts and participation in school events.</li> <li>• Data collected via the school’s “Welcoming Schools and Family Engagement Best Practice Rubric” will show growth in overall parent sentiment regarding their involvement in the school as well as school safety, culture, and environment, as compared to rubric results from the beginning of the school year.</li> </ul>			
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe		Yes	No

specified?				
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	MS students receiving level 1 or 2 in ELA  HS students missing ELA credits and/or ELA Regents exams	AIS takes place 4 days per week for small group tutoring. Programs: Rewards and other comprehension and vocabulary building resources are utilized. School Day: tutoring via small groups and 1:1-Wilson, SAL. Saturday school will take place for 11 weeks for test prep in ELA and Math	Small group and 1:1 tutoring	School day; after school; Saturday
<b>Mathematics</b>	MS students receiving level 1 or 2 in math  HS students missing math credits and/or required math Regents exams	AIS takes place 4 days a week for small group: Integrated Algebra and Geometry Regents prep using the Barron’s Test prep materials. Saturday school will take place for 10 weeks for test prep in ELA and Math.	Small group and 1:1 tutoring	School day; after school; Saturday
<b>Science</b>	MS students performing at or below proficiency on science MOSLs  HS students missing science credits and/or required science Regents exams	High School students only-Living Environment Regents and Earth Science Regents prep for students who still need to pass this exam using the Barron’s Test Prep materials. Middle School-reading strategies in the content areas	Small group and 1:1 tutoring	School day; after school; Saturday

<b>Social Studies</b>	MS students performing at or below proficiency on social studies MOSLs  HS students missing social studies credits and/or required social studies Regents exams	High School students only-Global History and US History Regents prep for students who still need to pass this exam using the Barron's Test Prep materials.	Small group and 1:1 tutoring	School day; after school; Saturday
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as at-risk by parents and/or school staff	Students receive individual and small group counseling on an as-needed basis.	Small group and 1:1 tutoring	School Day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.</li> <li>New and untenured teachers are supported by state-required Mentoring (twice a week), professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).</li> <li>Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.</li> <li>All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.</li> </ul>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).</li> <li>Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.</li> <li>All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches.</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

- Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards.
- Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population.
- Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps.
- Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs.
- Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that our assessments are measuring what we are teaching in the classrooms, content, skills, and process.

**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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	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.
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		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	219,561	x	9,12,14,17,20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	3,011,086	x	9,12,14,17,20

**<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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pathways College Preparatory 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Pathways College Preparatory 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

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

### School-Parent Compact (SPC)

**Pathways College Preparatory 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

**Part I: School ELL Profile**

**A. School Information **

District <b>29</b>	Borough <b>Queens</b>	School Number <b>259</b>
School Name <b>Pathways College Preparatory School</b>		

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

Principal <b>Ms. Kimberly Mitchell</b>	Assistant Principal <b>Mr. Sulvan Haysley</b>
Coach <b>Mr. John Hunt</b>	Coach <b>Ms. Patricia English-Young</b>
ESL Teacher <b>Ms. Natalie Francois</b>	Guidance Counselor <b>Ms. Legere</b>
Teacher/Subject Area <b>Ms. Carla Boxcell</b>	Parent <b>Ms. Jean Blidgen</b>
Teacher/Subject Area <b>Mrs. Melissa Amos</b>	Parent Coordinator <b>Mr Devon Hunter</b>
Related Service Provider <b>Mrs. Geraldine Darius</b>	Other <b>Ms. A. Gounoulus</b>
Network Leader (Only if working with the LAP team)	Other <b>ype 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>1</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>0</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>572</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>2.80%</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							2	1	3	4	3	2	1	16
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	1	3	4	3	2	1	16

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	11	2	0	2	0	1	3	0	3	16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	11	2	0	2	0	1	3	0	3	16
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									1	1	1			3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1	1				3
Haitian							1	1	1	2	2	2	1	10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>16</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)							2		1	2				5
Intermediate(I)									1	1	2		1	5
Advanced (A)								1	1	1	1	2		6
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>16</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>							2		1	1			

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0

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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
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)				# 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.  
N/A
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT results indicate that students have strong skills in the listening and speaking modalities and weaker skills in reading and writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The RNMR is not available as of November 1, 2013.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
]Teacher teams review the CCLS aligned curricula to ensure the second language development is considered in instructional decisions. Teachers and staff are provided a list of current and former ELLs so that teachers can meet weekly to discuss and plan targeted strategies to ensure each ELL's social and academic success.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here:

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. For first times admits to the NYCDOE schools system, the ESL teacher administers the intake interview and helps the parent complete the HLIS. Based on the responses to the HLIS the students are identified if needing to test using the LAB-R. They are then tested by the ESL teacher and placed according to their score. The students who fall into the ELL group are then serviced during the year by the ESL teacher and tested during the year with the field tests, teacher made exams, oral and written presentation and the NYSESLAT
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  2. Parents of newly admitted ELL students at Pathways are given an initial interview with the principal, the assistant principal assigned to the grade, the ESL coordinator and a translator. At this interview the parent is presented with the video which explains the three choices of Language programs. The parent then completes the Parent Survey and the Program Selection form. The student is placed in the appropriate ESL class within 10 days of enrollment, based on the parent selection form and the student's LABR score. At the current time no parent has requested a program other than the freestanding English as a Second Language Program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

3. At the start of each year the ESL teacher reaches out the current ELL parents with the appropriate letters from the OELL site, informing parents of the program choices and their child's eligibility to receive services. The parents are informed that while currently, we offer a freestanding ESL program, we will open up a bilingual program when we have the appropriate number (15 students within 2 consecutive grades in MS and 20 students in the HS) of parent requests, as per CR Part 154.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. The ESL teacher is constantly monitoring the new admits to the school to ensure that new students who are eligible are identified and tested with the 10 days designated for that purpose. At the beginning of each year reports (RLER & RLAT) are run by the ESL teacher to identify the incoming ELL roster. Those students are placed accordingly and the appropriate letters from the OELL are sent home.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The sections are administered in groups according to level. Each modality is administered on a different day in a separate location to the students. A master schedule is created and a letter is sent to the parents to notify them of the exam window and when the exact dates are for their children. All communications are provided in English and in the student's home language.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

6. The trend in parent response to the survey at Pathways is Freestanding ESI. The parents are well aware of what we offer and are given the name and locations of at least two bilingual programs in which they may enlist their child. With the understanding of the requirement of minimum numbers for a bilingual program, as per CR Part 154, parents still choose to apply and have their children attend Pathways.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1. The Beginning English Language Learner is serviced in a Freestanding ESL program that combines push-in (co-teaching) services and pull-out (individual/small group) services. Beginning English Language Learners are placed in block program classes for English Language Arts and Mathematics that are co-taught by both general education content certified teachers and a certified ESL teacher for a minimum of 180 minutes. Additionally 180 minutes per week of services are provided in a small classroom separate location during the school day. Beginning ELL students are also programmed for academic intervention services with the ESL instructor for 150 minutes per week.

Intermediate and advanced ELL students receive 180 minutes of ESL services through a combination of push-in classroom support for 2 periods per week and pull-out small group instruction for 2 periods per week with a licensed ESL teacher. Additionally, these students are programmed for 150 minutes of academic intervention services in the content area of need as a part of our extended day program. The goals of this instruction are vocabulary development and development of English literacy skills in the content areas. The emphasis of this program is using content material aligned with the State Regent Standards to improve academic literacy in the secondary school
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students are served as per CR- Part 154. The advance student are given a minimum of 180 minutes/week of instruction, while the intermediate students receive 360 minutes/week of instruction and the beginning students receive 540 minutes of instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

3. Instructional strategies for all ELLs are rigorous and are CCLS aligned in all content areas. The Beginning English Language Learner are provided with three units of ELA instructional using ESL in the pull out program, one unit of mathematic they are also provided with Social Studies and Science Instruction in the ESL classroom with support provided by the content area teacher through team meetings and teacher collaboration. With this method Main concepts are identified by the content area teachers and reinforced by the English as a Second Language teacher in the pull-out and extended school day program. The students are provided with Native Language art support through the classroom libraries. Support, transition and further enrichment are also provided in the after school program. The instructional approaches included a balanced literacy program in the pull out program with emphasis on developing academic language skills for the high school curriculum. In this classroom program the approaches include surveying and adapting language rich texts to make the information more easily accessible to a beginning language learner.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

4. Visual materials are adapted and provided for extra support. Computer based programs provide additional practice and support for the English Language Learners, allowing the students extra time to process and master skills and concepts. Text books in the Native Language have been ordered where available. Regents are ordered and administered in the native language when available and applicable. We also evaluate using the LOTE and the Spanish Lab-R and the content classroom assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The ELL students are given review sessions and are administer the periodic assessment and the NYSESLAT. They are also assesswvs formatively through teacher made test in the four modalities throughout the year of instruction. Baseline assessment are administered three times during the year and the data is used to improve instruction and increase student achievement.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English

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

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

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

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

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

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

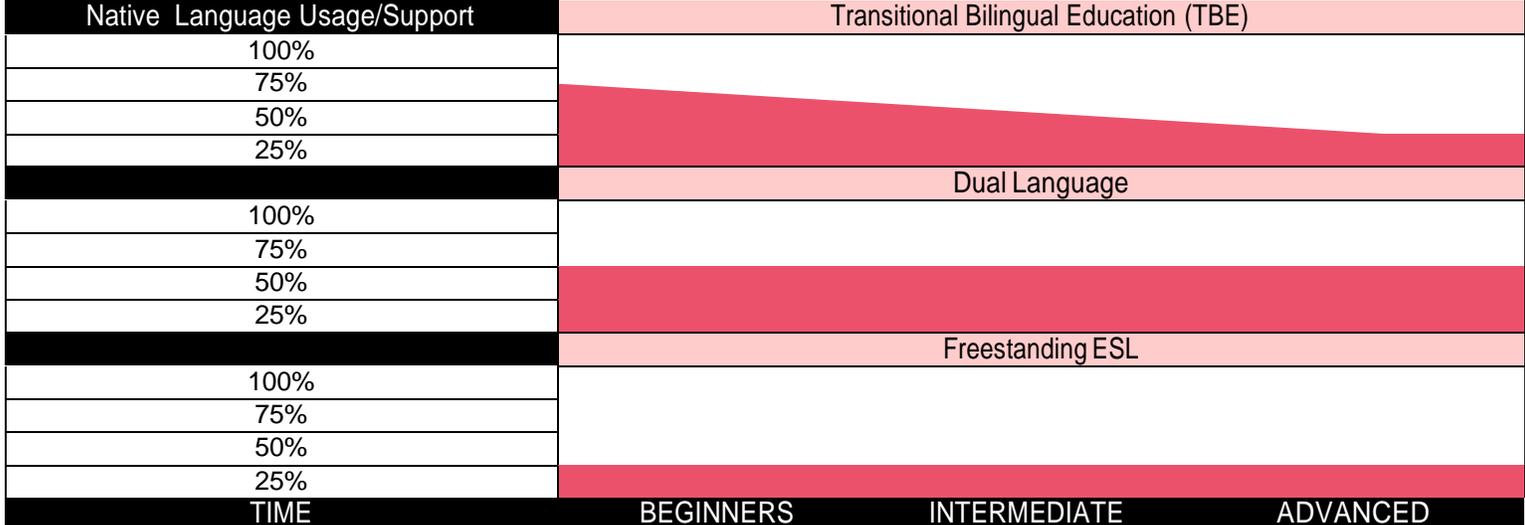
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes
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.  
We offer after school tutoring, regents prrep, Saturday academy and our literacy programs (Wilson and SAL) to support our students and increase student achievement:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program is effective based on our results on the NYSELAT and the regents exams. Our students showed growth by becoming proficient on the NYSELAT and Achieving on the regents exams.
11. What new programs or improvements will be considered for the upcoming school year?  
A newcomers club to help acculturate the new students to the tone and culture of the school and the US. We have also looked into purchasing Achieve 3000.
12. What programs/services for ELLs will be discontinued and why?  
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs are encouraged to participate in all school wide activities such as PAL, SASF, student government, and student clubs. Parents are notified through phone blast, backpack letters, flyers and posted on our online information and grade center, Skedula. In addition the ESL teacher and parent coordinator make individual phone calls to parents. All communications with parents are provided in English and in the parent's preferred language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Pathways provides bilingual glossaries, translated texts, SmartBoard technology and language acquisition apps on the iPad. Students are also encouraged to use an electronic dictionary with pronunciation capabilities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is provided through the use of bilingual glossaries, books in translation, and the use of the computer. Students also have internet access. The laptops are also available to the students for use during the school day and during after school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All ELL supports correspond to the ELLs ages and grade levels. Our curricula is aligned to the CCLS which imbeds grade and age appropriate skills and standards.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
We have an orientation program during the summer where students are invited in to the building and are acclimated to the staff and the environment before they attend as full time students for the school year.
18. What language electives are offered to ELLs?  
Spanish
19. For schools with dual language programs:
- 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)?

Paste response to questions here:

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

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

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

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

### D. Parental Involvement

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

1. Parents are actively involved in their child's education. On average we have approximately seventy parents in attendance at our monthly PTA meetings. When we hold grade specific workshops for parents attendance is exceptionally high. The parent coordinator and community associate arranges translation services for parents in need.
2. We have not established any partnerships with other agencies that provide services specifically for ELL parents. That is an area for growth
3. At Pathways we have an open line of communication with parents. As parents share their concerns through email or phone conversations we document the concerns and look for patterns over time. If a specific concern arises that needs to be addressed, the concern is added to the agenda for the next administrative cabinet meeting.
4. Our parental involvement activities address the needs of all parents in our school. We provide training on topics that concern student development both academically and socially.

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: Pathways College Prep. School

School DBN: 29Q259

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

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

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

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

DBN: 29Q259 School Name: Pathways College Preparatory School

Cluster: 6 Network: 603

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

### Part A: Needs Assessment Findings

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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.

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

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

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