

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K630

School Name:

PROFESSIONAL PATHWAYS HIGH SCHOOL

Principal:

DAVID DECAMP

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Professional Pathways High School School Number (DBN): 22K630
Grades Served: 9-12
School Address: 3000 Avenue X Brooklyn, NY 11235
Phone Number: 718-3326290 Fax: 718-332-6296
School Contact Person: David J. DeCamp Email Address: ddecamp@schools.nyc.gov
Principal: David J. DeCamp
UFT Chapter Leader: Alex Dunne
Parents' Association President: Shawnee Lee
SLT Chairperson: Kwabena Adu
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Audra Fox
Student Representative(s): Tyler Herring
Alba Morales

District Information

District: 22 Superintendent: LaShawn Robinson
Superintendent's Office Address: 1150 East New York Avenue, Room 304 Brooklyn, NY 11212
Superintendent's Email Address: Lrobinson7@schools.nyc.gov
Phone Number: 917-822-2281 Fax: 718-363-7450

Borough Field Support Center (BFSC)

BFSC: Brooklyn Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: cwatson21@schools.nyc.gov
Phone Number: 718-759-4862 Fax: 718-759-3909

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)
David J. DeCamp	*Principal or Designee	
Elizabeth Weinert	*UFT Chapter Leader or Designee	
Shawnee Lee	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Audra Fox	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Tyler Herring	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jennifer Huitzil	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tameka Harrison	CBO Representative, if applicable	
Linda Dobish	Member/Parent Vice-President PA/PTA	
Juliana Marksman	Member/Parent	
Meredith Joseph	Member/Assistant Principal	
Kwabena Adu	Member/Guidance Counselor	
	Member/ Teacher	
Miriam Rendon	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

Professional Pathways High School is a Transfer High School dedicated to educating and motivating students in an alternative setting through a personalized approach to learning and development. The school's mission is to support the academic and social needs of students through strong partnerships between all members of the school community, reengaging students academically through hands-on learning with an emphasis on post-secondary readiness and literacy, and building college/career readiness through computer literacy and career exposure. As a school, we believe that all students can succeed with the right supports and that part of their success will be in helping them identify and develop career/college goals. We will ensure that each student graduates with clearly articulated goals and a plan for post-secondary success. We have just completed our second year as a high school having opened in the 2013-2014 school year. We are a Title I school with about 75% of our students receiving free lunch. Demographically we are 60% male and 40% female, 35% African-American, 27% Hispanic, 26% White, 10% Asian, and 2% Native-American. All of our students are at least 16 years old and at least one year behind in high school upon entrance. Although only 13% of our students are classified as SWD, significant portions are well-behind grade level because of poor attendance. Our students face many significant social/emotional obstacles: over 10% of our students admit to having a mental-health diagnosis, another 6% have had a parent die within the last 2 years; another 10% are diagnosed with chronic health issues. Although there are a number of other initial challenges are students must navigate, this should give the reader a sense of the challenges our students face as they attempt to deal with the academic struggles.

PPHS's most important partnership is with CAMBA. This CBO provides a Learning to Work Program that offers PPHS students paying job internships. and provides training in writing resumes and helping students understand both the hard and soft skills that will allow them to get and keep jobs. Additionally, CAMBA provide 3 advocate counselors and a Social Worker to help our students navigate the myriad challenges that they face.

College Confident is an important partner that helps us get all of our students identify colleges of interest through college visits and counseling sessions. Additionally, they help every student fill out the concomitant paperwork, FASFA, college applications, and entrance essays. Moreover, each of these documents is saved to google docs so that students do not lose this information.

Our 2014-15 Quality review identified assessment and pedagogy as areas in need of growth. We had already identified these as our priorities areas as a school earlier in the year. With our work with the Transfer School Common Core Institute (TSCCI) we began the process of developing a baseline assessment that focuses on argumentative writing using the NYSCC Rubric Grades 11-12. After identifying school-wide and individual needs, we began teaching the subskills that necessary to improve student argumentative writing skills. This year we will continue with our three argumentative writing assessments per year, tracking student progress so as to inform instruction. To strengthen student achievement we are developing a conferencing cycle that allows teachers to conference with students on a regular basis to discuss next steps for improving argumentative writing sub-skills. The conferencing process will also allow students an opportunity to take ownership of their learning.

22K630 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	181	SIG Recipient
				N/A
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
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	6	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	73.1%	% Attendance Rate		68.9%
% Free Lunch	74.3%	% Reduced Lunch		10.5%
% Limited English Proficient	4.8%	% Students with Disabilities		19.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		45.7%
% Hispanic or Latino	32.4%	% Asian or Native Hawaiian/Pacific Islander		9.5%
% White	12.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6
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	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		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		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 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.

Professional Pathways High School is designed to serve over age and under-credited students. Most of our students have had poor attendance history over their previous three years before entering our community which has had a negative impact on their academic performance. We believe that in order to re-engage students, part of our job is to help students identify and develop career/college goals so that they have a rationale to complete high school and are prepared for post-secondary options. In order for them to do that, we must develop their argumentative writing skills since this is the primary modality in which they will be evaluated in college. Moreover, their success on Global, US History and Common Core ELA exams are also predicated on their ability to write a strong argumentative essay. This year as part of our work with the Transfer School Common Core Institute (TSCCI) we developed and Argumentative Writing assessment cycle that identifies the key sub-skills of argumentative writing based upon the NYS Common Core Grade 11-12 Argumentative Writing Rubric and tracks their progress with each of these skills.

Our 2014-15 Quality review identified assessment and pedagogy as areas in need of growth. We had already identified these as our priorities areas as a school earlier in the year. With our work with the Transfer School Common Core Institute (TSCCI) we began the process of developing a baseline assessment that focuses on argumentative writing using the NYSCC Rubric Grades 11-12. After identifying school-wide and individual needs, we began teaching the sub-skills that necessary to improve student argumentative writing skills. This year we will continue with our three argumentative writing assessments per year, tracking student progress so as to inform instruction. To strengthen student achievement we are developing a conferencing cycle that allows teachers to conference with students on a regular basis to discuss next steps for improving argumentative writing sub-skills. The conferencing process will also allow students an opportunity to take ownership of their learning.

Our school's MOSL for 2014-2015, both local and state, were rated highly effective. This is due in large part to our success with improving writing skills as was demonstrated in Regents performance in English and the two history Regents.

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.

By June 2016, we will have developed the tools necessary for conferencing with students and the capacity of teachers to provide effective conferencing. The conferencing will be specifically designed to address aspects of argumentative writing as it pertains to specific content area classes. Overall student performance will show that 70% of students have improved by one level of proficiency using the NYS Common Core Argumentative Writing Rubric - Grades 11-12.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>1. Through our work with the Transfer School Common Core Institute (TSCCI) we will develop a conferencing tool that allows teachers to conference effectively with students based upon their performance on the argumentative writing rubric. Students will be aware of their current level and set goals to improve their progress over the course of the school year.</p>	<p>Teachers, students</p>	<p>Start date is September 2015</p>	<p>Administrators, Teachers, and students</p>
<p>1. Through our work with TSCCI, we will provide teachers with the necessary training to teach specific strategies that will help students improve the sub-skills as identified in the NYSCC Argumentative Writing Rubric.</p>	<p>Teachers</p>	<p>Start date is September 2015-June 2016</p>	<p>Principal, Teachers, and TSCCI coaches)</p>
<p>1. Through our work with TSCCI, we will develop and administer 3 argumentative writing assessments throughout the school year (October, February and May) to determine if students are making progress on the argumentative skills being taught.</p>	<p>Teachers and students</p>	<p>Start date is September 2015-June 2016</p>	<p>Principal, Teachers, students, and TSCCI coaches)</p>
<p>1.</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>1. We will pay for our participation in the TSCCI. However, we will need to purchase additional work time with Eskolta to train teachers to use the data tracker, develop student-friendly conferencing tools.</p> <p>2. We will need to pay some teachers per-session for grading assessments in a timely fashion so that the data is fresh and usable.</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		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.

Our midpoint benchmark that will indicate our school's progress toward meeting our specific goal will be administered on February 25, 2016. Like our other Argumentative Writing Assessment we use the New York State Common Core Argumentative Writing Rubric - Grades 11-12 as our basis.

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.

Professional Pathways has worked diligently in the two years we have been opened to develop a safe, inviting and supportive school environment. As a transfer school, we believe that a safe, supportive environment is primary to helping students who are over age and under credited.

- Very low suspension rates
- Advocate counselors meet with students for social and emotional support.
- School is divided up into graduation guardian teams to meet with students in small groups to discuss academic progress and career/college aspirations.
- Attendance rate is 66% for the year, which is strong showing for a transfer school population.

PPHS's performance on Regents Exam

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.

By June 2016, 22K630 will provide a supportive and safe school community that will increase attendance by 10%.

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?
We have school-wide Community events autumn, winter break, spring break community festival/potlucks to eat and celebrate student achievement with families		September 2015 through June 2016	Guidance Counselor, CAMBA Staff, Assistant Principal, Teachers
As a school we will use our graduation guardian initiative to create a bi-monthly advisory program to support students' academic and social-emotional progress. Each advisory session will meet for one period utilizing a curriculum developed by our school community.		September 2015 through June 2016	Guidance Counselor, CAMBA Staff, Assistant Principal, Teachers
Scheduling of exposure to college/career options through: College trips, LTW internships, Meetings with College representatives		September 2015 through June 2016	Camba Staff, Guidance Counselor, College Confident
Case conferencing with CAMBA Advocate Counselors, teachers, guidance counselor about students' skills, progress with post-secondary options, to support students		September 2015 through June 2016	Camba Staff, Guidance Counselor, Assistant Principal, Principal, 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.											
Professional Pathways High School will support parents and families by providing parents and families with the information needed to effectively become involved in planning and decision making in creating a supportive environment. We will share information about programs, meetings, and other activities in a format, and in languages that parents understand. We will invite parents to attend school college trips.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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.

Monthly attendance reports will show a 10% improvement in progress. When reports don't show continued progress, we will monitor which strategies are working and which ones are not.

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.

Currently, our teachers are involved in an inter-visitation cycle where they observe each other and provide feedback based upon the Danielson Rubric.

- Teachers were part of another inter-visitation which involved other transfer schools so that content area teachers were able to visit and see best practices in other schools.
- All teachers have common planning time one period a day with their fellow content area teachers.
- Our teachers have worked collaboratively with the transfer school common core institute to develop school wide assessments, instructional protocol and strategies.

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.

All teachers will participate in the school-wide inter-visitation cycle one time per month. Each teacher will be observed at least three times over the course of the year by their peers and given feedback based upon the Danielson Rubric 3B and 3C at least 3 times by June 2016.

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>

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> </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		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

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

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		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.

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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.

Research shows that students that have parents/guardians involved in their student’s education, have higher attendance and graduation rates and are more likely to attend college. To that end we have tried to build strong relationships with parents around school involvement and providing opportunities for them to be involved in planning with their students’ career/college goals. This past year we hired College Confident that provided Financial Aid Workshops for parents

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 of 2016 at least 30% of our parents will have attended at least one school-event: financial-aid workshop, college trip, awards event, talent show, Parent Association Meeting, or Parent-teacher-conference

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>We will have monthly PA/PTA meetings – second Thursday of every month at 6:00 PM – Time was chosen by parents to maximize parent participation</p>		<p>September 2015 through June 2016</p>	<p>Parent Coordinator, SLT</p>

We will have school-wide Community events autumn, winter break, spring break community festival/potlucks to eat and celebrate student achievement with families		September 2015 through June 2016	Camba Staff, Principal, Asst. Principal, Teachers
We will use our website and Pupil Path to communicate with parents about student progress and upcoming events.		September 2015 through June 2016	Principal, Asst. Principal, Teachers
We will hold Financial Aid Workshops for Parents and students		September 2015 through June 2016	

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.											
We hire College Confident to work with students and families on College Applications, FASFA, and taking students and parents on college trips.											
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.
<u>We have check-ins every two weeks on the progress of students getting their College paper work completed. However, a more comprehensive analysis is done every 12 weeks - at the end of each Trimester.</u>
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)	All students are eligible for AIS; specifically, students will be targeted based on the results of our school wide assessment.	Subject Area tutoring is available Mondays 3:20 PM – 4:10 PM, Wednesdays 8:30 AM -9:00 AM, Thursdays: 3:20 PM – 4:30 PM, and Saturdays: 9:00 AM – 1:00 PM After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Mondays 3:20 PM – 4:10 PM Wednesdays 8:30 AM -9:00 AM Thursdays: 3:20 PM – 4:30 PM Saturdays: 9:00 AM – 1:00 PM
Mathematics	All students are eligible for AIS; specifically, students will be targeted based on the results of our school wide assessment.	Subject Area tutoring is available Mondays 3:20 PM – 4:10 PM, Wednesdays 8:30 AM -9:00 AM, Thursdays: 3:20 PM – 4:30 PM, and Saturdays: 9:00 AM – 1:00 PM After school tutoring assignments switch every trimester (based on assessment results	Small group instruction One-on-one Tutoring	Mondays 3:20 PM – 4:10 PM Wednesdays 8:30 AM -9:00 AM Thursdays: 3:20 PM – 4:30 PM Saturdays: 9:00 AM – 1:00 PM

		and academic performance). Additionally, our small class size increases engagement and participation.		
Science	All students are eligible for AIS; specifically, students will be targeted based on the results of our school wide assessment.	Subject Area tutoring is available Mondays 3:20 PM – 4:10 PM, Wednesdays 8:30 AM -9:00 AM, Thursdays: 3:20 PM – 4:30 PM, and Saturdays: 9:00 AM – 1:00 PM After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Mondays 3:20 PM – 4:10 PM Wednesdays 8:30 AM -9:00 AM Thursdays: 3:20 PM – 4:30 PM Saturdays: 9:00 AM – 1:00 PM
Social Studies	All students are eligible for AIS; specifically, students will be targeted based on the results of our school wide assessment.	Subject Area tutoring is available Mondays 3:20 PM – 4:10 PM, Wednesdays 8:30 AM -9:00 AM, Thursdays: 3:20 PM – 4:30 PM, and Saturdays: 9:00 AM – 1:00 PM After school tutoring assignments switch every trimester (based on assessment results and academic performance). Additionally, our small class size increases engagement and participation.	Small group instruction One-on-one Tutoring	Mondays 3:20 PM – 4:10 PM Wednesdays 8:30 AM -9:00 AM Thursdays: 3:20 PM – 4:30 PM Saturdays: 9:00 AM – 1:00 PM

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>All students are eligible for AIS; specifically, students will be targeted based on the results of our school wide assessment.</p>	<p>The Guidance Counselor works in conjunction with our CAMBA staff to ensure that students are receiving one-on-one counseling to address individual academic needs. Students all have meetings with the Guidance Counselor to discuss transcripts, report cards, and academic progress.</p>	<p>One-on-one counseling</p>	<p>Every student receives academic counseling once a week by their CAMBA advocate counselor and monthly counseling with the Guidance Counselor</p>
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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.

We have a very competitive hiring process that selects teachers through the 18D process because we are a new school in a phase out school building. Highly-qualified teachers are given responsibilities and invited to be leaders for other teachers and we invite them into the administrative decision-making process. We encourage HQT to participate in PD opportunities provided by the Network and the UFT.

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).

All staff take part in weekly PD at the school with a focus on Danielson, data-driven assessments, inter-visitations, and inquiry team. Additionally, we are part of the Transfer School Common Core Institute which provides additional coaching and mentoring for our ELA and History teachers. The Network provides coaching that has been targeted at our Math and Science departments.

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).

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.

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	130,756.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,891,562.00		

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Professional Pathways High School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. Professional Pathways High School will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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) Template

[School name], 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*.

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 630
School Name Professional Pathways High School		

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 David DeCamp	Assistant Principal Meridith Joseph
Coach type here	Coach NA
ENL (English as a New Language)/Bilingual Teacher NA	School Counselor Kwabena Adu
Teacher/Subject Area Jessica Singh	Parent Shawnee Lee
Teacher/Subject Area Ashley Moran/SPED	Parent Coordinator Stephanie Sarria
Related-Service Provider type here	Borough Field Support Center Staff Member NA
Superintendent Lashawn Robinson	Other (Name and Title) Kevin Sparaco (Science)

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)		Total number of ELLs	5	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

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 checked="" type="checkbox"/>	No <input 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	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)

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										0
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										1	2			0
SELECT ONE										1	1			0
SELECT ONE														0
TOTAL	0													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* 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								
SELECT ONE	1				2				0	0
SELECT ONE	1				1				0	0
SELECT ONE									0	0
TOTAL	0									

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

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)														0
Emerging (Low Intermediate)										1		1		0
Transitioning (High Intermediate)												1		0
Expanding (Advanced)												1		0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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														0

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														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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	5	0		
Integrated Algebra/CC Algebra	3	0		
Geometry/CC Algebra	0	0		
Algebra 2/Trigonometry	0	0		
Math _____	0	0		
Chemistry	0	0		
Earth Science	1	0		
Living Environment	4	0		
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.
 Three times a year, students complete a teacher created baseline testing the students reading and writing skills. The exam is common core aligned and examines the studnets ability to read for information in English. Students then create a text based response, reading comprehension questions, and an argument essay. This inromation is then used to examine student progress throughout the year, gaps in their understanding, and creat a learing plan for each student through teacher/student confrencing throughout the school year. Professional Pathways also utilizes all previous assessment students complete at the student's previous school including, but not limited to data regarding the NYSESLAT scores, Fountas and Pinnel. Professional pathways is a transfer school, thus each student comes to the school as an emerging ELL or higher.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Students at Professional Pathways have all sucessfully acquired the skills of an emerging ELL or higher.
 The data reveals that proficiency levels on the NYSESLAT correlate with the number of years an ELL has been serviced. The trend shows that 75% of our ELLS from 2014-2015 have tested out.

 Another data pattern that has emerged amongst the grades is that our students demonstrate growth when in our transfer school setting as they are provided with socio-emotional support and academic rigor and support.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Based on the raw scores, the patters in the NYSESLAT modalities show that our ELLS scored lowest on the writing section. The next lowest section is listening and reading. Our students did well in the speaking portion of the exam. As a resut, we have a small (15:1) ELL class to support our ELLS in developing their writing and reading skills. Since we are a transfer school, most of the students sucessfully pass their Regents, and obtanin a comanding understanding of English allowing them to test out before moving on to their post secondary education path.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

A. Across performance levels and grades, ELLs are developing their writing and reading skills and demonstrating a commanding understanding of English. This correlates with their ELA Regents scores. As students have passed the NYSESLAT lab, they have also passed the NYS ELA Regents. All of our students have taken their tests in English and have demonstrated a level of competency.

B. School leaders and teachers are using the periodic ELL assessments to determine growth. Our ELL teacher provides students with additional scaffolding and one on one support. Students who demonstrate a constant struggle are part of a pull out group which meets three times a week with the lead SPED instructor to provide support in writing and reading.

C. From our periodic assessment, our school is learning that our ELLs need the most help in the area of reading and writing. We see this evidence from our school wide baseline, Regents exams, and the NYSESLAT exam. Therefore there are many structures that have been put into place for our students including small class sizes and an inclusion ELL ELA classroom. Our school fully recognizes the research supporting that ELLs who are supported in both L1 and L2 develop stronger writing and reading skills. Thus, if necessary, students are allowed to take notes and complete assignments and homework in their native language. When this happens, work is translated by other staff members or the use of an online translator such as Google Translate.

5. 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

6. How do you make sure that a student's new language development is considered in instructional decisions?
Each group of instructors meet daily to discuss student progress. Every teacher knows the level and native language of the ELLs in our school. This information is provided to teachers and updated during community meetings once a week and school wide PDs. During CPT meetings teachers determine the different ways to support students in their L1 and acquisitions of L2 while supporting their reading and writing development. The majority of our students are intermediate and advanced students; thus they receive less translated materials on a daily basis.

7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for the ELLs based on the student achievement. This includes student passing rates, in class baselines, school wide assessment, and overall student achievement. We look at individual growth across content, and their summative assessments compared to the school-wide average.

Part IV: ELL Identification Process

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.
Upon registration the test history and student's cumulative records are reviewed by Ms. Joseph. All of our students have previously been enrolled in the NYC public school. Ms. Joseph confirms the student's ELL status using ATS, and enrolls the student in Ms. Singh's ELL class.
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).
All students at Professional Pathways have previously enrolled in a NYC public school. Thus, all students have previously been screened for SIFE. In the event that a student is SIFE, Ms. Sarria contacts the parent, and Ms. Joseph enrolls the student in Ms. Singh's ELL classroom.
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).

Our Parent Coordinator, Ms. Sarria ensures that entitlement letters are distributed and that all documentation about parental choice is

collected and secured in the main office. We encourage our parents of ELLs to understand they have choice and transfer options. All documents are translated into the language that parents speak and translators are available for meetings, when requested. All forms are distributed through the mail, in addition to students receiving a copy to take home for parents. All information that needs to be inputted into ATS is completed by our school secretary, Ms. Fenton. After, all information is stored in the main office.

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.

Parents are informed of the services offered to our students by Ms. Sarria. In 100% of cases, students entering the school have already been identified as an ELL student and were previously enrolled in an appropriate ELL program.

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).

Students are previously a part of an ELL program. Any changes made to a student's program is sent to the parent in writing by Ms. Sarria, the parent coordinator. The letters are translated in the appropriate L1 for the parents. Additionally, CBO advocate councilors conduct family outreach to ensure that parents are informed of their student's enrollment and details of their enrollment.

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.

Due to the nature of a transfer school, all students enter the school already enrolled previously in the appropriate ELL program. Thus, parents are informed of the choices and options at orientation and during intake.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Ms. Sarria reaches out to each parent monthly through a parent newsletter that is translated into the appropriate native L1. Survey letters are sent out to parents by Ms. Sarria. Parents are also informed of the parent surveys and program selection by Ms. Sarria in the L1 and English via mail, email or phone.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Ms. Sarria follows up with each parent via phone, e-mail, written letters in the native language.

9. Describe how your school ensures that placement parent notification letters are distributed.

The letters are composed in English and translated to the native language, and mailed out to the student's home.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Hard copies of student plans are retained in the main office by Ms. Fenton. Additionally, daily data, and internal document utilized by all staff is updated Fridays and includes ELL plans and information. ATS is also updated by Ms. Fenton.

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.

When the test arrives Ms. Joseph the A.P. holds all material in her office. She then sets up a schedule with Ms. Singh to administer the test. Each section of the test is administered during the appropriate time period stated on the test booklet. Ms. Singh provides Ms. Joseph with all testing material after each testing period. Each student is scheduled a speaking time with a "rain date" in case they are absent. Additionally, the listening and writing portion of the test is administered during the appropriate test dates in a secure location. The proctor is a non ELL instructor who ensures that the room and testing material is secure. Ms. Joseph and Ms. Singh collect all testing material and package all material. Ms. Joseph calls the appropriate carrier to pick up the secure tests and transport them to the collection center in Brooklyn.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Ms. Sarria creates the appropriate letter approved by Mr. DeCamp, the principal. The letter is then translated into L1 and mailed to the parents home.

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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).

As a transfer school, all of our students have been engaged in the NYC school system for at least two years. This is our third year of operation as a school; thus far, we have not received any parent requests for instruction in a language other than English. Therefore, our program model is aligned with parent requests.

Part V: ELL Programming

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.
Students are grouped (blocked) in their ELL class with the ELL teacher, Ms. Singh. Transitioning, Expanding, and Commanding Level students are in one 54 minute period class/ day. Entering and Emerging students are in two 54 minute ELL periods/day. All students come to Pathways in order to obtain their necessary credits and graduate. They are given a separate location and time and a half for all exams.
 - 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)?
All students are given the maximum of 360 minutes per week if they are entering or emerging ELLs. These students are given instructional time with an ELL instructor. Intermediate and advanced ELLs are provided with 360 minutes as well in an ELL classroom. Additional time is given when needed in a pull out session.
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All of our ELLs are emerging or transitioning; thus if they wish to hand in assignments in their L1, an appropriate system, such as google translate, or instructor, such as the Spanish teacher, will translate the assignment, and the instructor will grade the assignment appropriately.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We use our baseline assessment, LabR, and NYSESLAT testing to inform us of currently level of student performance and do ongoing assessment to monitor student progress. Instructors discuss student progress during Common Planning Time and during Case Conferencing to ensure that the students are making progress in all content area classes.
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
 - a. SIFE: We have one SIFE student. All SIFE students take an entrance exam and a school wide Baseline (3 times a year). Instruction is adjusted appropriately based on student performance. The student's progress (both social and emotional) is monitored by the CBO and instructors in a community based conferencing weekly.
 - b. We have no newcomers at our school because we are transfer school and students typically only come to Professional Pathways after being a part of the NYC DOE system for at least 2 prior years.
 - c. Developing: Developing ELL students are placed into 2 54- minute ELL period/day. They are given a baseline three times a year to check their progress. Additionally, instruction is given based upon student performance.
 - d. Long Term ELLs are provided with one period of ELL instruction per day (54 minutes/day). Student progress is monitored through baseline assessment.
 - e. Former ELLs are provided with additional support in an ELL setting with the instructor. Additionally students are challenged in an appropriate setting by their content instructors and provided with additional ELL scaffolds (L1 translation, L1 dictionaries).
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

Chart (12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Although Pathways has never had to deal with this issue, if a student is re-identified as an ELL through appeal, the school will re-enroll the student in the appropriate ELL class setting. Additionally the content instructors will be informed, and the student will be provided with an appropriate baseline to establish that student needs are met, and their academic progress has not been hindered.

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?

Instructors use the Core Curriculum provided as an option by the DOE within their classrooms and their own content created curriculum. Each of the Common Core approved curriculums have assessments to ensure student development. ELLs are provided with scaffolds for close reading (anotation guides), and writing (RACE paragraph guide) to support their academic development. Additionally, students are provided with assingment specific scaffolds (graphic organizers, templates, and guides).

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?

Students work in pull out groups with Ms. Moran, the SPED instructor, and given alloted time and testing accomodations. Students are provided with the necessary testing accomodations. Additionally ELLs are provided with visual vocabulary charts, dictionaries, and scaffolds.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> 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.



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

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.

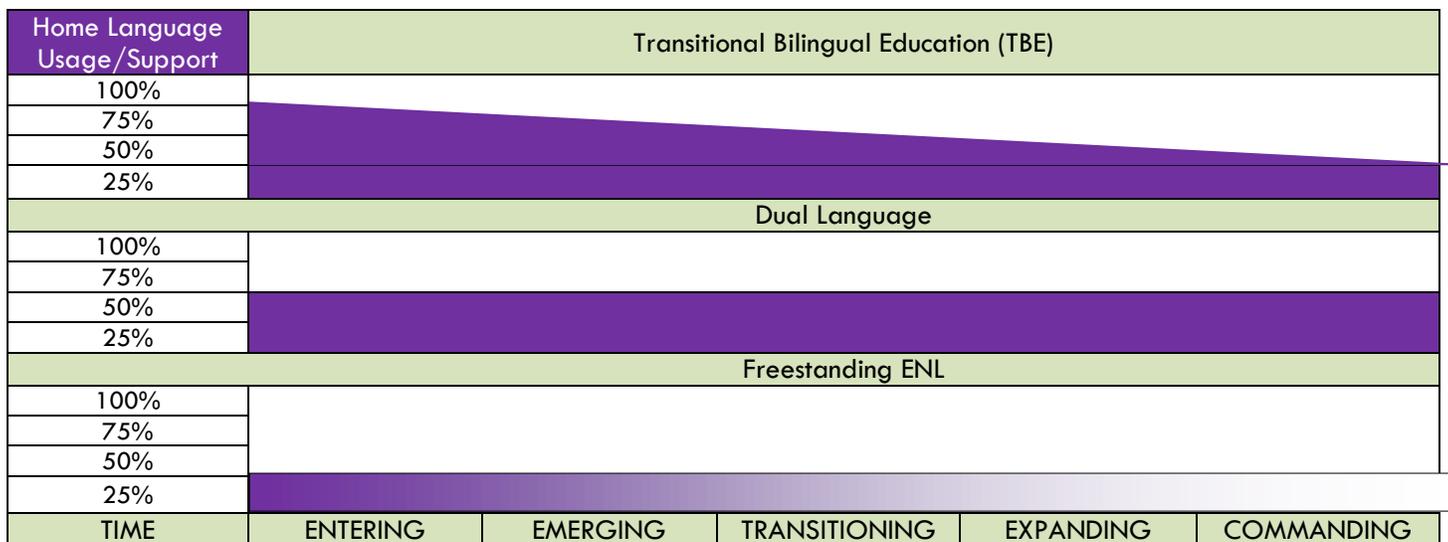


*Note: “other approved services” does not apply to New York City at this time.

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.



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.
All of our students are emerging or higher; thus they are provided with the option to complete their work in their L1.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
75% of our ELLs have a command of the English Language, and no longer need services. The one student who did not test out, joined Pathways later in the school year. Our Regents pass rates and NYSESLAT demonstrates that the services and interventions provided for ELLs at Pathways provides students with the support necessary to master the four modalities of English proficiency.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to document ELL progress through conferencing on various sub skills to monitor student progress and adjust instruction accordingly.
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.
All students are encouraged to join afterschool clubs and athletic events. Additionally, all ELLs participate in all elective courses.
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.
All ELL students have access to native language dictionaries (Spanish, Urdu, Albanian, Uzbek). Students also have access to google translate if necessary, and bi-lingual books are available in each classroom library.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
NA
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All teachers have access to daily data, and access to materials that support these students particular needs. Instructors modify instruction accordingly using the information as evidence for differentiation.
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).
A 2 day student orientation is provided for all students to acclimate students to school culture and expectations.
19. What language electives are offered to ELLs?
We are a small school, thus we are able to offer Spanish as a second language. Through PLATO, students can take various foreign language.
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.)
Morning PDs are provided intermittently throughout the year for all school personnel. This is led by the ELL instructor and administration.
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?
All DOE related PDs are offered to ELL instructors to attend and expand their understanding of the ELL needs and instructional goals.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We are a transfer school and only accept students after they have been in a NYC high school for at least one year. Therefore, transition between middle and high school has already taken place.
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.
Ms. Fenton keeps all record of PDs in the main office. Once every 6 weeks a professional development is aligned to meeting the needs of ELL students.

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?
During scheduled PTA meetings, parent teacher conferences, and intake interviews parents are notified of the continuation of their student's services. They are notified of these events through letters mailed home in both English and translated into the home language. When a student falls behind, a meeting is requested with the parent and the student and school officials to discuss strategies to support the student. An interpreter is provided if necessary.
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
PTA meetings are held monthly by Ms. Sarria, administration, and teachers. Parents are informed of this meeting and encouraged to join through phone calls and letters.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with CAMBA. A weekly community outreach meeting occurs every week where student performance is discussed. CAMBA also conducts outreach to ELL parents. Additionally we have Rosetta Stone in English for parents who wish to improve upon their English skills during Saturday school hours..
5. How do you evaluate the needs of the parents?
All parents complete a survey during intake of the student.
6. How do your parental involvement activities address the needs of the parents?
Parent Association listens to and responds to parent concerns in regards to school offerings and activities.

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.
We are a transfer school that serves overage under credited students that are at least a year behind in high school.

Part VI: LAP Assurances

School Name: Professional Pathways HS

School DBN: 22K630

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)
David DeCamp	Principal		10/26/15
Meridith Joseph	Assistant Principal		10/26/15
Stephanie Sarria	Parent Coordinator		10/26/15
Jessica Singh	ENL/Bilingual Teacher		10/26/15
Shawnee Lee	Parent		10/26/15
Ashley Moran/SPED	Teacher/Subject Area		10/26/15
Kevin Sparaco/Science	Teacher/Subject Area		10/26/15
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Kwabna Adu	School Counselor		10/26/15
Lashawn Robinson	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 22K630 **School Name: Professional Pathways High School**
Superintendent: Ms. Robinson

Before you begin, please check the following:

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

1. 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.

As a transfer school, all students must apply in person with their guardian. It is during this initial intake that we are able to most accurately assess the language preferences of our parents. Parents are required to fill out Student Emergency Contact cards during the application process. We will use translation services (718) 752-7373 when we need help translating guardian responses during the intake process. From this process, we can ensure that all communication with guardians is in the language of preference identified by them and cross reference this with HLIS.

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

Communication for all parents listed is both Written and Spoken:
Spanish: 18
Chinese: 4
Russian: 2
Urdu: 3
Haitian Creole: 2
Slovak: 1

Part B: Creating a Communications Calendar

1. 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.)

Welcome letter with pertinent contact info (September), CAP Comdom availability program (September), Military Opt-out (September), montly claendars/newsletter (end of every month for the coming month), Regents notifications(early January, early June, late July), Progress Reports/Report Cards Trimester-based school - therefore, (two prograss reports per trimester Every 4 weeks. Report cards: Trimester 1 - end of November, Trimester 2: Mid-March, Trimester 3, End of School year, graduation notification (Mid June). Summer school Report cards (Mid-August).

2. 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.

We have the mandated open school nights and parent-teacher conferences as per Chancellor Guidelines. Additionally, we have our Parent Association meetings the first Thursday evening at 6:00 PM every month. We meet all of our Parent/guardians during our intake process. As a transfer school we are continually engaged with parents in an on-going basis especially around issues of attendance. All students have a Graduation Guardian and students with Spanish speaking parents are matched up with staff members that speak Spanish. Graduation Guardians are sometimes in touch with parents on a daily or weekly basis. In cases where we have needed Chinese interpretation we have a Chinese speaking school aide in the building that translates for us. In the event she is unavailable we use translation services at: (718) 752-7373.

Part C: Providing Language Assistance Services

1. 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.

We use DOE pretranslated letters for CAP, Militatry Opt-out, and Regents Notifications For monthly newsletters, we use Translation services where possible, and have used Google tralate; however, communication must be free of idiomatic phrases and terminology and ambiguous English words. Therefore, we have several edits just to make sure all language is direct and clear in English before

Google translations are utilized. We then have Spanish speaking staff look at the Spanish translation to determine if all translation is correct. All communications are sent in Native language and English.

2. 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.

We determine all interpretation needs during student intake since the parent/guardian is required to attend. We have 3 Spanish speakers on staff and a school aide that can speak and translate for our Chinese speakers. We use translation/interpretation services when language isn't spoken by any staff member.

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.)

All staff members are given translation services number in staff handbook and its use discussed in School-wide Professional Development in September.

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

Each parent bulletin, including but not limited to welcome posters, parent bill of rights, parent guide to language access, and IDs, will be translated into the native language of the individual to encourage and provide parents with the opportunity to get involved in their educational process. In addition, during parent teacher conferences, parents will be provided with a visual models of the tools available to them to access their child's grades, and the NYC DOE webpage. Educators as well as translators will be available to answer any questions during parent teacher conferences. In addition, CAMBA will continue to provide information to parents during the mandatory parent and student interviews as well as provide parents with information about the school during orientation and ongoing interactions.

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)

Professional Pathways High School will ensure that they are gathering feedback using parent surveys and through verbal communication with parents. This will include PTA meetings, parent teacher conferences, communication teachers have with parents during the week (this will continue to be logged in a running Google document by all instructors) and conversations CAMBA counselors conduct with parents.