

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**02M298**

**School Name:**

**PACE HIGH SCHOOL**

**Principal:**

**ERIC GLATZ**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PACE High School School Number (DBN): 02M298  
Grades Served: 9, 10, 11, 12  
School Address: 100 Hester St, New York, NY 10002  
Phone Number: 212.334.4663 Fax: 212.334.4919  
School Contact Person: Michael Sowiski Email Address: msowiski@schools.nyc.gov  
Principal: Yvette Sy  
UFT Chapter Leader: Nora Collins  
Parents' Association President: Arelis Forty  
SLT Chairperson: Michael Sowiski  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Pauline Hall  
Student Representative(s): Talia Jones  
Indira Bridges

**District Information**

District: 02 Superintendent: Marisol Bradbury  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, 7<sup>th</sup> Floor, New York, NY 10001  
Superintendent's Email Address: mbradbu@schools.nyc.gov  
Phone Number: 212-356-3800 Fax: (212) 356-7514

**Borough Field Support Center (BFSC)**

BFSC: Manhattan 2 Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue, 8<sup>th</sup> Floor, New York, NY 10001  
Director's Email Address: ychu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

## 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)
Yvette Sy	*Principal or Designee	
Nora Collins	*UFT Chapter Leader or Designee	
Arelis Forty	*PA/PTA President or Designated Co-President	
Agustin Detres	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Indira Bridges	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Talia Jones	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Sowiski	Chair, Assistant Principal	
Annette Negron	Parent	
Pauline Hall	Parent	
Mary Ann Kelly	Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

1. PACE High School is a small, college-prep, limited unscreened high school located in Manhattan's Chinatown. This is our 12<sup>th</sup> year serving students from all five boroughs with a strong track record of success. We continue to be the limited unscreened high school with the highest number of applicants in New York City.

Our mission is to create a college-oriented, student-centered environment where high expectations of serious work are anticipated for every student. Central to our role as a small high school is that every student is known well and is appreciated for his/her unique talents and contributions to our learning community. To this end, our school curriculum and programs are tailored to the individual needs of our students to the maximum extent possible, enabling all of our students to reach the ambitious goals set for them. Working in close collaboration with PACE University's School of Education and its faculty, the school shares the extensive resources of the entire university with significant access to classes, libraries, computer labs and recreational facilities providing extraordinary learning opportunities for our students. At PACE High School, we seek to ensure that all of our students leave us with a résumé of quality experiences that will prepare them to resolve challenges they will face in college and beyond. .

We have ongoing partnerships with Pace University, the Liberty Partnership Program, and Lincoln Center. Our students begin their PACE experience with First Summer, an overnight induction program before 9<sup>th</sup> grade begins held on the Pace University campus. School of Education faculty support our school, and our students can take free university classes in the upper grades. Pace University also offers up to five full tuition scholarships to PACE High School graduates every year. Our partnership with the Liberty Partnership Program provides extra college counseling support to our students. Lincoln Center also provides theater educators and every year our students attend free world-class performances at Lincoln Center.

We have a strong family culture and well-developed extracurricular offerings, from PSAL and club athletics, to tutorial programs, artistic clubs, student support groups, and performance groups.

2. PACE High School serves all of our learners and does not have any specific special student populations.

3. We have made the most progress with Strong Family-Community Ties, Supportive Environment, and Collaborative Teachers. We initiated our first PACE Family Night in the spring featuring showcases, workshops, and performances by students and faculty. We have also been increasing attendance in our Student-Led Conferences. For Supportive Environment, our Advisory program and student voice initiatives have helped foster and grow our PACE family culture where students feel supported. Finally, our Teacher Team structures and collaborative action research projects this year have increased collaboration among our faculty.

Key areas of focus for us in 2014-2015 are Rigorous Instruction and Effective School Leadership.

## 02M298 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	424	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	7	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	3
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate			92.5%
% Free Lunch	69.8%	% Reduced Lunch			11.2%
% Limited English Proficient	1.2%	% Students with Disabilities			12.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	9.7%	% Black or African American			35.4%
% Hispanic or Latino	42.0%	% Asian or Native Hawaiian/Pacific Islander			9.7%
% White	1.9%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.8%	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			5.56
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	87.9%	Mathematics Performance at levels 3 & 4			65.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.1%	% of 2nd year students who earned 10+ credits			89.4%
% of 3rd year students who earned 10+ credits	89.7%	4 Year Graduation Rate			93.7%
6 Year Graduation Rate	93.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	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	YES				

## 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.

Our data indicates that Regents pass rates (especially in math and the sciences) have decreased and have not been commensurate with our achievement in the core Regents exams. In June 2014, our Chemistry pass rate was 24%, Earth Science was 57%, Geometry was 21%, and Trigonometry was 30%. Our Quality Review in April 2015 also indicated that rigorous and coherent curricula is an area of focus for our school. Our strengths include an interesting and challenging curriculum, as noted by students, parents, and teachers.

### 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.

We will target first-time test takers in the June administration and increase our average pass rate by 20% compared to past years. In doing so, we seek to improve our student performance overall and college preparedness, and raise the rigor of instruction in our school across the board.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Tiers of Educationally Enriching Experiences (TEEE) courses in student schedules targeted to skill acquisition and improved Regents performance, modified quarterly.	Identified student groups.	September 2015- June 2016	Scheduling Committee
After school and Saturday Regents prep programs.	All students in Regents courses.	January 2016, May- June 2016.	Test Coordinator & School Leadership.
Mock Regents Administration & Departmental Analysis of Student Performance	All students in Regents courses.	September 2015 & January 2016.	Department Chairs.
Parent workshops on student progress, study skills, and understanding of Regents exams at Parent Engagement events and Parent Association meetings.	PACE Families	September 2015, November 2015, February 2016, April 2016.	Advisors, Administration, & Department Chairs.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Hiring of an instructional coach and additional math teacher.  Per session for after school and Saturday prep and intervention programs.  Instructional calendar augmentation: additional time will be provided in January with targeted prep in student schedules.  Students scheduled for targeted prep and support in Tiers of Educationally Enriching Experiences (TEEE) courses in their schedules.										
<b>Part 4b.</b> 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

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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.

January 2016 Regents administration and mock Regents administration data will be analyzed for progress toward goal in February, 2016.

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

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

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

**Part 1 – Needs Assessment**

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

In examining our School Survey data, School Quality Guide, and Attendance Data we have seen a decrease in our attendance rate from 93% to 92%. An action research inquiry project into the attendance data indicate that there are many reasons for student absences and tardiness, as such interventions need to be varied and involve all stakeholders to make an impact.

**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.

Our attendance rate in 2015-2016 will be 93% by June 2016.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Incentive &amp; recognition program for improved attendance and sustained excellent attendance.</p>	<p>Targeted students.</p>	<p>Quarterly.</p>	<p>Administration, Dean of Students.</p>
<p>Wake-up call notification program through School Messenger.</p>	<p>Students with attendance and lateness trends.</p>	<p>October to June.</p>	<p>Administration, Dean of Students.</p>

Family notification systems for attendance and lateness. Daily School Messenger phone calls and data attached to report cards.	All students.	September 2015-June 2016.  Daily & Quarterly.	Secretarial Staff & Administration.
Strengthened Advisory curriculum and practices to increase sense of belonging.			Advisory Team Leaders.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session support for intervention programs.											
Dean of Students position and attendance team.											
School Messenger and Teacherease communication systems purchased with OTPS funds.											
Incentive prizes supported by Parent Association.											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
Quarterly data analysis of ATS attendance and assessment of interventions. In February we will examine our overall attendance rate for the whole year in relation to our year-long goal of 93% attendance.
<b>Part 5b.</b> 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.

As indicated by Advance ratings of teacher practice, Assessment in Instruction is consistently the lowest-rated component school-wide in observations (in 2013-2014, the average of all observations was 2.9 in Danielson 3D, Using Assessment in Instruction). Our Quality Review in April 2015 rated us as Proficient in 2.2, but this was a lower rating than the other indicators.

Our school’s strengths in assessments include individual teachers with strong assessment practices, as well as our collaborative teacher structures. Our needs include incorporating more common assessment practices school-wide, as well as more thoughtful use of data in classes as well as programming to best meet our students’ needs.

### Part 2 – Annual Goal

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

By June 2016, all departments will develop and implement common assessments, and co-develop units of instruction for core classes.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Administration of benchmark mock Regents exams.	All Regents courses	September administration, January administration	Test Coordinator
Parent workshops and engagement events on curriculum, assessments, and needs of different students.	Families; Parent Association	October November 2015, March 2016.	School Leadership, Instructional Coach
Department Chair training in Student Work Analysis protocols and PD for supporting Students with Disabilities and English Language Learners..	Department Chairs	October 2015 to April 2016	Instructional Coach
Peer-led professional development on content-specific rubrics and assessment best practices.	Whole staff	November & January PD days.	Professional Development Committee

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Department Chair Teacher Leadership positions funded with per session support.											
Prep coverages for teacher intervisitations.											
Biweekly PD committee meetings supported with per session.											
Instructional coach position.											
<b>Part 4b.</b> 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
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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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Midyear conversations with school leadership and all faculty to assess progress and make adjustments in February 2016; includes analysis and reflection of department and individual teacher products.

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

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

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

### **Part 1 – Needs Assessment**

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

According to the Framework for Great Schools Report 2015, Inclusive Principal Leadership was rated at 87%, below the citywide average of 89%. Other items on our School Survey indicate that this is an area of growth for our community.

Strengths of our school have been stable leadership and distributed leadership structures, as well as very low teacher turnover. Data indicate that we do have a need to improve this for improved coherence, trust, and inclusive principal leadership.

### **Part 2 – Annual Goal**

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

By June 2016, teacher leaders will receive monthly PD resulting in inclusive school leadership being rated over 90% on the school survey.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teacher Leadership Program PD (Leadership Pathways Program)</p>	<p>A.P., 10<sup>th</sup> Grade Team Leader, SIT Chair</p>	<p>October 2015- May 2016</p>	<p>Assistant Principal</p>
<p>Monthly PD sessions on teacher leadership, protocols, meeting facilitation, data analysis, and addressing the needs for diverse learners for teacher leaders..</p>	<p>Team Leaders &amp; Dept Chairs</p>	<p>September 2015- May 2016</p>	<p>Instructional coach.</p>
<p>New Teacher Center Teacher Mentor Training for two experienced teachers to be trained in mentorship.</p>	<p>New teachers</p>	<p>October 2015 – May 2016.</p>	<p>Assistant Principal &amp; Principal</p>
<p>Monthly open meetings with school leadership to raise concerns, ask questions, and share ideas.</p>	<p>All faculty &amp; staff.</p>	<p>September 2015 to June 2016.</p>	<p>Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>OTPS funding for New Teacher Center.</p> <p>Per session for PD and retreats for teacher leaders.</p> <p>Funding for outside teacher professional development and conferences.</p> <p>Funding for teacher coverages for intervisitations and trainings.</p> <p>Funding for supervisor per session</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p><b>Other</b></p>

**Part 5 – Progress Monitoring**

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

January 2016: Internal school survey and restorative circle conversations as mid-point benchmark to assess inclusive leadership systems.

**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.

Our Quality Review affirmed the strong “family feel” of PACE High School, yet as a secondary school with students from all five boroughs serving a diverse student and family body this is still something we want to improve. According to the Framework for Great Schools Report 2015, we are above the citywide average for teacher outreach to parents at 91%, but our parent involvement is below the citywide average of 61% with a score of only 50%. Furthermore, according to the School Survey, 19% of parents indicated that they had never attended a parent-teacher conference.

Our areas of strength include a well-developed Student-Led Conference program, our Advisory structure and curriculum, cultural events that draw families, an active Parent Association, and well-developed extracurricular activities and sports that draw parents. That said, having parents be more involved with our PA, volunteering with school events, and even attending conferences is an area we need to strengthen.

### 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 May 2016, at least 90% of families will have attended a PACE Family engagement event. Advisory Teams and School Leadership are responsible for this goal.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly School newsletters and announcements translated into English and Spanish.</p>	<p>Spanish-speaking families.</p>	<p>September 2015-June 2016</p>	<p>Secretarial staff.</p>
<p>Personalized phone calls before Student-Led Conferences by Advisors</p>	<p>All PACE families</p>	<p>November 2015, March 2016</p>	<p>Team Leaders</p>
<p>Schoolwide holiday card mailer with calendar attachment.</p>	<p>All PACE families and community partners</p>	<p>December 2015</p>	<p>School leadership &amp; secretarial staff.</p>
<p>Development of school website for announcements and communications.</p>	<p>Students, families, public</p>	<p>September 2015 - June 2016</p>	<p>Tech coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Funds set aside for per session support.</p>											
<p>OTPS funds for materials, mailings.</p>											
<p><b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>

February 2016: Analysis of parent attendance to Student-Led Conferences, PA workshops, cultural events, and other school events.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student progress reports, benchmark assessments, Regents exams.	TEEE program.  Tutorials and office hours after school.	Small group instruction, peer tutoring.	During school day and after school.
<b>Mathematics</b>	Student progress reports, benchmark assessments, Regents exams.	TEEE program.  Tutorials and office hours after school. Math Zone club.	Small group instruction, peer tutoring. Tutoring by college students through Liberty Partnership Program.	During school day and after school.
<b>Science</b>	Student progress reports, benchmark assessments, Regents exams.	TEEE program.  Tutorials and office hours after school. Science Club.	Small group instruction, peer tutoring. Tutoring by college students through Liberty Partnership Program.	During school day and after school.
<b>Social Studies</b>	Student progress reports, benchmark assessments, Regents exams.	TEEE program.  Tutorials and office hours after school.	Small group instruction, peer tutoring.	During school day and after school.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Referrals by advisors, Grade Teams, & intake by guidance counselor.	Counseling sessions. Referrals to outside agencies. Connection to extracurriculars and support groups.	Individual and group counseling. Extracurricular support groups (LGBTQ student group, for ex.).	During the school day and after school.

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Targeted professional development, additional education courses (through our partnership with Pace University School of Education along with the DOE programs and High Objective Uniform State Standard of Evaluation (HOUSSE) system will help all our identified teachers who are working toward being highly qualified).</p> <p>Recruitment- Every effort is made to hire a diverse and qualified teaching staff at PACE. All staff members go through a rigorous group interview process that is facilitated by our Hiring Committee.</p> <p>We work to foster a supportive, collaborative environment for our faculty that gives space for innovation, experimentation, and growth to that all of our teachers can continue to develop and grow in their work as teachers.</p>

#### 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).
<p>Our instructional coach is assigned to the school and supports untenured and other staff identified as needing additional support. Frequent classroom visits, intervisitations, one-to-one coaching, grade-level and department meetings are scheduled to help support all staff members earn and retain highly qualified status.</p> <p>Funding from TL and Title I is set aside for professional development, attendance to conferences, and in-house training.</p>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**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.).
n/a

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher teams and departments give input on assessment measure practices in the school. In-house professional development examines assessment results to improve instruction and student achievement.

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

<p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
<b>Program Name</b>	<b>Fund Source</b> (i.e. Federal, State or Local)	<b>Funding Amount</b> 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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)

Title I Part A (Basic)	Federal	214,991.00	X	5A, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,689,354.00	X	5A, 5B, 5C, 5D, 5E

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PACE 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. **PACE 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC)**

**PACE High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 <b>02</b>	Borough <b>Manhattan</b>	School Number <b>298</b>
School Name <b>PACE High School</b>		

### B. Language Allocation Policy Team Composition

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 <b>Yvette Sy</b>	Assistant Principal <b>Michael Sowiski</b>
Coach <b>Marc Lapointe</b>	Coach <b>NA</b>
ENL (English as a New Language)/Bilingual Teacher <b>Nikoleta Moulinos</b>	School Counselor <b>Jazmin Montes</b>
Teacher/Subject Area <b>David Rohlfing- English</b>	Parent <b>Arelis Forty</b>
Teacher/Subject Area <b>NA</b>	Parent Coordinator <b>NA</b>
Related-Service Provider <b>Amanda Wiener</b>	Borough Field Support Center Staff Member <b>NA</b>
Superintendent <b>Marisol Bradbury</b>	Other (Name and Title) <b>NA</b>

### 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	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>498</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	8	<b>Newcomers</b> (ELLs receiving service 0-3 years)	2	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	4

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	2		1	2	1		4		2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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										4	1			0
Chinese												1		0
Russian														0
Bengali										1				0
Urdu														0
Arabic														0
Haitian										1				0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)										1				0
<b>Expanding</b> (Advanced)										5	1	1		0
<b>Commanding</b> (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				
Integrated Algebra/CC Algebra	2		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		1	
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.  
We use previous NYSESLAT data from middle school as well as do in-house assessment using Fountas (BAS) for students who will have questions regarding their level. Our in-house English assessment (given during our First Summer program to all 9<sup>th</sup> graders) also gives us clear indication of what types of support incoming students will need. These assessments reveal intermediate to advanced levels in listening/speaking as well as reading/writing. This influences our school's instructional plan in that we practice and push development in listening, speaking, reading and writing skills in all content areas as aligned to CCLS.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
All students who enter PACE as 9<sup>th</sup> graders are assessed as Expanding or Commanding on the NYSESLAT by 11<sup>th</sup> grade. As we have not had first-time entrants or re-entrants in the past year, NYSITELL data is not available.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data reveals that we have a target of 16.3% of our students (one of our ELLs) achieving proficiency this school year.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - ELLs compared to non-ELL students fair comparably in their results. Our students did not fare too well when they took the Regents in other languages. We have both the English version (which they write on) and the other language version available for them during all examinations.
    - Results from our periodic assessments help target students with specific skill deficits as well as students who are not adequately progressing in their content areas. Additional support and remediation is given during TEEE periods for all identified students. Additional support in Regents prep is also provided after school and on Saturdays.

- c. As mentioned above, students fare better on assessments given in English. Our periodic assessments revealed that students need more support in non-fiction writing and the controlling idea task of the Common Core English Regents exam.
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*.]  
Not applicable.
  6. How do you make sure that a student's new language development is considered in instructional decisions?  
In our ELL programming, instruction is based on the Common Core and college readiness standards. The teachers make curriculum decisions based on the individual student, students are NOT in classes during this time so that the teacher can address the specific academic needs of each student. All ELL students are also scheduled to take Spanish as part of their LOTE requirement for high school. Parents have opted to continue with this instruction rather than testing in their home language. Through our intake, First Summer orientation program, and Advisory program, we engage with our students' families and honor their cultural background.
  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?
 Not applicable.
  8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We base our success on all students passing NYS Regents exams in the 3<sup>rd</sup> year of high school with master / proficiency scores. All students in our ELL program since 2008 have passed the NYS Regents English exam in their junior/senior year before graduation from PACE HS.

## Part IV: ELL Identification Process

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

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.  
Students from our-of-district/country are interviewed by the testing coordinator and ESL teacher to assess spoken English proficiency. All new students are administered the LAB-R by the first week of admission into PACE. A parent/family meeting is convened to complete the HLIS with our ESL teacher and an English teacher on staff. An informal family interview is additionally conducted by our Assistant Principal. Results are reported and their individual program designed. The NYSITELL is administered by our test coordinator; the Spanish LAB is administered if the HLIS indicates Spanish. If the student is identified as needing ESL services or other related services, it is programmed into their schedule. All testing such as the NYSESLAT is administered by the testing coordinator immediately upon enrollment. Our programming and initial and subsequent meetings occur within 10 days of the initial start date of students. Parents and students who need home language are supported by multilingual staff in our building, if we need further support we collaborate with the translation and interpretation unit of the DOE.
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).  
We do not have transitional bilingual programs or a dual language program. Parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "First Day" folders. All parents are met with individually to discuss the school's programs as well as their student's individual support. We have teachers who are programmed to support ESL instruction. We contract and pay per sessions for an ESL teacher from MS 131 to work with all our students for any additional support they may need before and after school along with their pull-out ESL periods during the school day. If our informal interviews indicate a student may have a gap in formal education, the Assistant Principal conducts the SIFE Oral Interview with the student within 10 days of enrollment to determine if substantial SIFE supports are needed to support the student.
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 social worker, a special educator from our School Implementation Team, our Assistant Principal, our ESL teacher, and a translator work along with all of our incoming and ELL students and their families to ensure all letters and documentation are completed, including the LPT recommendation within 10 school days. ELL service placement is completed within 20 days.
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 and students identified as needing additional ESL services such as extension of services meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish and Chinese (different dialects) to help parents and students understand our programs. Entitlement and non-entitlement letters are sent home with the child and mailed, correspondence is provided in the parents' preferred language.

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).

Correspondence in preferred language are provided to families with determinations and an explanation of their right to appeal within 45 days. All correspondence is copied and kept with student records by our pupil personnel secretary. Our testing coordinator and our LAP coordinator ensure this process is followed appropriately.

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.

Parents have an orientation meeting with LAP members in which program choices are presented, with our Freestanding ENL program with our ESL teacher at PACE HS is described. Correspondence is provided in families' preferred language. We meet with parents in the fall, give program information to all families, and hold Student-Led Conferences in November to assess progress.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Surveys and Program Selection form returns are monitored by the student's Advisor and our pupil personnel secretary. Parent program choices are monitored by the LAP team members in weekly meetings. If a form is not returned within 5 school days, follow-up with the family is done through outreach and home visits if necessary by our school aide. Correspondence is provided in the parents' preferred language.

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

Parent Survey and Program Selection forms that have not been returned are checked on daily by our pupil personnel secretary, and daily outreach is done through phone, letters, and in-person visits until forms are collected. Correspondence is provided in the parents' home language in collaboration with the Interpretation and Translation unit as needed. All Parent Survey and Program Selection papers are collected and maintained with student records.

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

Placement parent notification forms are distributed by our pupil personnel secretary to the student as well as mailed home.

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

All documents are on file with student records maintained by our pupil personnel secretary in our student records files. All ELL documentation is accessible by the LAP team and teachers on staff as requested. Copies are maintained with LAP files.

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.

Steps taken to administer the NYSESLAT:

- Test Coordinator pulls RLAT and RLER report from ATS and checks it against our school ELL Roster.
- Test Coordinator and Assistant Principal consult with ELL Compliance Specialist to confirm that if that any ELLs that reached Advanced/Expanding and scored a mastery score on the Regents English Exam are exempt from the NYSESLAT.
- Ensure NYSESLAT sufficient NYSESLAT materials have been ordered and delivered.
- Configure schedule of ELLs and schedule release time for a licensed pedagogue to administer the Speaking section of the NYSESLAT.
- Consult with Principal about upcoming NYSESLAT testing window periods and testing schedule for all sections/sessions.
- Notify all teachers and staff of upcoming NYSESLAT dates and Speaking Exam schedule to avoid complications in scheduling/testing and minimize interruption of instruction.
- Secure separate testing location for Speaking section and a classroom(s) for Listening, Reading, Writing.
- Track student date of exam completion on rubric and separate document for record keeping.
- Administer Listening/Reading/Writing Session 1 of NYSESLAT on Day 1
- Administer Listening/Reading/Writing Session 2 of NYSESLAT on Day 2
- Administer Listening/Reading/Writing Session 3 of NYSESLAT on Day 3
- Students who missed an administration day do a make-up session on the following day
- Transfer Speaking and Writing scores to scantron.
- Grade the sessions of the NYSESLAT with one/two pedagogues
- Scantrons are sent to the BAID
- Remaining materials to MetriTech

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

Please refer to answers 6, 8, and 9.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

With so few ELL students historically, there are limited data to select from. Parents have historically selected our freestanding ELL supports and additional PACE programs that support learning and achievement toward Regents diploma outcomes. The LAP committee and leadership team monitor ELL performance and parent choice to watch for trends and respond appropriately.

## 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]).
- Freestanding ENL program.  
For the 2015-2016 academic year ENL instruction will be delivered according to the new changes as per CR Part 154.2. Our freestanding ENL class is ungraded and heterogeneous, and our ELL students receive 120 minutes per week. Additionally, each student is also programmed for TEEE with ELA supports of an additional 150 minutes per week, integrated model.
  - TBE program. *If applicable.*  
N/A
  - 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?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
The freestanding ENL course provides 0.5 units of study (120 minutes per week). Additionally, the TEEE integrated program provides 150 minutes of instruction per week, for 0.5 units of study. Combined, these minutes exceed the 180 minutes minimum for Transitioning and Expanding-level students, which are the levels for all of our 7 ELLs. All students are also able to receive additional support in our tutorials program.
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.
- Core content is delivered in English with scaffolded supports aligned with CCLS and culminating in Regents exams. Sheltered English approaches are incorporated into our instructional methods across content areas. Some of these instructional approaches are interactive- where the teacher(s) will use debate, peer practice with complex texts, small group discussions, role-playing and co-operative learning groups to build background knowledge or so that ELLs be able to gain deeper meaning from readings. Other instructional approaches are direct, where the teacher(s) will use demonstrations, explicit teaching, and guides or checklists for reading, listening, or viewing. Teachers also incorporate graphic organizers created in the Literacy Inquiry team and content inquiry to support student writing and help them access higher level texts. Teachers also use experiential learning approaches where students construct experiments and build models. Teachers also incorporate indirect instructional approaches by using concept webbing/mapping to form big ideas around a unit theme, and use the reciprocal teaching chart and close reading protocol to build a framework to access meaning from texts that increase in complexity. Teachers also incorporate independent studies where students work to write essays on a researched topic related to a unit theme and construct an essay where they establish a claim and do research-based evidence to support their positions on an issue. Core content is delivered in through multiple instructional approaches.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- The home language is used at the beginning of the year for scaffolding purposes; however, ELLs do not have a home language assessment as we do not have a TBE program. We do administer the LENS and SIFE questionnaire for new entrants and this gives us insight into the child's literacy level in their home language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening, speaking, reading, and writing are incorporated into all units of instruction for all students. All anchor projects and units are designed to meet all College Readiness Standards. ELLs must be assessed in all four modalities of their English acquisition throughout the year. Teachers of ELLs incorporate oral presentations as part of content area related projects. Other strategies such as reciprocal teaching and jigsaw tasks are assigned where ELLs are coupled with English speaking students are also exercised to develop their English language speaking skills. Students are encouraged to use the words through reader's theater. Every Word Generation unit is launched with a reader's theater segment. This provides a routine based practice for ELLs to practice their oral production. All students focus on developing their writing skills by making claims and supporting their claims with evidence. For example, in Science at the end of every unit students have a writing assignment/task where they take a position on a certain scenario related to the scientific topics discussed throughout the unit. These assignments are rubric aligned and not only consider an ELLs content knowledge, but their correct use of the English language. All courses implement standard-aligned assessments four times throughout the year, and progress is monitored for all students. In English courses, the assessment is aligned to the Common Core Regents, which all of our students take in 11<sup>th</sup> grade.

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

It should be noted that each subgroup has specific needs, but that individual students have very different needs and experiences; as such differentiation for each individual student is important.

a. SIFE: We currently have one SIFE student and he is performing at the Advanced level. He receives small group instruction during our TEEE block, and our ENL stand-alone course. He is also supported in our Advisory program which meets 5x a week, which is a space for ongoing peer and faculty support. A network of scaffolds and supports are available throughout the day in courses as well as in our after school tutorials programs. In addition, awards ceremonies are held every quarter, where students are rewarded for achievement, improvement, leadership, and demonstrating core values of empathy, collaboration, determination, and creativity. Our Advisory program and other cultural traditions are important in that they cultivate a school culture of achievement and inclusivity for all of our learners.

b. Newcomer: Newcomer ELLs are expected to meet the same standards as all students. In order to achieve this goal, we make sure to reach out to and collaborate with parents of ELLs and share information regarding our school goals and what they can do at home to help support their child's progress in school and language acquisition. Newcomer ELLs also receive stand-alone ENL classes to support their work in content area classes and language acquisition. During our after school programming and with the Liberty Partnership Program, they have the opportunity to participate in clubs and athletics, tutorials with peers or college tutors from Pace University, or to participate in art or music classes.

c. Developing: We have two students who are developing ELLs at PACE HS who have been receiving services for 4-6 years. They are afforded the same supports as all of our students, however, their support is tailored to their needs as assessed by schoolwide Regents practice assessments, in-class formative assessments developed by department teams, parent outreach/workshops to teach parents study and literacy skills they can reinforce at home, after school tutoring programs through the Liberty Partnership Program, ENL after school programming, development of teacher strategies through PDs, and analysis of their progress through department and Advisory teams. Our students receive support in NYSESLAT skills acquisition after school in addition to their regularly scheduled ESL and English classes.

d. Long Term: We currently have 4 long-term ELLs who are receiving the above support and additional support in their TEEE courses. Long term ELLs benefit from all supports that all students have access to, in addition, they are supported with NYSESLAT test prep so that students are informed about the test structure and what is expected of them in regards to performance. Long term ELLs will benefit from reviewing the rubrics and looking at their level patterns since they matriculated into the NYC DOE as an ELL. Many will find that they are proficient in Speaking and Listening and Advanced in Reading and Writing. This analysis of their levels throughout the years will help them understand where they might not be performing as they should be on the Reading and Writing sections of the NYSESLAT.

e) Former ELLs are afforded with the same testing accommodations they had as when they still had ELL status. Former ELLs also have access to all other supports provided to all students during the school day and during extracurricular activities.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent or guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been

adversely affected by the determination. The principal will consult with a our ESL teacher, the parent/guardian and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as per CR-Part 154 and may reverse the determination within the same 6-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent/guardian and in the parent's preferred language within 10 school calendar days.

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?

Instructional strategies and grade-level materials teachers of ELLs and ELLs-SWD use that both provide access to academic content areas and accelerate English language development are:

- Unpacking the Learning Target
- Annotation strategies
- Close reading strategies
- Vocabulary building strategies: (word study, content-specific strategies).
- Reciprocal teaching strategies
- Prefix, Suffix, and Word Root study
- Scaffolded graphic organizers that help students plan and organize their writing
- Bilingual glossaries/dictionaries
- Access to technology (Rosetta Stone)
- Leveled texts in English
- Co-teaching models that lend itself to station teaching for re-teaching of content
- Reader's theater/Role-plays
- Word walls
- Rubrics that are assignment specific and based on school-wide goals (i.e. argument writing rubrics for each grade level and the new NYSESLAT rubrics)
- Expository writing workshops, including time for peer-revision and editing
- Activating prior knowledge to build schema
- Thoughtful grouping before lesson delivery
- Questioning and discussion techniques that probe for student deeper comprehension
- Small group discussions

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?

We are a full inclusion program with students receiving SETSS and ICT support in class and pull-out. Students like our three students are not given an additional foreign language support but support in their home language as well as English. We use TEEE periods to address one-to-one needs of our students. Students also receive freestandign ENL classes. Flexibility in their schedule allows them to receive instruction in co-taught classes with a special education teacher in all core content areas. Parents have met with the grade-level team and the ICT teacher to plan scaffolded assignments and supports to that the student is helped in content as well as language acquisition. The students are also given extended time on all testing administrations. As with all students, students are provided equal access to all extracurricular activities and supports detailed above.

Chart

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

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

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

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

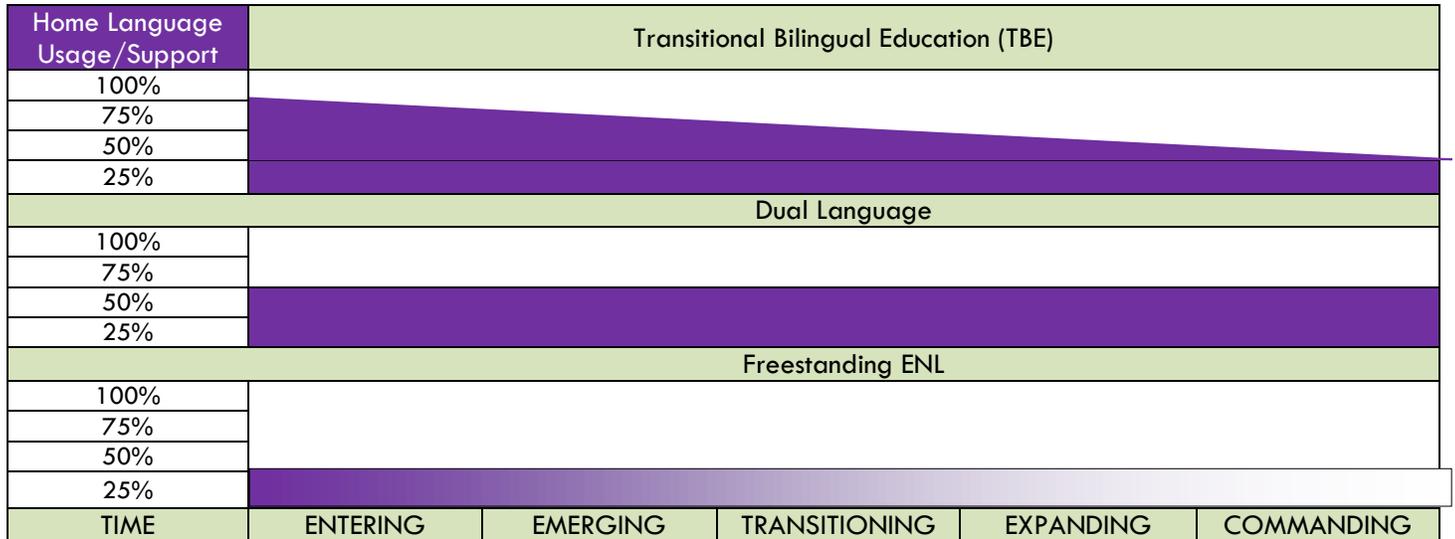


\*Note “other approved services” does not apply to New York City at this time.

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.
- Targeted intervention programs for ELLs in ELA, math and other content area are:
- ENL after school (content area support and basic English language acquisition skills: (beginner level ELLs, SIFE, ELLs-SWD-language of instruction is English with native language support)
  - TEEE courses in math and ELA for 150 total minutes a week in English
  - Extra math course in 9<sup>th</sup> grade for all 9<sup>th</sup> graders to support CCLS Algebra skill acquisition
  - After-school Tutorials with teachers and peers 4 days a week.
  - Math Zone support group after school 2 days a week.
  - Individual and small-group tutoring through the Liberty Partnership Program at Pace University.
  - Regents prep modified schedules in January and June with targeted instruction.
  - Saturday Academic Remediation programs where they can get additional support in all content areas in subjects they failed or are struggling in.
  - SAT prep in English and home language.
  - NYSESLAT prep with ESL teacher after school.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- XXX ADD DATA FROM NYSESLAT RNMR and NYSESLAT PROGRESS
- Historically, all ELL students since 2008 have passed the Regents English exam. Out of our current ELLs, two students have taken Regents exams in earlier years. Our 11<sup>th</sup> grader has passed Algebra and Living Environment, and he still needs to pass the Global History exam which he attempted last year. He is receiving targeted Regents prep support in advance of the January administration. Our 10<sup>th</sup> grader attempted and failed both Living Environment and Algebra last year; she is attempting both exams in January and is receiving targeted Regents prep supports. We strive to have all of our 11<sup>th</sup> graders pass the English Regents exam in 11<sup>th</sup> grade, and have a very high pass and mastery rate schoolwide for this exam.
- XXX How are all teacher made aware they are teaching ELLs?
12. What new programs or improvements will be considered for the upcoming school year?
- We are exploring blended learning programs for our students; we seek to diversify our course offerings and supports for all learners, and see that blended learning may be an option to do so.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs (before, during, and after school) are offered to all students. TEEE (during school period remediation), ESL pull-out during the day, after school ESL support, Saturday Regents prep, ARC, all clubs, and tutorials are available for ELLs.
- TEEE (small group Tiers of Educationally Enriching Experiences courses) are offered and programmed for all of our students.
  - Athletics: PACE has PSAL, independent school league, junior varsity, and intramural sports offerings for all seasons, including Cross Country, Soccer, Volleyball, Basketball, Softball, Bridge Running, Cheerleading, Flag Football, Badminton, and Handball.
  - Academic Supports After School: We offer after school tutorial supports with teachers and peers 4 days a week for all students.
  - Liberty Partnership Program: We partner with Pace University to offer tutoring, college counseling, and social opportunities through the Liberty Partnership Program.
  - Extracurricular Program for Creativity: PACE boasts an art club, yearbook club, Latin Dance, Step Team, Caribbean Dance, Hip-Hop Dance, Drama, and a Film club open to all students.
  - Extracurricular Programs for Social Support: PACE provides a safe space for all students through our clubs such as the Gay Straight Alliance.
  - Abrons Art Center Art Classes: we partner with the Abrons Art Center to offer visiting artist-taught classes after school in studio art and music production, open to all students.
  - Community Service Opportunities: Community service opportunities are offered to students for school functions, one-time events such as the AIDS Walk, through clubs like sponsored National Honor Society, and through student-organized social action projects.
  - ELLs are invited to participate by Advisory referrals and discussions, biannual club fairs, student-to-student recruitment, parent outreach, and newsletters & signage.
  - ELL representation: all ELLs participate in at least one extracurricular program.
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.
- Our school building is wireless and students use desktops, laptops, ipads, assisted listening devices (earphones, MP3 players) to help in all content areas. Teachers plan a well-rounded curriculum where technology is infused for all students.

Instructional materials used to support ELLs in the content areas, as well as, language materials are:

- Bilingual dictionaries/glossaries
- Scaffolded class room materials (graphic organizers)
- SMART board technology
- Access to computer (desktop and laptops) to reinforce skills in math
- English leveled texts
- Visuals: video, print
- Audio-translators
- Rubrics (translated); NYSESLAT rubrics; school-wide writing rubrics
- Reference charts (English/Spanish)
- Access to School Library to select independent reading books
  - Math manipulatives

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is used 25% during instruction in ENL mostly at the beginning of the year. The Home language is used to clarify instructions or clarify vocabulary necessary to complete a task. Our ESL teacher has discovered that after the fall, the ENL have acquired enough English language to perform. ELLs always have access to bilingual dictionaries to help clarify meaning of unfamiliar words.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services, support and resources correspond to ELLs' ages and grade levels. In the upper grades, the focus in Advisory and courses on transition out of high school is supplemented by our College Counseling courses which are taught to all 11<sup>th</sup> and 12<sup>th</sup> graders to prepare them for planning and applying to colleges. In the classroom, there is an array of fiction and non-fiction texts readily available for all students, including our ELL population. Access to and reinforcement of grade level material is also supported through our extracurricular programs (see above).

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).

Activities in our school include new student orientation held in the spring prior to 9<sup>th</sup> grade. In August before 9<sup>th</sup> grade, students participate in our overnight orientation First Summer program at Pace University. The first year of 9<sup>th</sup> grade Advisory focuses on the successful transition to high school, building community, and building supports. PACE core values, routines, culture, and systems are included in the orientations.

Parent and student meetings with Principal, AP, ESL teachers and grade level team is planned for the first month of school. Individual student programs are made based on the parent's surveys, teacher observation and results from the previous year's NYSESLAT. Most students enter PACE High School with Advanced level ELL designation on the NYSESAT. After school tutorials and ESL TEE is scheduled.

19. What language electives are offered to ELLs?

Spanish is the LOTE at PACE High School, but students can take other languages at Pace University such as Japanese, Italian, and German.

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.)  
Our professional development model is geared toward increasing literacy skills in all content areas. Apart from regular PD help in house, ESL teachers attend weekly team meetings, department meetings with English, and consultation with other departments. Our guidance counselor, college counselor, and secretarial staff all receive training on supporting all of our families, including parents of ELLs.
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?  
See answer 4 below.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Entering 9th grade students who are identified ELL are given mentors (ELL or otherwise) to help transition them to high school. All students are also assigned to an adult advisor to help with academic advisement for the year, and a student advisory group that supports them throughout all of high school.
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.

The professional development plan for all ELL personnel at our school will entail in-house (regarding new changes as per Part 154) and best practices regarding ELL instruction, and outside PD as advertised by the Office of English Language Learners. All ELL personnel, including all teachers at PACE, engage in a weekly 80 minute PD where instructional strategies and current concerns regarding different student populations are discussed and practiced. Some resources used throughout this time are our teachers' own best practices, and materials provided by the instructional coaches, and school leadership. Our school-wide learning outcomes are directly aligned with the Common Core Learning Standards. In collaboration with the ELL network liaison or equivalent representative, principal, and ELL personnel, PDs are designed to speak specifically on how the ELL population can reach grade level CCLS standards and access content within a heterogeneous classroom. To support all teachers of ELLs, PD is designed to speak to the diversity within the ELL population within the context of diversity as a whole school, and how to best support ELLs in the classroom. Our professional development is also designed with a focus around supporting all of our diverse learners, including ESL strategies and ELL assessments, as well as curriculum and instructional planning for so that all learners can be successful. Records are maintained with our school secretary and instructional cabinet. All teachers are allowed to take their additional PD courses for free at Pace University. Classes in curriculum development, ESL instruction as well as Special Education theory are taken by our ESL and other teachers as part of our professional development strand at PACE.

### 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?

Annual individual meetings are held with committee members at the beginning of each school year to discuss goals and progress from the previous year. Additionally, two student-led conferences are held annually. We have multilingual staff who provide translation services in Cantonese, Spanish, Mandarin, and English. We also collaborate with a co-located school for Arabic and Bengali translation services. Any languages we are unable to translate with in-house staff, we work with the DOE translation and interpretation unit for support. Records of all parent meetings and individual meetings and outreach are maintained with the principal and secretarial staff (this also answers #2 below).

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. We have an active Parent Association with a few ELL parents who attend PACE functions. All events and meetings have Spanish and Chinese translators. Parents volunteer at Open Houses and with student recruitment, schoolwide cultural events, Parent Association meetings and workshops, as well as the annual Parent Association-sponsored Talent Show. See answer #1 for further translation information.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have partnerships with the Charles B. Wang Health Clinic to help our students through teen issues and health education. Our parents and families are supported by the YMCA counseling services if they are identified as a family in crisis. All services have Spanish and Chinese support.

5. How do you evaluate the needs of the parents?

Through the needs assessment data that all parents complete at the beginning of the year. Our PA reviews and submits their findings to the school so that programs and other support can be added to the next school year. Student-Led Conference sign-ups are in English and Spanish. Translation services are used for meetings to determine parent needs.

6. How do your parental involvement activities address the needs of the parents?

Most parent involvement activities are tied around students' achievement and performances. All parents have voiced their want for more performances and presentations by their students after school. We have made great effort through schoolwide activities such as PACEGiving, Schoolwide BBQ, and other ceremonies to have more parents involved in the school.

### 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.

Paste response here:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Yvette Sy	Principal		9/15/15
Michael Sowiski	Assistant Principal		9/15/15
NA	Parent Coordinator		1/1/01
Nikoleta Moulinas	ENL/Bilingual Teacher		9/15/15
Arelis Forty	Parent		9/15/15
David Rohlfig	Teacher/Subject Area		9/15/15
Marc Lapointe	Teacher/Subject Area		9/15/15
	Coach		1/1/01
	Coach		1/1/01
Jazmin Montes	School Counselor		1/1/01
Marisol Bradbury	Superintendent		1/1/01
	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: **02M298** School Name: **PACE High School**  
Superintendent: **02**

### 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](http://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

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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.

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

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.

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

## Part B: Creating a Communications Calendar

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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.)

Family newsletters, notices regarding promotion in doubt, notices about exams.

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.

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

## Part C: Providing Language Assistance Services

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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.

Newsletters, important announcements, and important notices are drafted in advance and translated by our bilingual staff members. For individual families who need personalized communications in other languages, we arrange with staff or the Translation & Interpretation Unit to communicate with them.

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.

Our multilingual faculty members provide interpretation for on-site meetings. We also use interpreters from the Translation and Interpretation Unit and outside vendor translators as needed.

## Part D: Training Staff on Policies and Procedures

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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.)

Brochures and best practices are shared during staff induction. Additionally, our staff is reminded of procedures and given office support before major parent engagement events such as our Student-Led Conferences.

## Part E: Providing Notice of Language Assistance Services

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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

All parents receive copied of the Parents Bill of Rights, which additionally is posted in the main office reception area. Welcome posters greet families at the entrance and our main office, and all office personnel have Language ID guides and Parents' Guide to Language Access readily available. All documents are provided to all staff members prior to parent engagement events repeatedly throughout the school year.

## Part F: Monitoring and Quality Control

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

School leadership and the Parent Association will gather feedback from parent outreach and assess for improvement.