



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PELHAM GARDENS MIDDLE SCHOOL

DBN (i.e. 01M001): 11X566

Principal: DENISE L. WILLIAMS

Principal Email: DWILLIA8@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH A. WHITE

Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Denise L. Williams	*Principal or Designee	
Joanne Urena	*UFT Chapter Leader or Designee	
Wanda Gonzalez	*PA/PTA President or Designated Co-President	
Tyrone Leader	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	
Nykeisha Jenkins-Rycraw	Member/	
Joseph Biernat	Member/	
Andrine Milmoth	Member/	
Tammy Larrier	Member/	
Tamecca Smith	Member/	
Anne Hennessey	Member/	
Ayana Bryant	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, in an effort to promote greater instructional coherence and alignment, the school will train teachers on the use of the following strategies for creating a differentiated classroom:

- Aligning Tasks to Specific Learning Objectives
- Investigative Tasks
- Use of Multiple Resources to Support All Learners
- Flexible/Purposeful Grouping
- Scaffolding Instruction
- Questioning and Discussion Protocols
- Using of Choice to Promote Engagement

Zone of Proximal Development

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.

Quality Review Feedback Statement #1- School needs to promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings, materials to accommodate learners of different abilities levels and use of learning styles to engage all learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Create a school-wide lesson plan template that promotes the use of the strategies listed under Goal #1 and corresponds to Danielson 1e: Designing Coherent Instruction.
2. Create an instructional team that meets weekly to discuss the implementation of the strategies listed in Goal #1
3. Provide teachers with frequent observations and timely feedback on their individual progress toward Goal #1

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal and Teachers
2. Principal, Assistant Principal, Data Specialist, Literacy Support Liaison and PLC Team Leaders
3. Principal and Assistant Principal

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Review of ratings for teachers in 1e using the Observation Tracker to look for improvement in rating for competencies 1c, 1d, 1e, 3a, 3b, 3c and 3d.
2. Review of ratings for teachers in 1e using the Observation Tracker to look for improvement in rating for competencies 1c, 1d, 1e, 3a, 3b, 3c and 3d.
3. Review of ratings for teachers in 1e using the Observation Tracker to look for improvement in rating for competencies 1c, 1d, 1e, 3a, 3b, 3c and 3d.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.Per session for teachers to attend Network Saturday Danielson Professional Development Series. Per session for team of teachers to create Danielson-based lesson plan template.

2.Scheduled administrative periods that allow key personnel to attend instructional team meetings on a weekly basis. Per session for instructional to meet outside

designated periods when necessary.

3. Focused formative observations cycles that evaluate teachers implementation of the strategies listed under Goal #1. Creation of Professional Learning Communities to study problems of practice and standardize school-wide strategies for the implementation of differentiated learning.

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).

- Parent workshop on the Common Core Learning Standards, School-Wide Instructional Practices and the Standards-Based Grading aligning to learning targets.
- Saturday workshops to meet with parents and discuss individual students' progress toward mastery of standards and the available resources to support their children.
- Parents provided with on-site advisor (15:1 ratio) to discuss their child's academic needs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 2014, in an effort to promote greater instructional coherence and alignment the school (100% of teachers) will clearly define and implement a school-wide system on how assessment data is collected, analyzed and used across all classrooms.

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.

New School Quality Review Feedback #2- School needs to refine data gathering systems to enable students to know their individual strengths and needs to establish clear goals across grades and subject and enable teachers to make effective adjustments to accelerate student learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2. Create a school-wide system for tracking students' progress aligned to our standards-based grading policy
3. Create a school-wide standards-based writing, math tasks rubrics for assessing students' progress toward mastery of standards
4. Implement a standards based grading policy to track students' progress toward mastery of standards
5. Semiannual data chats to discuss teacher use of data to drive instruction

6. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal and ALL Teachers
2. Principal, Assistant Principal and ALL Teachers
3. Principal, Assistant Principal and ALL Teachers

7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Run quarterly Skedula Reports to analyze student data trends and use these reports as a basis for data conversations

8. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014
2. September 2013 through June 2014

3. September 2013 through June 2014
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Skedula online grading reports
 2. Scheduled departmental check-in on the use of data to drive instruction
 3. Professional Learning Communities to explore assessment and analyze results
 4. Departmental alignment of assessments during Professional Development
 5. Schoolnet reports that compare students' performance and highlights instructional strength and areas for improvement.

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).

- Parent workshops to introduce Skedula online grading platform

Parent coordinator disseminates Skedula and ARIS Parent link information

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Parent workshop on Skedula online grading, creation of email account to gain access and distribution of access codes.

Goal and Action Plan #3

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 of 2014, in an effort to improve teacher practice, all teachers will have engaged in a minimum of 4 observation cycles (if Option# 1) and 6 observation cycles if Option #2 and will have received **both written and verbal feedback** on all observations

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.

New School Quality Review Feedback Statement #3-School needs to establish effective systems to monitor teaching practice with a clear focus on improving instructional practice.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2. Principal and Assistant Principal will conduct both individual and collaborative observations at a rate that will yield the required number of observations for Option #1 and Option #2 respectively.
3. Principal and Assistant Principal will create a standard feedback template to include teacher competency strengths, competency weaknesses and next steps after each informal observation.
4. Principal and Assistant Principal will conduct post-observation conference to give verbal feedback after all observation to review written feedback and discuss next steps.

5. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal
2. Principal and Assistant Principal
3. Principal and Assistant Principal

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Create observation tracker system and monitor teacher ratings for improvements
2. Use observation tracker to identify teach strengths and weaknesses and areas for growth

7. Timeline for implementation and completion including start and end dates

- 1. September 2013 through June 2014
- 2. September 2013 through June 2014
- 3. September 2013 through June 2014

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Hired an experienced Talent Coach as an Assistant Principal to maximize the impact on teacher practice through observation and feedback
- 2. Consult best practice resources from Teacher Effectiveness pilot schools
- 3. Ongoing professional development both internally and externally
- 4. Organizing a calendaring system that allows teachers to request additional support and feedback on their practice through google apps

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).

n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

By June 2014 the school will organize the use of administrative periods to create opportunities to meet with students in a small group setting to provide the following support:

- Create an advisory program that allows 100% of our students to be known well by at least one adult.
- Monitor student academic progress across all subject areas

To support the social-emotional development needs with respect to the academic and personal behaviors for College and Career Readiness

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.

New School Quality Review Feedback Statement (what the school does well)-Teachers effectively maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 2. Create an advisory program that has a student to teacher ratio of no more than 15:1 to support the social-emotional needs of students
- 3. Use advisory as a strategic way to monitor student progress
- 4. Use advisory as a way to increase parental involvement by making the advisor the primary parent contact

5. Key personnel and other resources used to implement each strategy/activity

- 1. School Culture Specialist (Dean), Teachers, and Parent Coordinator
- 2. Teachers as advisors, students as advisees
- 3. Parent Coordinator, School Culture Specialist

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

<ol style="list-style-type: none"> 1. Mock Student School Environment Survey 2. Tracking Honor Roll 3. Tracking number of students failing core classes 4. Tracking Skedula anecdotal
7. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013 through June 2014 2. September 2013 through June 2014 3. September 2013 through June 2014
8. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Hiring of School Culture Specialist to focus on the social-emotional development needs of students and to create a positive school culture 2. Hiring of an additional support person to assist with discipline and allow School Culture Specialist to plan events around the school's core values 3. Revising school schedule to implement small group advisory 4. Review of Skedula anecdotal logs for decrease in incident

Strategies to Increase Parental Involvement

<p>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).</p> <ul style="list-style-type: none"> • Parent workshops to introduce Skedula online grading platform <p>Parent coordinator disseminates Skedula and ARIS Parent link information so that parents can monitor student performance</p>
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Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.</p>									
x	Tax Levy	x\	Title IA	Title IIA	Title III	Set Aside	Grants		
<p>List any additional fund sources your school is using to support the instructional goal below.</p>									

Goal and Action Plan #5

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 #5

<p>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</p> <p>By June 2014, in an effort to increase parent engagement as measured by the Learning Environment Survey to a score of 9.0 or above, the school will organize at least five workshops designed to achieve the following:</p> <ul style="list-style-type: none"> • Increase parental awareness of the Common Core Learning Standards. • Increase parental awareness of Standard Based Grading and Skedula online grading platform. • Increase parental awareness on the high school articulation process. • Increase parental awareness and ability to help students succeed on the NYS Common Core Exams • Increase parental awareness of school-wide goals via the CEP for the upcoming school year
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Comprehensive Needs Assessment

<p>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.</p> <p>In reviewing state test scores for the 2012-2013 school year in math and ELA (10.4% and 11.8% respectively) in addition to improving instructional practices we desired to better inform parents of the demands of the Common Core so that they could be partners in our initiatives to improve student achievement.</p>

Instructional Strategies/Activities

<p>Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.</p> <ol style="list-style-type: none"> 1. Strategies/activities that encompass the needs of identified subgroups 2. Parent Workshop on the Common Core Learning Standards
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3. Parent Workshop on Standards Based Grading and Skedula Online Grading
4. Parent Workshop on the High School Articulation Process
5. Parent Workshop on the NYS State Common Core Exams
6. Parent Workshop on the school's Progress Toward CEP Goals
7. Key personnel and other resources used to implement each strategy/activity
1. Parent Coordinator, Teachers and Parents
2. Parent Coordinator, Teachers and Parents
3. Parent Coordinator, Teachers and Parents
4. Parent Coordinator, Teachers and Parents
5. Principal, Assistant Principal, Data Specialist, Parent Coordinator, Teachers and Parents
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. We will analyze results from students simulations exams to see if there was improvement in student achievement as a result of these workshops
2. Monitor attendance at the meetings monthly and offer students incentives for parent participation in workshops
3. Run Skedula report to determine the parental usage of the site to monitor student progress
9. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Update and maintenance of school website including parent resource section, parent registration link to receive alerts and online registration for all parent workshops and events.
2. Use of automated calling system (Filezilla) to inform parents of upcoming workshops
3. Establishing a fully functioning Parent Association
4. Targeted intervention letters to parents whos students are in jeopardy of failing one or more core classes

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).

- Workshop on the Common Core Learning Standards.
- Workshop on the Standard Based Grading and Skedula online grading platform.
- Workshop on the the high school articulation process.

Increase parental awareness of school-wide goals via the CEP for the upcoming school year

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA		Title III	x	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. 50 minute Extended Day 2. ELL Push-In Service 3. Double blocks of instruction 4. Additional 2 periods per week 5. Split Groups to reduce class size 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 3. Whole Class 	<ol style="list-style-type: none"> 1. After-School 2. During School Day 3. Saturday Program
Mathematics	<ol style="list-style-type: none"> 1. 50 minute Extended Day 2. 2 period of Math Enrichment 3. Double blocks of instruction 4. Additional 2 periods per week 	<ol style="list-style-type: none"> 1. Small Group 2. Whole Class 3. Whole Class 	<ol style="list-style-type: none"> 1. After-School 2. During School Day 3. Saturday Program
Science	<ol style="list-style-type: none"> 1. 50 minute Extended Day 2. Grade 6 students have an additional period of science per week 	Small Group	Small Group
Social Studies	<ol style="list-style-type: none"> 1. 50 minute Extended Day 2. Grade 6 students have an additional period of social studies per week 	Small Group	Small Group
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Mandated Counseling 2. At-Risk Counseling 3. Speech and Language 4. Physical Therapy 5. Hearing 	<ol style="list-style-type: none"> 1. Small Group/One-to-One 2. Small Group/One-to-One 3. Small Group Push-In/Pull-Out 4. One-to-One 5. One-to-One 	<ol style="list-style-type: none"> 1. During School Day 2. During School Day 3. During School Day 4. During School Day 5. During School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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>Recruitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informational Sessions to expose potential recruits to our staff culture and expectations. <input type="checkbox"/> Establish professional relationships with collegiate teacher preparation programs. <input type="checkbox"/> Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops. <input type="checkbox"/> Review open market and attend DOE sponsored hiring fairs. <input type="checkbox"/> Connect with potential candidates through CFN human resources manager. <p>Retention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mentorships <input type="checkbox"/> Assistant Principal provides Professional Development <input type="checkbox"/> Providing continuous feedback through formal and informal observations to promote professional growth <input type="checkbox"/> Professional Development (Internal and External) <input type="checkbox"/> Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders. <input type="checkbox"/> Creation of online platforms for professional dialogue, planning and sharing of resources. <input type="checkbox"/> Provide qualified staff with opportunities to develop capabilities for future administrative roles. <input type="checkbox"/> Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support <p>Assignments/Programming</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programming teachers to allow for common planning time <input type="checkbox"/> Reduced class size through co-teaching and strategic staffing in tested subject areas (ex. 3 ELA teacher for every 2 classes) <input type="checkbox"/> Distribution of preference sheets to identify teachers preference for subject and/or grade level <p>Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Maintain documentation for HQT to remain professionally certified <input type="checkbox"/>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Weekly Common Planning</p> <p>Monthly Professional Development via Advance Teacher Effectiveness Resources</p>

Informal and formal observations with verbal and written feedback
Literacy Lead Teacher
AUSSIE Math Consultant/Workshops
Danielson Team Training
Hiring of Teacher Effectiveness Coach as AP
Network Meetings for Literacy and Mathematics
Professional Development by CMP3

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

STH=receive school supplies, uniforms and paid for all students culture experiences.

SWP Schools Only

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.).

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.

TA Schools Only

Use of Program Resources

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

These funded 70% of a full time Guidance Counselor position to help organize targeted intervention.

These funds funded 100% of an ESL teacher

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).

Targeted intervention with Guidance Counselor designed to identify and support struggling students. Creation of self-contained ESL class for beginner ELL”s

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 566
School Name Pelham Gardens Middle School		

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

Principal Denise L Williams	Assistant Principal Nykeisha Jenkins-Rycraw
Coach	Coach
ESL Teacher Joanne Urena	Guidance Counselor Ayana Bryant
Teacher/Subject Area Joseph Biernat/Math	Parent Wanda Gonzalez
Teacher/Subject Area	Parent Coordinator Tyrone Leader
Related Service Provider Mara Liberatore	Other Yliucha Jacquez/Network
Network Leader(Only if working with the LAP team) Elmer Myers	Other Teresa Gerstner/Network

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	299	Total number of ELLs	24	ELLs as share of total student population (%)	8.03%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class							3	3						6
SELECT ONE														0
Total	0	0	0	0	0	0	3	3	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years) 9

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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13			2			9			24
Total	13	0	0	2	0	0	9	0	0	24

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	7						11
Chinese														0
Russian														0
Bengali														0
Urdu								1						1
Arabic								2						2
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	7						9
TOTAL	0	0	0	0	0	0	7	17	0	0	0	0	0	24

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	5						10

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)							2	1						3
Advanced (A)							2	5						7
Total	0	0	0	0	0	0	9	11	0	0	0	0	0	20

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

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

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

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school administers a variety of assessments, including Fountas and Pinnell, the San Diego Quick Assessment and the Scholastic tool. Of the 24 ELLs, over 75% could recite the alphabet but could not distinguish letter sounds or decode successfully.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELLs have increasing difficulty with both the level of content and the language requirements of the shifting educational environment.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Students require tremendous scaffolding in instruction and require intense instruction in basic academic vocabulary and protocols to develop the thinking, reading, writing, speaking and listening skills that will ensure academic assessment. The periodic assessment works as a predictor that gives both the teacher and the student a sense of how the student is progressing. It also, however, with some students tends to cause anxiety about not progressing rapidly enough in learning English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The delivery of instruction is aimed at the 80% who need to hone skills. The 20% who require more intense remediation receive additional assignments for work at home and support in Wilson.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students use Google translate as needed. In addition, some students write in their native language and then translate.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?This point is not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
This remains to be done.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Pelham Gardens Middle School opened its door in September 2012. There are currently 24 ELLs. Most of these were students in the first year of operation. Most ELLs are transfer students from elementary schools. The following process was followed for the identification of the newly admitted ELLs, who did not enter the school this way.

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. When the parent or guardian enrolls his or her child in our school, he or she sits with the ESL coordinator (licensed pedagogue in chance 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 an 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.

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.
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. The ESL Teacher/Coordinator called parents at the beginning of the year. Parents who attended Parent Teacher Conferences in November viewed the video and were presented with the program choices. This process is ongoing.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL Teacher/Coordinator maintains these forms.
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.
The school currently offers one program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school establishes a special schedule to provide adequate testing conditions. For the 2013-2014 year, the NYSESLAT was administered in three sessions over the course of ten days.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
This data is still being collected.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

During the first four months of the 2013-14 school year, all ELLs were in 2 classes, and the ESL teacher pushed in to Science and Social Studies classes for both 6th and 7th grades. Because most of the ELL students scored beginning or intermediate on the NYSELSAT and were languishing with the rigor of the new Common Core standards, the determination was made to create a quasi-self-contained schedule for these students. The new ELA/ESL curriculum was an amalgam of the Expeditionary Learning curriculum, together with the foundational language skills required for accelerating learning and fostering student achievement.

Students are grouped by grade for content area classes. The ELA/ESL periods are a 6/7 bridge class with differentiated instruction based on student level and ability.

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)?

The schedule meets these requirements.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Through collaboration with content area teachers, ELLs receive content that is similar to what is being received by their peers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Assessments happen during instructional periods. This includes both formal and informal assessments aimed at a holistic approach to language.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

In heterogeneous groupings and in individual conferences, the teacher works to address these points. The aim is for all students to work in such a way that is consistent with the school's core values of collaboration, research, advocacy, friendship and thinking.

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

ELLs work with a variety of materials that are appropriate to grade level ability and interest.

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

Teachers works collaboratively to ensure that all children are in the appropriate settings and receiving the appropriate services.

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:				
Spanish				

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	45 minutes per day	45 minutes per day	45 minutes per day

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

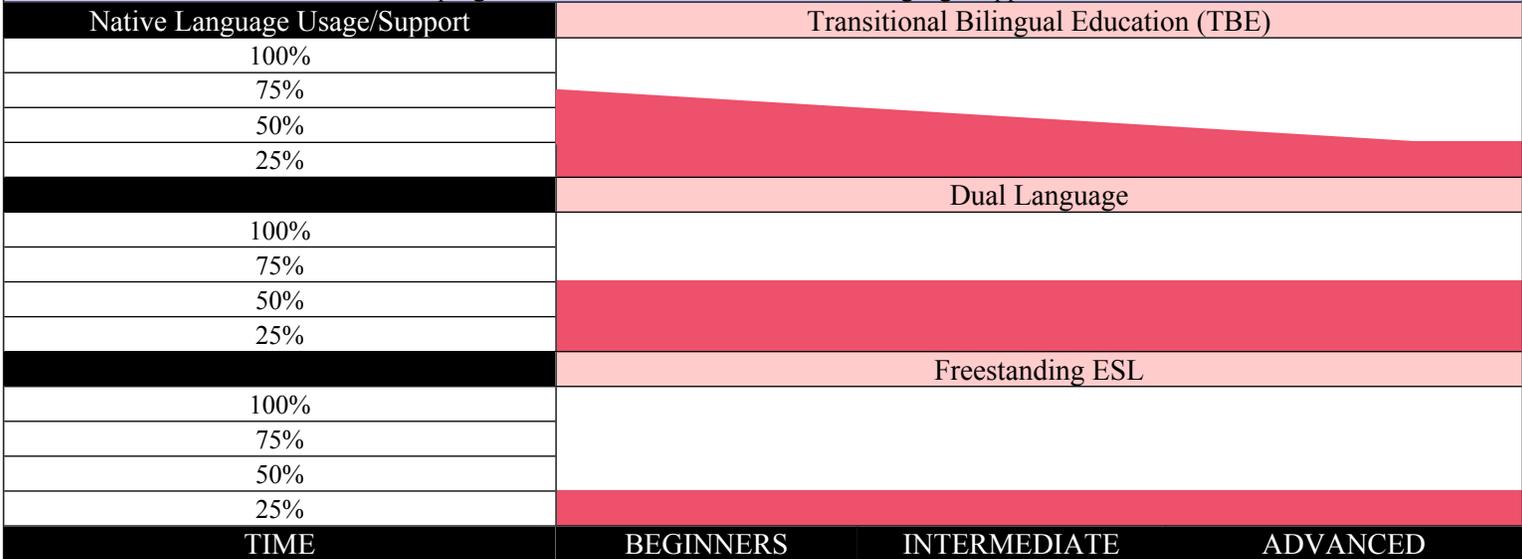
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Paste response to questions here:

D. Parental Involvement

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Pelham Gardens Middle School</u>		School DBN: <u>11X566</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise L. Williams	Principal		1/16/14
Nykeisha Jenkins-Rycraw	Assistant Principal		1/16/14
Tyrone Leader	Parent Coordinator		1/16/14
Joanne Urena	ESL Teacher		1/16/14
Wanda Gonzalez	Parent		1/16/14
Joseph Biernat	Teacher/Subject Area		1/16/14
	Teacher/Subject Area		
	Coach		
	Coach		
Ayana Bryant	Guidance Counselor		1/16/14
Elmer Myers	Network Leader		1/16/14
	Other		
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X566 School Name: Pelham Gardens Middle School

Cluster: 06 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.

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences, the Blue Card and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on the RHLA, RSAC ATS Reports, written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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.

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops, and reports mentioned above. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

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.

We will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. Letters for Entitlement, Placement, Continuation of Entitlement, and Discontinuation of Services due to testing out NYSESLAT are available at the Office of ELLs website, and we send them to parents based on their Home, preferred languages. It is our belief that this will bolster the home/school link and parent participation within the school. If needed be, we can also access an online translation website which translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We continue to utilize previously purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school.

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>.

The NYC DoE website contains the required letters available for use. Our school uses various staff members when verbal translation is necessary: aides, paraprofessionals, secretaries, teachers, guidance counselors, administrators and school safety. For written translations, the following qualified staff members are used: paraprofessionals, secretaries, teachers, guidance counselors and administrators. If the LOTE staff member is not available, we will ask for assistance from the other schools on the campus. When all the on-site resources are not acceptable/available, we will contact a DoE approved agency to assist with any LOTE translation. All literature generated from our school is translated into the parent's preferred languages. Oral and written translations are provided in these languages by School staff. Oral translation for the less common language will be provided by students and staff who are able to translate and we will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

Posters are displayed in the main entrance, the SAT room and the main office notifying parents of their right to translation as well as discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings and Meetings with Parent Coordinator and included on our school's website.