



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: PELHAM GARDENS MIDDLE SCHOOL
DISTRICT/BOROUGH/NUMBER: 11X566
PRINCIPAL: DENISE L. WILLIAMS
EMAIL: DWILLIA8@SCHOOLS.NYC.GOV
SUPERINTENDENT: ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Denise L. Williams	*Principal or Designee	
Joanne Urena	*UFT Chapter Leader or Designee	
Michelle Chapman	*PA/PTA President or Designated Co-President	
Sharon Twilley-Gaymon	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lana Stor	Member/PTA/SLT	
Alecia Harris	Member/PTA/SLT	
Joseph Biernat	Member/UFT/SLT	
Anne Hennessey	Member/UFT/SLT	
Molly McMahon	Member/UFT	
Chrystel Flores	Member/UFT	
Kelleyann Royce	Member/UFT/SLT	
Heather Lawrence	Member/UFT/SLT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2013 students will successfully complete two Common Core aligned units of study and tasks in ELA.

Comprehensive needs assessment

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

This goal is set to meet students' identified needs in Math and ELA and implement the Citywide Instructional Expectations for 2012-2013. As a new school it is important to build a culture of planning and preparation rooted in teachers' understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the Scantron Performance Series and have carefully considered the results as we plan our units of study.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Note: Literacy teachers= ELA, Science and Social Studies content teachers.

Planning Phase/April-June 2012

- During the planning phases for the new school process and hiring phase we strategically wanted to reduce class sizes in ELA due to the increased expectations of the Common Core. To this end we have employed a 3 to 2 ratio of teachers to classes in ELA. Students in cohorts comprised of two classes are split between three teachers, which significantly reduce the teachers to students ratio and increases students time for best practices such as conferencing, feedback and individualized attention.

July-August

- ELA teachers who were on the proposal writing team participated in three professional development sessions given by Creative School Services around creating Common Core aligned units of study in ELA. The professional development focused on the following: big ideas, essential questions, academic vocabulary, performance tasks and materials/resources.
- ELA teachers begin the work of creating Units of Study around four themes. Main non-fiction texts were chosen and supporting non-fiction

grade level informational text.

- Selection and purchase of non-fiction texts to support our independent reading program

September-December

- Weekly common planning meetings for content area teams to collaboratively plan lessons and tasks for CCLS aligned units of study.
- Saturday common planning to collaboratively plan lessons and tasks for CCLS aligned units of study.
- Weekly professional development on best practices during 50 minutes extended.
- Staff Developer will attend the Literacy Lab workshops given by CFN 607
- Staff Developer/Literacy Lead teacher received personalized training on strategies for questioning and discussion based on the text Making Thinking Visible by Ron Ritchart.
- Staff Developer/Literacy Lead teacher turnkeys strategies during weekly PD extended day sessions.
- Students receive remediation and support in closing gaps in understanding via the our Enrichment Program which allows for students to focuses on successfully completing ELA task aligned to Common Core Units of Study.
- Students engaged in both reader's and writer's workshop on a consistent basis to practice the focus standards and essentials skills embedded in each lesson throughout the units of study.
- All students participate in the extended day program which will focus on study skills and organization.
- Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
- Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.
- Creation of ELA tracking system to track students progress towards individual key instructional standards.

January-April

- Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study.
- Staff Developer/ESL to attend Creative School Services workshop series around "Text Dependent Questioning and Discussions" and "Close Reading of Texts".
- Teacher Inquiry Teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.
- All students attend extended day which will focus on test sophistication, close reading of text and evidence-based argumentative writing.
- School-wide assessment in literacy under real testing conditions (including all modifications).
- School-wide analysis of literacy assessment (Ready New York -CCLS Practice) results to surface the gaps in students understanding.
- Creation of targeted extended day program based on the assessment results from simulation.

May-June

- Weekly common planning focused on revising and further aligning the 6th grade units of study to the CCLS.
- Weekly common planning focused on the creation of 7th grade units of study for ELA with a specific emphasis on close reading of texts and argumentative writing.
- All students engage in enrichment periods to further develop their ability to be successful with 7th grade CCLS units of study.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - PGMS uses an online grading program called SKEDULA. Through the use of this grading platform parents are well informed of their child's progress toward meeting the focus standards. In October all parents are provided with a password to access their child's data regarding assessment tasks, homework completion and other task.
 - PGMS employs an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child's academic performance.
 - PGMS sends home quarterly progress reports to inform parents of their child's progress towards meeting the standards being addressed.
 - PGMS curriculum night hosted by the PTA in conjunction with Parent Teacher Conference Night.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X **Tax Levy** X **Title I** X **Title IIA** X **Title III** _____ **Grants** _____ **Other**

If other is selected describe here:

- RTTT New School start-up funds used to pay for full time staff developer.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Per session planning for ELA curriculum development.
 - Per session planning for Professional Development
 - Extended Day-Literacy Consumable Workbooks
 - Per Session Inquiry Teams/Looking at student work
 - Full-time staff developer who works closely with CFN achievement specialist.
 - Independent Reading Libraries

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013 students will successfully complete two Common Core aligned units of study and tasks in Mathematics.

Comprehensive needs assessment

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

This goal is set to implement the Citywide Instructional Expectations for 2012-2013. As a new school it is important to build a culture of planning and preparation where teachers' planning is rooted in their understanding of the CCLS. Through both formal and informal assessments we are creating CCLS aligned units that include opportunities to assess and remediate gaps in students' understanding. We have administered the Scantron Performance Series and have carefully considered the results as we plan our units of study.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Planning Phase/April-June 2012

- During the planning phases for the new school process and hiring phase we strategically wanted to reduce class sizes in Mathematics due to the increased expectations of the common core. To this end we have employed a co-teaching model in mathematics to increase support for all students, specifically students with special needs. Students in cohorts comprised of two classes are split between three teachers, which significantly reduce the teacher to student ratio in mathematics and ELA and increases students time for best practices such as conferencing, feedback and individualized attention.

July-August

- Created a scope and sequence (pacing calendar) aligned to the major focus standards
- Assembled a CCLS aligned library of tasks based on each unit of study
- Creation of diagnostic to assess students' prior knowledge and understanding of concepts

- Purchased Carnegie Math program to help develop students' conceptual understanding of mathematics

September-December

- Weekly common planning meeting to collaboratively plan lessons and tasks for CCLS aligned units of study.
- Lead teacher will attend the Math Coach meetings given by CFN 607
- Re-aligned scope and sequence based on the latest NYS assessment information
- Implemented a Common Library task to introduce students to the academic expectations of the common core
- Studied and developed resources from the lead organizations such as NJSED, Engage, Illustrative Mathematics, Math Playground and IXL
- Integrate the Polyvision technology into daily lessons with web-based interactive activities.
- Students receive remediation and support in closing gaps in understanding via our Enrichment Program which allows for students to focus on successfully completing math tasks aligned to Common Core Units of Study.
- Implemented stations activities to pilot Common Core sample questions
- Scaffolding CCLS task to support students ability to independently solve extended response questions
- Creating CCLS exemplars to demonstrate successful completion of a CCLS task.
- All students participate in the extended day program which will focus on study skills and organization.
- Master Grading Policy which holds students accountable for completing tasks on their own time if not completed by the assignment deadline.
- Principal engaged in continuous cycles of observations and feedback specifically targeting best practices around creating engaging lessons that promote critical thinking as it relates to digesting non-fiction text/articles etc.

January-April

- Implementation of the Common Core 6th grade task bundle from the Common Core Library
- Developing Common Core aligned algebra unit in conjunction with colleagues from CFN schools
- Weekly common planning meeting to create lessons and tasks for CCLS aligned units of study
- Develop protocols for looking at student work through the lens of surfacing the gap in students understanding of targeted standards
- Teacher inquiry teams will begin to meet collaboratively to look at student work and collaboratively score assessments tasks.
- Creation of targeted extended day program based on the assessment results from simulation
- Lead math teacher will attend the National Council of Supervisors of Mathematics Annual Conference to learn about the effective implementation of the Common Core State Standards and issues surrounding assessment, including implications of curriculum and new technology developments.

May-June

- Weekly common planning focused on revising and further aligning the 6th grade units of study to the CCLS.
- Weekly common planning focused on the creation of 7th grade units of study for mathematics with a specific emphasis on modeling with mathematics.
- All students engage in enrichment periods to further develop their ability to be successful with 7th grade CCLS units of study.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - PGMS uses an online grading program called SKEDULA. Through the use of this grading platform parents are well informed of their child’s progress toward meeting the focus standards. In October all parents are provided with a password to access their child’s data regarding assessment tasks, homework completion and other task.
 - PGMS employs an advisory system that requires every student to have an advisor who is the primary contact for parents to reach out to with any questions or concerns regarding their child’s academic performance.
 - PGMS sends home quarterly progress reports to inform parents of their child’s progress towards meeting the standards being addressed.
 - PGMS curriculum night hosted by the PTA meetings

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

	Tax			Title		Title			
<u> X </u>	Levy	<u> X </u>	Title I	<u> X </u>	IIA	<u> X </u>	III	<u> </u>	Grants <u> </u> Other

If other is selected describe here:

- RTTT New School start-up funds used to pay for full time staff developer.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Per session planning for ELA curriculum development.
 - Per session planning for Professional Development
 - Extended Day-Literacy Consumable Workbooks
 - Per Session Inquiry Teams/Looking at student work
 - Full-time staff developer who works closely with CFN achievement specialist.
 - Independent Reading Libraries

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, all pedagogical staff will engage in a minimum of 4 cycles of self-reflection to action activities focused on questioning and discussion supported by Enhancing Professional Practice by Charlotte Danielson.

Comprehensive needs assessment

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

This goal is set to implement the Citywide Instructional Expectations for 2012-2013 to strengthen teacher practice through frequent formative observations. Through the collection of informal observation data focused on evaluating the quality of academic discussions in the classroom and feedback conversations with teachers we realized the need to focus on Danielson component of 3b: Using questioning and discussion techniques to help teachers deepen students understanding through the use of open ended questioning and protocol based discussion.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Planning Phase/April-June 2012

- During the planning phases for the new school process we thought deeply about the ensuring that all students were provided ample time in the classroom to engage in meaningful discussion around content. To this end we decided that our schedule would offer students 90-minute double blocks of instruction in Math, ELA and Science.

July-August

- Creation of innovative schedule which included 90-minute double blocks of instruction.
- Sent lead teachers in ELA and Special Education teacher to network PD around citywide instructional expectations.
- Administration and staff developer read the following texts: Enhancing Professional Practice: A Framework for Teaching and The Handbook for Enhancing Professional Practice: Using the Framework in Your School to deepen their understanding of the framework.

September-December

- Created 50-minute professional development weekly workshops in lieu of extended day through the use of school based vote.
- Provided staff with professional development around the Danielson competencies 1e, 3b and 3d during the weekly 50 minute PD with the major focus on competency 3b. Workshops centered on collaborative grouping and the use of discussion protocols and activities such as Socratic seminars.
- Principal engaged in formative observations on all staff focused on questioning and discussion in order to gather data in which to customize resources for teachers around Danielson competency 3b.
- Hired a consultant from Creative School Services to develop lead ELA teacher and staff developer in helping students to make their thinking visible through the use of the various techniques present in Making Thinking Visible by Ron Richart.
- Staff Developer and Lead ELA teacher participated five full day PD sessions with literacy consultant and were responsible for creating and implementing a PD to turnkey the strategies that they learned.

January-April

- Literacy consultant provided whole staff with PD on close reading of text to help students generate their own question and deepen their understanding of non-fiction articles that support both fiction and non-fiction units of study.
- Professional development workshops centered on the use of protocol based discussions in advisory and elective classes.
- Required use of protocol based discussions across content areas.
- Frequent focused informal observations using the Danielson rubric for 3b and the creation of teacher goal specific to this competency.
- Professional development centered on implementation of close reading strategies throughout all content areas.
- Implementation of questioning strategies to help students make their thinking visible.

May-June

- Increased opportunities for students to engage in academic discussion around the topics that they have studied
- Use of debate as a strategy to discuss and revise student thinking across content areas.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

As we work to strengthen teacher practice we are creating opportunities for parents to engage in discussions with teachers through the use of SKEDULA. Parents are able to email teachers to check on student progress. In February we will administer a mock parent school environment survey to gather data on parent perception of school and teacher effectiveness. We will also host a curriculum night in conjunction with the February Parent Teacher Conference Night to educate parents on how to assess their child's opportunities to interact with their teachers and peers through questioning and discussion.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

- RTTT New School start-up funds used to pay for full time staff developer.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Use of Tax Levy FSF funds to purchase teachers and reduce class size in ELA and Math.
 - Use of TL TPS to purchase Polyvision technology and iMac lab.
 - Use of ARRA RTTT to purchase staff developer to implement best practices to improve teacher effectiveness.
 - Use of ARRA RTTT to purchase professional development aligned to citywide instructional expectations.
 - Use of ARRA RTTT funds to purchase data specialist to analyze students' data and target areas of academic need/differentiate instruction.
 - Use of Title I Targeted Assistance to reduce class size for ELL.
 - Use of Title III to purchase professional development in literacy.
 - Use of Title I NYSTL to fund classroom libraries, textbook and software.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Ready New York CCLS Instruction for ELA 	Small Group	<ul style="list-style-type: none"> • 2 periods per week on Wednesdays • 100 minutes extended day per week on Tuesdays and Wednesdays
Mathematics	<ul style="list-style-type: none"> • Ready New York CCLS Instruction for MATH • Building fluency in procedural understanding of multiplication, division, subtraction and addition using Math Drills and Mastery Connect. 	Small Group	<ul style="list-style-type: none"> • 2 periods per week on Wednesdays • 100 minutes extended day per week on Tuesdays and Wednesdays
Science	(tied into Literacy)	n/a	<ul style="list-style-type: none"> • 2 periods per week on Wednesdays • 100 minutes extended day per week on Tuesdays and Wednesdays
Social Studies	(tied into Literacy)	n/a	<ul style="list-style-type: none"> • 2 periods per week on Wednesdays • 100 minutes extended day per week on Tuesdays and Wednesdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Community Coordinator	Small Group	

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

- Informational Sessions to expose potential recruits to our staff culture and expectations.
- Establish professional relationships with collegiate teacher preparation programs.
- Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops.
- Review open market and attend DOE sponsored hiring fairs.
- Connect with potential candidates through CFN human resources manager.

Retention

- Mentorships
- Instructional Coach/Staff Developer
- Providing continuous feedback through formal and informal observations to promote professional growth
- Professional Development (Internal and External)
- Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders.
- Creation of online platforms for professional dialogue, planning and sharing of resources.
- Provide qualified staff with opportunities to develop capabilities for future administrative roles.
- Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support

Assignments/Programming

- Programming teachers to allow for common planning time
- Reduced class size through co-teaching and strategic staffing in tested subject areas (ex. 3 ELA teacher for every 2 classes)
- Distribution of preference sheets to identify teachers preference for subject and/or grade level

Support

- The pupil personnel and payroll secretaries will work closely with the network HR point person to ensure that non HQT personnel meet all required documentation and assessment deadlines
- Maintain documentation for HQT to remain professionally certified
- Using survey tools to assess teacher needs and concerns with the purpose of providing targeted support

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- Volunteer for at least 3 hours as describes in our "3 for me" parent volunteer program

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Elmer Myers	District 11	Borough Bronx	School Number 566
School Name Pelham Gardens Middle School 11X566			

B. Language Allocation Policy Team Composition [?](#)

Principal Denise Williams	Assistant Principal
Coach	Coach
ESL Teacher Joanne Urena	Guidance Counselor Dereck Spires
Teacher/Subject Area Joseph Biernat	Parent type here
Teacher/Subject Area Heather Lawrence	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Elmer Myers	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	164	Total Number of ELLs	9	ELLs as share of total student population (%)	5.49%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

Pelham Gardens Middle School opened its door in September 2012. There are currently 9 ELLs. All but 1 of the ELLs were previously identified as ELLs at their elementary schools. The following process was followed for the identification of the newly admitted ELLs.

The steps followed for the initial identification of students who are possibly ELLs begins with the Home Language Identification Survey (HLIS) which is filled out by the parent or guardian of the student in question. When the parent or guardian enrolls his or her child in our school, he or she sits with the ESL coordinator (licensed pedagogue in charge of the LAB-R test). If the parent or guardian cannot speak English or Spanish, outside translation services are provided. An informal, oral interview is also conducted with the parent and student. According to the information documented on the HLIS, the ESL coordinator determines whether or not a student is eligible for the LAB-R test. Eligible students (those who have a language other than English indicated at least once on the first part of the HLIS, and at least twice on the second part of the HLIS) are then tested by the ESL coordinator within the first 10 days of admission to the school to determine proper placement. All four sections of the test (speaking, listening, reading and writing) are administered to the student in a separate location. The ESL coordinator grades the exam using the provided transparency to check against the cut off scores before it is sent to the ISC. Students who pass the LAB-R test are not flagged as ELLs and do not receive language services.

Students who are flagged as ELLs are then tested using the NYSESLAT exam at the end of each year until they are able to pass. Only the students who show up on on ATS are eligible to take the NYSESLAT. These students are tested in all four modalities during the appropriate testing window. The ESL coordinator and the testing coordinator group students according to grade level and testing modification. The speaking portion of the test is administered entirely by the ESL coordinator.

Parents are invited to an ELL parent orientation which provides information on the NYCDOE ELL programs, hosted by the ESL coordinator. The sessions are available in the native language, and parents ultimately choose which program is the most appropriate for their children. Letters are sent home by the ESL coordinator to notify parents about initial entitlement to services and continued entitlement. With the initial entitlement letter, parents also receive the parent survey form and program choices provided by the DOE in their native language by mail. The ESL coordinator makes sure that parents return the parent surveys and program selection forms and that they attend information sessions through phone and email contact. At the information sessions, parents are able to read

brochures in their native language which describe the NYCDOE ELL programs. They also watch the DOE ELL Parent informational DVD describing the program choice in English and in their native language. The parent then completes and turns in his or her completed parent survey and program selection form to the ESL coordinator. The ESL coordinator keeps the original copy.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							1							1
Push-In														0
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	6	Special Education
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [i](#)

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6		0	3		2				9
Total	6	0	0	3	0	2	0	0	0	9

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish							0							0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish							8						
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	9	0	0	0	0	0	0	9

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At Pelham Gardens Middle School, there is one ELL instructional model in place. There is a free standing ESL program. There is one teacher who provides services for all ELLs in the schools. ELLs are grouped in a pair of homerooms and receive ELA/ESL instruction from the ESL teacher for 315 minutes per week of regular instruction. In addition, these students receive 45 additional minutes of instruction during our Wednesday enrichment day. The use of visual aids, scaffolding, modeled speech, tactical questioning, guided reading and writing are present not only in the students' ELA/ESL class but also in their content area classes. The emphasis in the program is on improving vocabulary and reading and writing fluency.

Special education students who are not in the ELL homerooms receive Elements of Research instruction from the ELL instructor as well as pull out instruction to meet the required 180 minutes per week.

Of our 9 ELLs, 2 are beginner, 4 are intermediate, and 3 are advanced. Of these 9, 6 have less than three years of ESL services, and 3 have between 4 and 5 years of service. While these students are mostly in the same class, the ESL instructor is able to differentiate through both form and task on a consistent basis. Targeted scaffolding is designed to help students build the skills that they will need to be successful in middle school, high school and beyond. Questioning has become increasingly text-dependent to prepare students for the demands of the common core. Moreover, our school works to make all students, but especially ELLs, voracious readers. A rich independent reading life is a good predictor of academic success, so the ESL teacher works to match students to books and monitor the daily reading of students. Similarly, students are asked to write on a daily basis and also work on more rigorous culminating tasks routinely.

The goal is for students to move up at least one level on the NYSESLAT, while at the same time balancing the need to meet standards on the New York State English Language Arts exam.

Courses Taught in Languages Other than English ⓘ

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

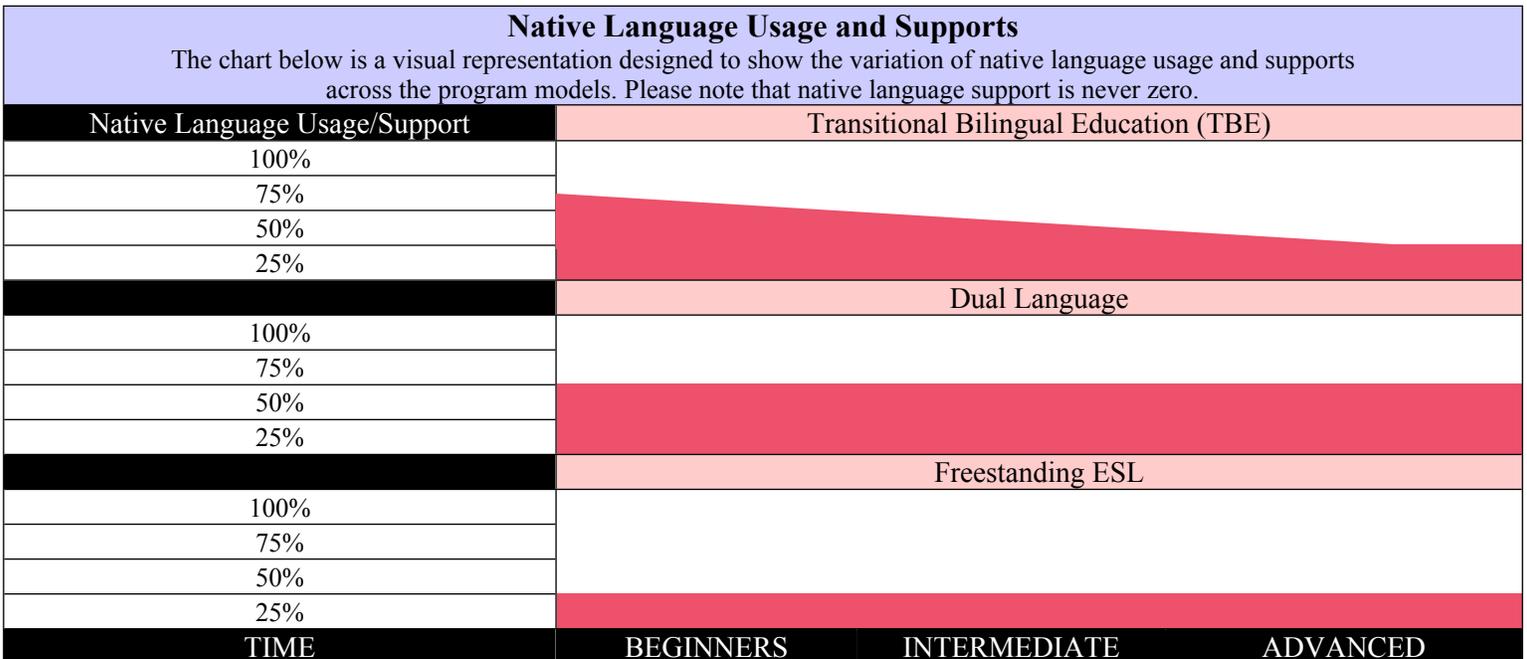
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Enrichment is offered to all students, including ELL in ELA, math and other content areas. Our innovative scheduling allows students to get remediation, attain mastery on current curriculum or move ahead in the curriculum. Enrichment happens for two 45 minute periods on Wednesdays. In addition, all of our students currently attend Extended Day, and these 100 minutes are also used as targeted intervention for our ELLs. These services are currently offered in English, with native language support where necessary and possible. All ELLs are placed with the ESL teacher during this enrichment period.

In addition to enrichment and extended day, ELLs, like other students, benefit from a strong advisory program. Students meet with advisors twice weekly on both social emotional and academic issues. Advisors help students learn to become advocates in their own learning.

There are currently no language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL Coordinator has received QTEL training (both Building the Base and English Language Arts). Ongoing training of this nature will occur during the coming year. Aspects of this training have been turnkeyed for all teachers of ELLs.

In addition, the school's chapter voted to use part of the extended day time for professional development. Since September, staff has been meeting once a week. Various issues are covered that benefit all students, but particularly ELLs, such as deepening thinking and making thinking visible. This weekly time is supplemented by the monthly faculty conferences which also cover topics such as how to help students meet citywide instructional expectations. During all this professional development, Pelham Gardens Middle School exceeds the 7.5 hour minimum requirement.

Preparing students to become lifelong learners is vital at Pelham Gardens Middle School. Currently, we are focused on making students more independent and transitioning away from the elementary school paradigm. This involves teaching them how to manage time, how to note take, and how to monitor one's own learning. These topics are covered throughout all classes, but there is extra time during advisory periods every week for students to reflect on their progress and make adjustments as necessary.

For ELLs, all teachers are aware of the research on second language acquisition and on how students may have developed social language (BICS) but may still need to work on the academic language (CALP) that ensures their success in middle school, high school, and beyond. Teachers work to help give students the vocabulary they need to succeed in school.

E. Parental Involvement

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

Though Pelham Gardens Middle School does not currently have a Parent Coordinator, the school has a tremendous amount of parent involvement. The main impetus for this participation is the "3 for Me" program. Parents volunteer at least three hours a year in some way to the school. This could be a Thanksgiving celebration, Parent Association, School Leadership Team, or help with bulletin boards. Parents enjoy being a part of school life and have a voice in decision-making.

Pelham Gardens Middle School partners with Teachers College of Columbia University on Youth Participation Action Research (YPAR). While we are still in the beginning of this year-long project, we anticipate parent workshops to introduce the students' work around an issue of advocacy and activism.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2							2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4							4
Advanced (A)							3							3
Total	0	0	0	0	0	0	9	0	0	0	0	0	0	9

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A							3						
	P							0						
READING/ WRITING	B							2						
	I							4						
	A							3						
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	4		3		1				8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	2		2						4
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Pelham Gardens Middle School currently uses TCRWP to assess the reading level of our ELLs. Data reveal that the ELLs at Pelham Gardens Middle School are reading several years below grade level, based on both the TCRWP assessment and their performance on the most recent ELL Interim Assessment. The goal is to move the students up several letters in the framework in order for students to be reading at grade level as soon as possible. During ELA/ESL classes students work on reading independently at their level as well as receive guided reading instruction to discover and master the processes that good readers use as they read. Frequent conferences related to book choices and comprehension ensure ELLs learn these skills. Students read voluminously (1 hour per day minimum) at their reading level and are then retested each marking period to see if there is progress being made. In writing, the teacher conferences regularly with students to improve writing process and practice. This holistic approach to language learning ensures that there is progress in all four modalities. All students at Pelham Gardens Middle School are encouraged to become deep thinkers through discourse. A variety of discussion protocols are being used with in a variety of classrooms to foster this discussion and ensure that students are understanding their reading and thinking deeply about it. These protocols are helping ELLs in reading/writing and speaking/listening.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise L. Williams	Principal		1/15/13

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
n/a	Assistant Principal		1/1/01
n/a	Parent Coordinator		1/1/01
Joanne Urena	ESL Teacher		1/15/13
	Parent		1/1/01
Heather Lawrence	Teacher/Subject Area		1/15/13
Joseph Biernat	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dereck Spirs	Guidance Counselor		1/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 11x566 **School Name:** Pelham Gardens Middle School

Cluster: 6 **Network:** 607

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Pelham Gardens Middle School administers the home language survey to each registered student at the start of the year and as part of our ongoing enrollment process.

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

3 out of 165 of our students speak a home language other than English. For all three students the alternative language is Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our staff consists of two teachers who are proficient speakers, readers and writers of Spanish. Documents are given to the translators at least two weeks in advance.

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

Pelham Gardens Middle School has on staff two teachers who speak, read and write fluently in Spanish. All of our translation needs will be handled by the school staff.

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

Parents Bill of Rights and Responsibilities are posted on the school's wikispace. The Parent and Student Expectations Guide also have a copy of the Parents Bill of Rights. This document was given to the parents during the orientation and is also a part of our ongoing enrollment and registration process.