

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

17K122

School Name:

PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (P-TECH)

Principal:

RASHID DAVIS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Pathways in Technology Early College School Number (DBN): 17K122
9-14
Grades Served:
School Address: 150 Albany Avenue Brooklyn NY
718-221-1593
Phone Number: Fax:
School Contact Person: Rashid Davis Email Address: Rdavis9@schools.nyc.gov
Principal: Rashid F. Davis
Jon Hoffmeier
UFT Chapter Leader: Frederick Allman
Parents' Association President: Frederick Allman
SLT Chairperson:
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Janiel Richards
Student Representative(s): Khalil Leslie

District Information

District: Affinity Superintendent: Fred Walsh
333 Seventh Avenue, New York, New York
Superintendent's Office Address: fwalsh@schools.nyc.gov
Superintendent's Email Address: 212-356-3739 n/a
Phone Number: Fax:

Borough Field Support Center (BFSC)

BFSC: Brooklyn/District 17 Director: Cheryl Watson-Harris
415 89th Street Brooklyn, NY 11209
Director's Office Address:

Cwatson21@schools.nyc.gov

Director's Email Address:

718-759-4862

n/a

Phone Number:

Fax:

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rashid F. Davis	*Principal or Designee	
Jon Hoffmeier	*UFT Chapter Leader or Designee	
Fredrick Allman	*PA/PTA President or Designated Co-President	
Ronald Thornton	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Janiel Richard	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Khalil Leslie	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Will Ehrenfeld	member/IBM partner	
Carline Folkes	CBO Representative/NYCTECH	
Claudette Saddler	Member/parent	
Marilyn Vasquez	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
LaDon Brown	Member/parent	
Tracey Crawford	Member/parent	
Simone Graham	Member/teacher/UFT Delegate	
Harold Israel	Member/teacher	
Leleith Nelson	Member/parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

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

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P-TECH uses Charlotte Danielson's instructional framework to: (1) build a common vision and language for highly effective instruction and (2) as a reflective tool for teacher professional learning. Currently, our instructional focus is to integrate an interdisciplinary model of the mathematical concepts across all curriculums to increase students' problem solving skills, math skills and performance on the math exams. The instructional focus will be implemented with a focus on the following components of the Danielson Framework that address the Framework for Great Schools:

- 1e (Designing Coherent Instruction) – Rigorous Instruction, Community Ties and Collaborative Teachers;
- 3b (Discussion and Questioning Techniques) – Rigorous Instruction and Supportive Environment;
- 3d (Using Assessment in Instruction) – Rigorous Instruction, Trust and Effective School Leadership.

Danielson's rubric provides tangible standards by which the school leadership creates an learning environment for all stakeholder by establishing common planning periods and Professional Development sessions for teachers to plan, evaluate, and collaborate with colleagues and coaches in and outside of the school. With regards to curriculum mapping, teachers refer to the Common Core Learning Standards aligned to the instructional focus as it applies to domain specific habits of thinking in each content area. With regards to rigor, we refer to both Bloom's Taxonomy and Webb's Depth of Knowledge to define and develop a college-bound curriculum. Therefore, we expect to see:

- Students engaged in activities that gradually release responsibility towards extended thinking;
- Teachers serving as facilitators while students are engaged in higher order conversations;
- Students utilizing technology to gather research, synthesize data, create products, and apply concepts through problem solving.

As a high school model that prepares students for college and career, the following practices can be observed school wide in the following categories:

- Curricular : Developing units of study through the Understanding by Design (UbD) process with Universal Design for Learning (UDL) in mind. In addition, the expectations of the Associates Degree courses offered through City Tech serve as additional guide posts to design rigorous instruction.
- Pedagogical : Blended learning, differentiation by content, process, and product with the aid of technology, project-based learning, Socratic-like discussions, workshop model, close reading, and workplace learning workshops.
- Assessment : Gap analyses, baseline assessments, quarterly assessments, unit performance tasks, technology assessment tools (Achieve 3000, Khan Academy), developing CCLS-aligned rubrics, quizzes, homework, and exit slips.

As a 9-14 high school, these common practices align to P-TECH's vision of helping students apply their knowledge and skills towards meaningful tasks within authentic contexts. Through this, we believe that all students can graduate with

an Associate Degree in Electromechanical Engineering and Technology or Computer Systems Information Technology and be career ready in the field of Information Technology.

17K122 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	442	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	44	# Music	N/A	# Drama	N/A
# Foreign Language	46	# Dance	N/A	# CTE	76
School Composition (2013-14)					
% Title I Population	81.2%	% Attendance Rate			90.1%
% Free Lunch	68.8%	% Reduced Lunch			8.8%
% Limited English Proficient	3.3%	% Students with Disabilities			16.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			85.2%
% Hispanic or Latino	10.6%	% Asian or Native Hawaiian/Pacific Islander			4.2%
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			24.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			2.71
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	58.8%	Mathematics Performance at levels 3 & 4			75.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	79.2%	% of 2nd year students who earned 10+ credits			78.7%
% of 3rd year students who earned 10+ credits	69.6%	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The instruction focus for the 2015-2016 year our instructional focus is to integrate an interdisciplinary model of the mathematical concepts across all curriculum to increase students’ problem solving skills, math skills and performance on the math exams. In addition, PTECH is looking to align the goal with Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1).

Strengths: Trust, Effective Leadership, Strong community ties, and Collaborative Teachers

o The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work.

o The entire staff has incorporated the use of binders, school agendas, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

According to the QR PTECH will address:

Build on the instructional practices that reflect a shared set of pedagogical beliefs to create more opportunities for high levels of student thinking and engagement across the vast majority of classes. (1.2) and

Improve assessment practices that consistently result in effective instructional adjustments and increased student awareness of their next learning steps. (2.2)

Needs: Rigorous Instruction and Supportive Environments

o The school and staff needs to continue to work on establishing systems and routines to analyze formative and summative data to inform classroom instruction that will be aligned to the instructional focus.

o The school and staff needs to continue to work on providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The instruction focus which is to integrate an interdisciplinary model of the mathematical concepts across all curriculum to increase students' performance and math skills. By June 2016, 80% of students who have not reached the college ready benchmarks will have attain a score of 70% or higher on the Common Core Algebra exam and a score of 75% or higher on the ELA exam to reach college ready benchmarks which are required to starting college courses at NYC TECH.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.	All Students	September 2015- June 2016	Principal, All Teachers
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level. The assessment tools such as Ed Performance/Scantron and Achieve 3000 will be used to monitor student progress and growth in Lexile scores.	All Staff	September 2015- June 2016	Principal
Instructional support of student progress such as tutorial and Regents prep will occur in all classes, and during after-school and/or Saturday opportunities. In addition, the Angel Groups will assist with bridging social and educational context for students to relate their work at PTECH to their college/career paths.	All Students	September 2015- June 2016	Principal, All Teachers
Students will be supported by a variety of strategies including the use of binders, students agendas, Academic and Content Vocabulary, text annotation and close reading, Socratic Seminars, Project Based Learning and Common Core aligned units.	All Students	September 2015- June 2016	Principal, All Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will need time for participating in staff development, planning for implementation of strategies in instruction, providing tutorial for students, and supplemental instructional resources such as releases Regent exams and technology.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> Teachers will administer on-going assessments toward reaching the college ready benchmarks using released Common Core Regents exam, teacher created assessment and periodic Achieve 3000 and Ed Performance/Scantron assessments to monitor student progress. . Assessment results will be analyzed by entire staff to inform instructional decisions as part of the Cycle of Continuous Improvement. Based on the aforementioned periodic assessments, 70% of the students testing for the CC ELA and CC Math will pass both with a 65 or higher and 30% will have met at least one College Ready benchmark by the end of January 2016 										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The instruction focus for the 2015-2016 year our instructional focus is to integrate an interdisciplinary model of the mathematical concepts across all curriculum to increase students’ problem solving skills, math skills and performance on the math exams. This goal aligns with Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Strengths: Trust, Effective Leadership, Strong community ties, and Collaborative Teachers

- o All students will have an opportunity to work with Angel Group leaders who meets with students at least twice a month.
- o The Angel Group leaders will have a common lesson that focus on a variety of topics including Goal Setting, Organizational Skills, Problem Solving, Growth Mindset, Team Building.
- o The school will continue to use CASS, TeacherEase and ATS iLogs as a systematic way to monitor and analysis student behaviors and attendance.
- o Routine Attendance Teacher meetings with Guidance Counselors and school Administrators will further assess and analyze trends in student attendance, tardiness, detention and suspension data.

According to the QR PTECH will address:

Build on the instructional practices that reflect a shared set of pedagogical beliefs to create more opportunities for high levels of student thinking and engagement across the vast majority of classes. (1.2) and

Improve assessment practices that consistently result in effective instructional adjustments and increased student awareness of their next learning steps. (2.2)

Needs: Rigorous Instruction and Supportive Environments

- o The school and staff needs to continue to work on identifying and addressing the behaviors that most commonly lead to LTA, detention, and suspensions.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The number of detentions and suspensions during the Spring 2016 semester will be reduced by 50% in comparison to the Fall 2015 Semester.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Students receiving red passes, detention, or suspension will meet with teacher/dean/social worker/principal to counsel student and determine support plan to prevent repeat offenses.	Students receiving red passes, detention, suspension	September 2015- June 2016	All Staff
All staff members will incorporate and enforce restorative justice strategies to clearly communicate rules and expectations to students.	All students	September 2015- June 2016	All Staff
Students will participate in structures such as Conflict Resolution and Peer Mediation	All students	September 2015- June 2016	All Staff

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will need time for participating in staff development and analysis of student behavior data, planning for implementation of strategies, and providing behavior support structures for students.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The staff will compile records and documentation including Attendance, Tardiness, Detention, and Suspension data for the Fall 2015 semester.
- In January 2016, the staff will review the documentation and identify the trends and behaviors that most commonly lead to Red Pass, Detention, and Suspension
- With assistance from the administrative team and guidance counselors, the staff will determine the best strategies to support students who have received multiple red passes, detention, and suspensions to develop a plan to support students in making positive choices.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The instruction focus for the 2015-2016 year is to integrate an interdisciplinary model of the mathematical concepts across all curriculum to increase students’ performance and math skills. This goal aligns with Positive Learning Environment (1.4) and Leveraging resources (1.3).

Strengths: Trust, Effective Leadership, Strong community ties, and Collaborative Teachers

o The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work.

o All new teachers are working with mentors in their content area.

o The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

Needs: Rigorous Instruction and Supportive Environments

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of the teachers will demonstrate effectiveness in student engagement and checking for understanding as measured by the Danielson Framework and will be supported by timely and meaningful feedback and professional development opportunities. Of the 4 teachers with TIP 100% will have will demonstrate effectiveness in student engagement, use of questioning techniques and checking for understanding.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.</p>	<p>All Staff – ESL/Testing Coordinator and Data Team of 6 (per session positions) will provided the assessment support for instructional staff</p>	<p>September 2015- June 2016</p>	<p>Principal and APs</p>
<p>Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level. The assessment tools such as Ed Performance/Scantron and Achieve 3000 will be used to monitor student progress and growth in Lexile scores.</p>	<p>All Staff – ESL/Testing Coordinator and Data Team of 6 (per session positions) will provided the assessment support for instructional staff</p>	<p>September 2015- June 2016</p>	<p>Principal and APs</p>
<p>Teachers will be provided opportunities to participate in classroom inter visitations.</p>	<p>All Staff</p>	<p>September 2015- June 2016</p>	<p>Principal and APs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Staff will need time for participating in staff development and leadership opportunities in addition to time for collaborating and planning implementation of instructional strategies.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths: Trust, Effective Leadership, Strong community ties, and Collaborative Teachers

- o The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work.
- o The principal meets one on one with each staff member each week to support their instructional practice.
- o The principal conducts formal and informal classroom walk-through and provides feedback in accordance with the Danielson Framework.
- o The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

Needs: Rigorous Instruction and Supportive Environments

- o The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
- o The principal needs to increase the frequency of informal and formal walk-through to support teachers in their instructional practice.
- o The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, The administration will have conducted 100% of informal and formal classroom walk-through and providing feedback to teachers in addition to increased staff development opportunities to support teachers in their instructional practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The administration will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.</p> <p>The use of students work will be reviewed and discussed during inquiry meetings, content area and grade team meetings.</p>	<p>Staff meet during common planning scheduled Period 6 & 7</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs and Guidance will support and/or lead the sessions.</p>
<p>The administration will increase the frequency of informal and formal walk-through and providing feedback to teachers.</p> <p>A team of staff which includes guidance, instructional staff, and administration will conduct walk-through as well as peer inter-visitations to support the instruction of one another.</p>	<p>Staff meet during common planning scheduled Period 6 & 7</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs and Guidance will support and/or lead the sessions.</p>
<p>The administration will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff.</p>	<p>Staff meet during common planning scheduled Period 6 & 7</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs and Guidance will support and/or lead the sessions.</p>
<p>The administration will reflect on implementation and identify additional supports needed by teachers.</p>	<p>Staff meet during common planning scheduled Period 6 & 7</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs and Guidance will support and/or lead the sessions.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walk-through and other professional development opportunities.
- Principal will conduct at least 2 one on one meetings with staff per semester to provide feedback to support teachers and their goals for their professional growth
- By Feb 2016, the principal have conducted 24 feedback and reflection sessions with staff to determine their areas of need and support from the principal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths: Trust, Effective Leadership, Strong community ties, and Collaborative Teachers

o 50% of students had at least one parent or guardian attend the Fall Conferences.

o Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress.

o In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress.

Needs: Rigorous Instruction and Supportive Environments

o The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance.

o The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger.

o The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all parents will be notified of upcoming events; however, 80% of the parents/guardians will participate in at least one school event during the school year including: Parent Association (PA) Meetings, School Leadership Team (SLT) meetings, Home Visits, Conferences, and/or other academic and social activities. To measure this outcome, by the end of April 2016, there will be an increase of 20% of parents completing the LES addressing QR 1.4 & 3.4 in the framework of Strong Communities Ties

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All parents/guardians will attend either the Fall or Spring Conferences where students present their portfolio of work and their progress.</p>	<p>All Families</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator will work with all Families</p>
<p>All parents/guardians will participate in a Home Visit.</p>	<p>All Families</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator will work with all Families</p>
<p>All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using systems to check student grades and attendance.</p>	<p>All Families</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator will work with all Families</p>
<p>School materials and meetings will be translated and made accessible to all families in their primary language.</p>	<p>All Families</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator will work with all Families</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff will need time for scheduling and conducting Home Visits, preparing for and conducting parent meetings and training, time to prepare students to present during Student Led Conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger and social media.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>	<p>Title I TA</p>	<p>Title II, Part A</p>	<p></p>	<p>Title III, Part A</p>	<p></p>	<p>Title III, Immigrant</p>	
	<p>C4E</p>		<p>21st Century Grant</p>	<p>SIG/SIF</p>	<p>PTA Funded</p>		<p>In Kind</p>		<p>Other</p>	

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester.
- In January 2016, the staff will review the documentation and determine which families have participated in a school event.
- The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one to one, tutoring. Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	Before school, during lunch, after school
Mathematics	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one to one, tutoring. Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	Before school, during lunch, after school
Science	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one to one, tutoring. Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	Before school, during lunch, after school
Social Studies	Students not reading on grade level, students not passing the course, English Language Learners,	Academic Literacy strategies, Binders, Student Agendas, Content and Academic Vocabulary, Socratic	Small group, one to one, tutoring. Both programs offer small group instruction 4	Before school, during lunch, after school

	Students with Disabilities.	Seminar, text annotation, graphic organizers, close reading	x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with chronic attendance/tardiness, multiple red passes, multiple detentions or suspensions.	Meeting with dean, social worker, home visits, phone calls to parents/guardians, conflict resolution, student study team.	Small group, one to one. Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	Before school, during lunch, after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
With outreach to the Borough Field Office, the use of Indeed free online services, ATR pool and other DOE support systems, the administration actively recruited the current staff through interviews and recruitment events and meets one-on-one each week to provide support and hear feedback from teachers about needed support. A hiring committee comprised of Instructional and non-instructional staff will convene and meet with candidates for an initial interview pool. The principal also meets with the entire staff to provide staff development and is responsive to the needs of the staff.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. In addition, the staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.

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 ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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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.
During the common planning period, teachers meet in their content areas to discuss key factors and assessment tools to improve instructor. In addition, teachers participate on the data/assessment team that administers, analyze, and evaluates the data and the assessment tool to improve instruction.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	240,224	X	
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local			
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¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pathways in Technology Early College HS**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Pathways in Technology Early College HS** will support parents and families of Title I students by implementing the goals of having the school and staff continue to work on using multiple ways to communicate with families through School Messenger. The school will conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

Pathways in Technology Early College HS 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

A. School Information

District 17	Borough : Kings	School Number 122
School Name Pathways in Technology ECHS		

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 ENL teacher, and one parent.

Principal Rashid F. Davis	Assistant Principal Josephine Tucker
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher N/A	School Counselor Jefferson Jean
Teacher/Subject Area Nicholas Falzone (ELA/ESL)	Parent Marilyn Vasquez
Teacher/Subject Area N/A	Parent Coordinator Curtis Smith
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent N/A	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	N/A	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	N/A	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	N/A	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	N/A	Number of teachers who hold both a bilingual extension and TESOL certification	N/A

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	N/A	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	N/A	Number of special education teachers with bilingual extensions	N/A
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D. Student Demographics

Total number of students in school (excluding pre-K)	520	Total number of ELLs	8	ELLs as share of total student population (%)	1.54%
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This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K	1	2	3	4	5
	6	7	8	9 x	10 x	11 x

A. ELL Programs

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	8

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										00
DL										00

ENL																					00	
Total	00	00	00	00	00	00	00	00	8	00	00	00	00	00	00	00	00	00	00	00	00	8
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
<u>SP</u>											2	1	1	4
<u>FR</u>										1				1
<u>AR</u>											2			2
<u>FU</u>												1		1
TOTAL	00	00	00	00	00	00	00	00	00	1	4	2	1	8

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																
<u>N/A</u>																			00	00
																			00	00
																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

* EP=English proficient student

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
<u>N/A</u>									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____ Number of students who speak three or more languages: _____

Freestanding English as a New 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														00
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French														00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other														00
TOTAL	00													

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														00
Emerging (Low Intermediate)														00
Transitioning (High Intermediate)														00
Expanding (Advanced)														00
Commanding (Proficient)														00
Total	00	00	00	00	00	00	00	00	00	00	00	00	00	00

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														00

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														00

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	6	0	0	0
Integrated Algebra/CC Algebra	6	0	1	0
Geometry/CC Algebra	6	0	0	0
Algebra 2/Trigonometry				
Math	N/A			
Chemistry	N/A			
Earth Science	N/A			
Living Environment				
Physics	N/A			
Global History and Geography				
Geography				

US History and Government				
LOTE	N/A			
Government	N/A			
Other	N/A			
Other	N/A			
NYSAA ELA	N/A			
NYSAA Mathematics	N/A			
NYSAA Social Studies	N/A			
NYSAA Science	N/A			

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The use of Achieve 3000 and the NYC Performance Assessment which will assist with identifying areas of improvement in the English Language. The use of bilingual materials in other content areas is used to assess the knowledge of the students. The bilingual materials also assist in learning to translate native language to English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Students in the school have been in the country for less than one year demonstrated a need for more assistance in vocabulary and sentence structure
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
NEW
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Students are given the NYSESLAT and their proficiency is in the native language to what areas of content are needed for learning English (ie. issues with vocabulary in native language will result in issues with vocabulary in learning English.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
N/A
- How do you make sure that a student's new language development is considered in instructional decisions?
In addition to content areas working to build English Language Skills, the ESL Liaison/Community Associate provides additional instructional support in curriculum development and lesson planning. Also, the Content Area teachers use vocabulary building tools, word walls, dictionaries and glossaries in Spanish and English.
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
N/A
- Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

For students that need additional assistance we provide tutoring and a supportive community for families and focus on their academic achievement. The use of assessment tools such as the NYSELAT in addition to formative and summative assessments to identify weekly vocabulary and grammar skills.

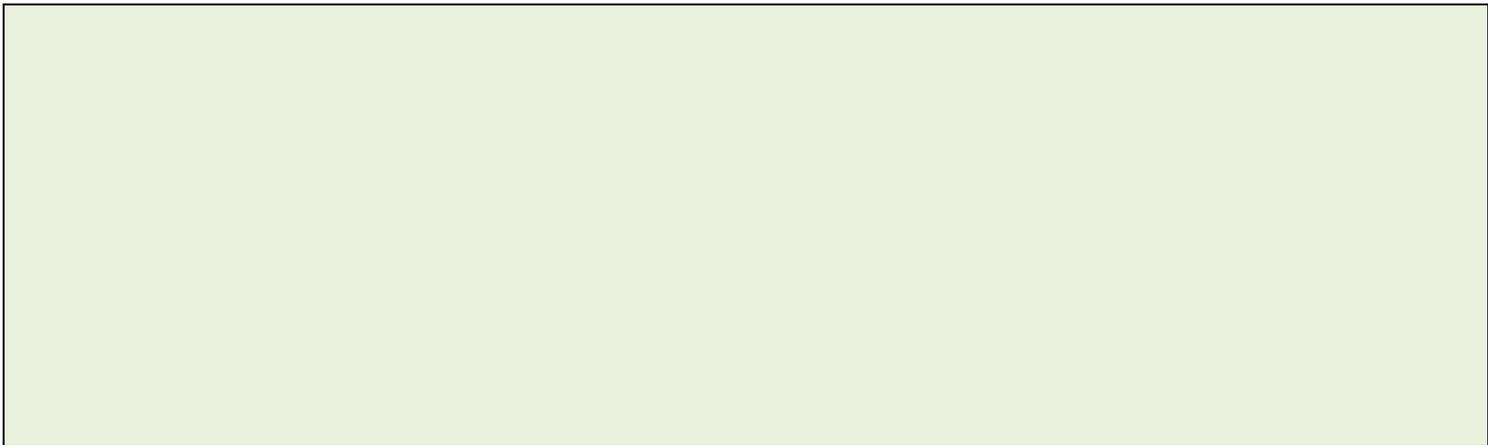
Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The use of the NYSITELL are given once students are identified via parent or Enrollment Office. Within the first 10 days of the student entering into the schools system, the NYSITELL is given. Upon the results of the NYSITELL and other in class assessments, the student is also able to take the NYSELAT once a year. ELLs have been studying grade appropriate literature and writing skills, as they prepare to take the English regents. The ESL teacher differentiates his lesson plans and assessments for students based on their NYSELAT English proficiency scores. He assists them with vocabulary building.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
LENS, student work and the SIFE questionnaire are all used to determine SIFEs.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Paste response to question here:
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
NEW
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
NEW
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
N/A
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
NEW
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
NEW
9. Describe how your school ensures that placement parent notification letters are distributed.
NEW
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The parent coordinator retains all relevant ELL documentation for each child.
11. 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 ESL teacher/testing coordinator administers the NYSELAT to all applicable students each spring.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
NEW
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After providing the parent survey and program selections for the past two years, parents have requested more afterschool programs, Saturday school and Adult Education for families to learn English. Parents are able to complete the survey in their native language to

identify the services need for their child. Student are programmed for the ESL course for Beginner - Intermediate. Parents meet with the Bilingual Community Associate for additional assistance.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
N/A
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
N/A
3. Describe how core content is delivered in each program model. 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.
N/A
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All content-area classes feature the four modalities as part of their curriculum plans. ELLs are regularly evaluated formally as well as informally on reading, writing, speaking and listening.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status**All content-area teachers differentiate instruction by content, process and product for the aforementioned groups.**
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
NEW
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The ESL curriculum is aligned with the use of CCLS and the NYS ELA Standards. Teachers use new common core aligned textbooks to help prepare students for the ELA curriculum at their grade level and English Proficiency. Unit plans are designed around themes which are aligned to various academic content areas such as social studies, health and Earth Science.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Monthly professional development sessions to align curricula and share best practices in improving literacy skills in preparation for rigorous college coursework. Regular instructional visits and meetings with Assistant Principals to support and guide literacy and pedagogical instruction for all teachers. ELL student data is analyzed to assess their areas of strength where ELL students are programmed into higher level general education course. In addition, ELL students participate in our CTE instruction where all students on every learning level are able to work together in small learning groups.



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Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*

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*Note "other approved services" does not apply to New York City at this time.

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CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

NYSED.gov

*Note: "other approved services" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%				
	75%				
	50%				
	25%				
	Dual Language				
	100%				
	75%				
	50%				
	25%				
	Freestanding ENL				
	100%				
	75%				
	50%				
	25%				
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Students remain after school for extended day, morning school, AIS and Saturday school to receive additional tutoring and instruction. Students in the ELL population who are falling below a 65% average are provided with early morning and Extended Day tutorial instruction. Students are also required to attend the Saturday Success Academy for additional academic instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In 2014-2015, one student tested out of ESL instruction. Virtually all ELL students improved upon their previous NYS Regents scores.
12. What new programs or improvements will be considered for the upcoming school year?
The implementation of our CTE courses has been a motivational factor for students to learn English. The CTE courses are only taught in English; however, many instructors are also bilingual
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As a Community Learning School, P-TECH supports the ELL families. PTECH is planning to extend its ESL classes to parents to increase the use of English in the home. ELL students also participate in after-school PSAL activities, a multicultural club and several other programs like Robotics.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The use of laptops and tablets in the classroom with the software Achieve 3000 as well as blended learning models assist ELLs in improving their English language skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All students are provided with the same resources that are driven by skill level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Students participate in a Bridge Program to orient the students with the school, staff and the learning expectations.
19. What language electives are offered to ELLs?
French and Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
NEW
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
NEW
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
NEW
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

NEW

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
NEW
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
NEW
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
NEW
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
NEW
5. How do you evaluate the needs of the parents?
NEW
6. How do your parental involvement activities address the needs of the parents?
NEW

D. Additional Information

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

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

School Name: Pathways in Technology Early College High School **School DBN:** 17K122

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rashid F. Davis	Principal		9/30/15
Josephine Tucker	Assistant Principal		9/30/15
Curtis Smith	Parent Coordinator		9/30/15
	ENL/Bilingual Teacher		9/30/15
Marilyn Vasquez	Parent		9/30/15
Nicholas Falzone	Teacher/Subject Area		9/30/15
	Teacher/Subject Area		9/30/15
	Coach		9/30/15

	Coach		9/30/15
Jefferson Jean	School Counselor		9/30/15
	Superintendent		9/30/15
	Borough Field Support Center Staff Member		9/30/15
	Other		9/30/15
	Other		9/30/15
	Other		9/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K122**

School Name: **Pathways in Technology ECHS**

Superintendent: **Fred Walsh**

Before you begin, please check the following:

- x Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- x The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- x The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

2. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

PTECH gathers this information through home languages indicated on Student Emergency Contact Cards and via ATS.

3. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, Fulani, Haitian Creole, French and Bengali

Part B: Creating a Communications Calendar

- f. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

P-TECH disseminates after-school program information, Regents testing dates and letters from the school leadership matters. All will be translated via the resources identified in C1 in a timely manner.

- g. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences - twice a year; Informal, verbal interactions with staff - daily

Part C: Providing Language Assistance Services

- b. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation services will be provided by bilingual staff members, outside vendors and the T & I Unit.

- c. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translation services will be provided by bilingual staff members, outside vendors and the T & I Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The LAC will hold a professional development for all relevant staff members on how to use translation services as well as interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will abide by the aforementioned Chancellor's Regulation by posting required documentation. PTECH will provide translation and interpretation services to ensure all parents have equal access to staff as well as school-based information.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The LAC will conduct a parent survey to determine how parents feel about the quality and availability of translation and interpretation services.