

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**11X566**

**School Name:**

**PELHAM GARDENS MIDDLE SCHOOL**

**Principal:**

**DENISE L. WILLIAMS**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 566  
School Type: Public School Grades Served: 6-8  
School Address: 2545 Gunther Avenue Bronx NY 10469  
Phone Number: (718) 794-9750 Fax: (718) 794-9756  
School Contact Person: Denise L. Williams Email Address: Dwillia8@schools.nyc.gov  
Principal: Denise L. Williams  
UFT Chapter Leader: Linda Glosson  
Parents' Association President: Wanda Gonzalez  
SLT Chairperson: Joseph Biernat  
Student Representative(s): n/a

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Avenue Bronx, NY 10469  
Superintendent's Email Address: MLopez9@schools.nyc.gov  
Phone Number: (718) 794-9750 Fax: (718) 794-9756

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 411 Network Leader: Elyse Doti

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name               | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|--------------------|---|-------------------------|
| Denise L. Williams | *Principal or Designee  |                         |
| Linda Glosson      | *UFT Chapter Leader or Designee   |                         |
| Wanda Gonzalez     | *PA/PTA President or Designated Co-President  |                         |
| Renell Holton      | DC 37 Representative, if applicable   |                         |
|                    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Kerlin Calderon    | CBO Representative, if applicable   |                         |
| Michael Morgan     | Member/Teacher  |                         |
| Anne Hennessey     | Member/ Teacher   |                         |
| Lana Stor          | Member/ Parent  |                         |
| Tamecca Smith      | Member/Parent   |                         |
| Tammy Larrier      | Member/Parent   |                         |
| Andrine Milimoh    | Member/ Parent  |                         |
|                    | Member/   |                         |

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework |   |
|--|---|
| 1.   | <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2.   | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3.   | <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                  |
| 4.   | <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                                 |
| 5.   | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6.   | <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and  |

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Pelham Garden Middle School is a new small school that opened in September 2012 and is located on a campus shared by one school. This year is our 3<sup>rd</sup> year of existence and we are now a full middle school serving grades 6-8. We currently have 463 students on our register.

### **Mission Statement**

Our purpose is to provide students with an environment that piques their intellectual curiosity and allows them to become divergent and deep thinkers. Through strong academic and social connections with their peers, staff, and community, students will learn to chart a path for themselves. At PGMS, students will obtain the lifelong tools that will allow them to excel in all fields of study and compete on a global level with their peers.

### **Partnerships**

ASPIRA-afterschool program  
OTE-Office of Teacher Effectiveness Questioning and PD Cycle  
ETM-Education through Music  
AUSSIE-Mathematic Consultant  
Science Pathfinders-afterschool program  
eChalk-website design  
Delta Sigma Theta Sorority Incorporated-Delta Gems girls enrichment program  
Brothers Breaking Bread-Boys enrichment program

### **School Strengths**

The Principal has aligned the use of resources to her instructional goals and student needs, funding an assistant principal for instructional supervision, a partnership with Generation Ready to provide professional development to teachers, and the programming of an additional English language arts teacher on each grade level. **(1.3)**

The Principal has implemented structures that foster improvement in students' personal behaviors, such as an Advisory program that ensures that students have an adult who knows them well and acts as their advocate, and a school-wide campaign focus of CRAFT (Collaboration, Reflection, Advocacy, Friendship, Thinking) designed to build an inclusive culture. **(1.4)**

The principal has established a culture of high expectations through the implementation of a master class and career day that provides students with exposure to college and career opportunities through monthly speakers, and through the establishment of a school-based decision making team that includes teachers and administrators. **(3.4)**

### **Areas of Focus**

Ensure that curricula across content areas and embedded tasks are consistently aligned to CCLS, promote the development of college and career readiness skills, and provide appropriate access so that all learners are cognitively engaged. Enhance curricula by refining lessons and units of study across grades and subjects that are aligned to the Common Core Learning Standards and instructional shifts, and emphasize higher order thinking for learners at varied levels of ability to ensure equal access and effective student engagement for all students **(1.1)**

Strengthen teacher pedagogy in developing effective supports and learning extensions, and deepen teacher questioning and discussion techniques so that all learners are engaged in rigorous tasks and high-level discussions as evidenced in meaningful student work products. Hone instructional practices to target low and high achievers and students with

disabilities, so that all students have multiple entry points through curriculum supports and extensions to increase engagement and the production of work that reflects high levels of thinking. **(1.2)**

Improve teacher assessment practice in the use and analysis of summative assessments and ongoing checks for understanding, and their skill in planning for adjustments in instruction so that all students' learning needs are addressed. Strengthen teacher's assessment practices so that teachers make on the spot adjustments to instruction and align grading policies to the school's curricula to provide accurate feedback to students regarding their achievement. **(2.2)**

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

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

Based on the major findings of our 2013-2014 Peer Quality Review Report we assessed that we need to focus on building school-wide assessment practices so that teachers can make appropriate adjustments to instruction and provide accurate feedback to students regarding their progress toward standards. Finding from the 2013-2014 Principal Performance Observation further support the need to develop assessment practices that include ongoing checks for understanding so that all students’ needs are addressed.

Our 2013-2014 NYS Common Core Proficiency for ELA and MATH are 10.3% and 9.6% respectively which is an indicator that are a small percentage of our students who are meeting the standards in both ELA and Math. Analysis of our School Quality Guide reflects that we are in the upper quartile of approaching the target on Student Achievement.

Our school’s strengths in this element are:

- Teachers use individual routines for checks for understanding within their classrooms. There are pockets of teachers using effective formative assessments within each department that can be taught and modeled for their colleagues.

Our school’s weaknesses in the element are:

- Coherent assessment practices across the school
- Creating a centralized tool to collect assessment data
- Use of a CCLS aligned curriculum

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all content area teachers will have given a pre and post-assessment on at least 75% of their units in order to create instructional lessons that are data driven.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:   | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,</li> </ol> |  |   |  |

|   |  |   |  |
|---|--|---|--|
| <p>SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>   |  |   |  |
| <p>Implementation of 3 units of study aligned to the Expeditionary Learning Curriculum in ELA which include pre, mid and post assessments</p> <p>Implementation of Connected Math 3 based instructional learning cycle which includes pre and post assessments</p> <p>Creation of data tracker spreadsheet to capture data from all pre and post assessments</p> <p>Administration of two Common Core aligned assessments via a testing simulation format in ELA and Mathematics</p> <p>Professional development to support teachers in the effective design of pre-assessments. These sessions would be used to clarify the purpose of a pre-assessment, help teachers understand how to design assessments so that prerequisite skills or knowledge are included, and create efficient systems for the collection and reporting of the data obtained.</p> | All Students and teachers  | Beginning in Sept. and ending in June   | Teachers, AP, Data Specialist, Principal |
| <p>Implementation of school-wide practices around scaffolding instruction, differentiation for low performing students including ELLs and SWDs</p>  | All Level 1s, ELLs and SWDs  | Beginning in Sept. and ending in June   | Special Ed Coordinator                   |
| <p>Use of Skedula data-driven classroom feature to upload assessment data and give parents access to students pre and post assessment data results.</p>   | All teacher and all parents  | Beginning in January and ending in June | Data Specialist/Admin Inter              |
| <p>Instructional Cabinet Meetings (Weekly)</p> <p>Admin Team Meetings (Weekly)</p> <p>School Leadership Team Meetings (Monthly)</p> <p>Common Planning Meetings(Weekly)</p> <p>Grade Team Meetings (Weekly)</p> <p>All meetings have an element of progress monitoring where we discuss and monitor progress toward goals, align resources and adjust practices as needed.</p>  | Administrative Team, School Leadership Team, Departmental Teacher Teams, and Grade Teams | Beginning in Sept. and ending in June   | Principal                                |

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Data Specialists, Assistant Principal, Datacation/Skedula/Pupil Path Software

**Part 5 – Budget and Resource Alignment**

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

|   |          |   |               |  |           |   |           |  |        |
|---|----------|---|---------------|--|-----------|---|-----------|--|--------|
| X | Tax Levy | X | Title I Basic |  | Title IIA | x | Title III |  | Grants |
|---|----------|---|---------------|--|-----------|---|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

December Benchmark-during this progress check we will be checking to ensure that all pre and post unit data will be available vis our google doc spreadsheet. At this point pre and post assessment data should have inputted for the first unit of study. We will also be inputting results from the ELA and Math first simulation.

February Benchmark- during this progress check we will check to ensure that all pre and post unit data will be available via our google doc spreadsheet. At this point pre and post assessment data should have inputted for the second unit of study. We will also be inputting results from the ELA and Math first simulation. We will also be inputting results from the ELA and Math second simulation to measure progress and develop a set of focus standard and focus strategies based on the results

May Benchmark-during this progress check we will check to ensure that all teachers have pre and post unit data for the 3<sup>rd</sup> unit of study.

**Part 6b.** Complete in **February 2015.**

|   |  |     |  |    |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|---|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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|  |
|--|

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

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

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We have analyzed the data from the 2013-2014 NYC School Survey and have designated this goal as an area that we want to sustain our progress. In all areas related to how parents feel about the school’s learning environment we have obtained an average of 90% or higher.

The Capacity Framework calls for Rigorous Instruction, Strong Family-Community Ties and Trust. By engaging parents and guardians through scheduled and monitored points of contact we will not only continue to sustain parent satisfaction with the school’s learning environment but we will also address the area of “my school communicates effectively with parents regarding students’ behavior” for which we received 77% agreement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of students and their families will be informed a minimum of 8 times of their child’s progress toward academic and personal behaviors that support college and career readiness.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| <ul style="list-style-type: none"> <li>• Skedula will be used as one of the primary structures to obtain this goal; it will be used to monitor the outreach made to parents. Skedula allows the entire school community: families, teachers, students, and administration to access upload and review a students’ pertinent academic and social information.</li> </ul>   | All parents and guardians                              | September 2014-June 2015                                  | Data Specialist, Administration  |
| <ul style="list-style-type: none"> <li>• Limited English proficient families will receive translated documents and interpretation services in order to ensure participation in their child’s education.</li> </ul>  | Parents and guardians of ELLs                          | September 2014-June 2015                                  | ESL Teacher, foreign speaking staff members, web-base translation  |

|  |  |                          |   |
|--|--|--------------------------|---|
|  |  |                          | programs  |
| <ul style="list-style-type: none"> <li>We have teachers who serve as advisors to a small group of students. Advisors make monthly calls to the homes of all of their advisees. These calls proactively engage parents in a continuous dialogue about their child's academic performance and personal behaviors.</li> </ul>   | All parents and guardians                  | September 2014-June 2015 | Grade Team Managers, Grade Team Leaders, Advisors |
| <ul style="list-style-type: none"> <li>In our effort to address the element of Trust, we improve student outcomes by engaging the school community in the following activities: Advisory phone calls, Parent Teacher Conferences, monthly parent meetings, accessibility to a full-time, on-site parent coordinator, seasonal concerts, excursions, ASPIRA afterschool sessions, extracurricular teams and clubs.</li> </ul> | The internal and external school community | September 2014-June 2015 | Entire school community                           |

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All advisors, administrative and office staff, and the Skedula program, web-based translation programs, ASPIRA, parents and guardians.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

| X   | Tax Levy |  | Title I Basic |  | Title IIA | X | Title III |  | Grants |
|---|----------|--|---------------|--|-----------|---|-----------|--|--------|
| List below any additional funding sources that will be utilized to support achievement of the goal. |          |  |               |  |           |   |           |  |        |
| N/A   |          |  |               |  |           |   |           |  |        |

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark of no less than three conversations logged into Skedula involving a parent/guardian and school advisor will indicate school progress toward the goal.

Although, January will be the mid-point for monitoring parent contact, Team Managers and Grade Team Leaders periodically check in with teachers during grade team and staff meetings to advise them of their progress toward the schoolwide goal.

**Part 6b.** Complete in **February 2015.**

|     |  |  |     |  |    |
|-----|--|--|-----|--|----|
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 12. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |
|     |  |  |     |  |    |

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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

The following two findings from our school’s 2013-2014 Peer School Quality Review and 2013-2014 PPO Written Feedback indicated need to improve our pedagogical practices in meeting the needs of all learners.

First, our 2013-2014 Peer School Quality Review Report indicates that our school needs to improve its ability to “hone instructional practices to target low and high achievers and students with disabilities, so that all students have multiple entry points through curriculum supports and extensions to increase engagement and the production of work that reflects high levels of thinking.”

Secondly, an area for improvement in the 2013-2014 PPO Written Feedback was to “strengthen teacher pedagogy in developing effective supports and learning extensions, and deepen teacher questioning and discussion techniques so that all learners are engaged in rigorous tasks and high-level discussions as evidenced in meaningful student work products.”

Our school’s strengths in this element are:

- Our school’s Student Progress between 2013 and 2014 indicates an improvement in the median growth percentile for the lowest third of our students in ELA (from the 44<sup>th</sup> percentile citywide to the 70<sup>th</sup> percentile).
- Our school’s Student Progress between 2013 and 2014 indicates an improvement in the median growth percentile for the lowest third of our students in Math (from the 36<sup>th</sup> percentile citywide to the 74<sup>th</sup> percentile).

Our school’s needs in this element are to create opportunities for all learners, especially for our highest achieving students, to engage in rigorous tasks.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will have implemented at least three new questioning and discussion strategies based on their participation in a professional collaborative learning team using an inquiry approach.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change   |  |   |  |
| 16. Strategies to address the needs of students with disabilities, English language learners, and other high-  |  |   |  |

|   |  |   |   |
|---|--|---|---|
| <p>need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>   |  |   |   |
| All teachers will engage in an inquiry cycle of professional development where teachers will work in cross-departmental groups to look at student work, implement strategies to address gaps in student understanding using questioning and discussion techniques, and analyze the effectiveness of these strategies.   | All Teachers   | Inquiry cycles will begin in January and ending in June | Principal<br>APs<br>Math Coach<br>Teachers                    |
| Office of Teacher Effectiveness Interschool Teacher Development Coach (TDC) will work with selected literacy teachers to improve their use of questioning and discussion techniques based on the Framework for Teaching and the Quality Review Rubric.  | Selected Literacy Teachers   | Beginning in November and ending in June                | Office of Teacher Effectiveness Coach<br><br>Principal<br>APs |
| <p>Instructional Cabinet Meetings (Weekly)</p> <p>Admin Team Meetings (Weekly)</p> <p>School Leadership Team Meetings (Monthly)</p> <p>Common Planning Meetings (Weekly)</p> <p>Grade Team Meetings (Weekly)</p> <p>All meeting have an element of progress monitoring where we discuss and monitor progress toward goals, align resources, and adjust practices as needed.</p> | Administrative Team, School Leadership Team, Departmental Teacher Teams, and Grade Teams | Beginning in September and ending in June               | Principal<br>APs<br>Math Coach                                |
|   |  |   |   |

**Part 4 – Resources Needed**

|   |
|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| OTE Coach, Assistant Principal, Data Specialist, Math Coach   |

**Part 5 – Budget and Resource Alignment**

|  |          |   |               |  |           |   |           |  |        |
|--|----------|---|---------------|--|-----------|---|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |          |   |               |  |           |   |           |  |        |
| X  | Tax Levy | X | Title I Basic |  | Title IIA | X | Title III |  | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |          |   |               |  |           |   |           |  |        |
|  |          |   |               |  |           |   |           |  |        |

**Part 6 – Progress Monitoring**

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| <p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>20. Specify a timeframe for mid-point progress monitoring activities.</p> |
|--|

By December, at least five teachers will be engaged in improving their questioning and discussion techniques by working with an Office of Teacher Effectiveness Interschool Teacher Development Coach.

At the conclusion of the first cycle of inquiry team work (end of February), the teachers engaged in that cycle will document the strategies implemented, reflect on how they improved their questioning and discussion practices, and give feedback to the Instructional and Administrative Teams on the inquiry team process used.

At the conclusion of the second cycle of inquiry team work (end of April), the teachers engaged in that cycle will document the strategies implemented, reflect on how they improved their questioning and discussion practices, and give feedback to the Instructional and Administrative Teams on the inquiry team process used.

**Part 6b. Complete in February 2015.**

|     |  |  |     |  |    |
|-----|--|--|-----|--|----|
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|-----|--|--|-----|--|----|

22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### **Part 1 – Needs Assessment**

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

### **Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change   |  |   |  |
| 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).               |  |   |  |
| 27. Strategies to increase parent involvement and engagement   |  |   |  |
| 28. Activities that address the Capacity Framework element of Trust  |  |   |  |
|  |  |   |  |
|  |  |   |  |
|  |  |   |  |
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### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 5 – Budget and Resource Alignment**

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

|  | Tax Levy |  | Title I Basic |  | Title IIA |  | Title III |  | Grants |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

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**Part 6b.** Complete in **February 2015**.

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|--|--|-----|--|----|
| 31. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|--|--|-----|--|----|

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

### Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change<br>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).<br>37. Strategies to increase parent involvement and engagement<br>38. Activities that address the Capacity Framework element of Trust |  |   |  |
|   |  |   |  |
|   |  |   |  |
|   |  |   |  |
|   |  |   |  |

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 5 – Budget and Resource Alignment**

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

|  | Tax Levy |  | Title I Basic |  | Title IIA |  | Title III |  | Grants |
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|
|--|----------|--|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

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**Part 6b.** Complete in **February 2015**.

|  |  |     |  |    |
|--|--|-----|--|----|
| 41. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|--|--|-----|--|----|

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b>              | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|---|--|--|
| <b>English Language Arts (ELA)</b>  | Academic Success<br>Saturday Test Prep<br>ASPIRA<br>SETSS | Test Prep   | Small Group  | After School   |
| <b>Mathematics</b>  | Academic Success<br>Saturday Test Prep<br>SETSS           | Test Prep   | Small Group  | After School   |
| <b>Science</b>  | Academic Success  | Test Prep   | Small Group  | After School   |
| <b>Social Studies</b>   | Academic Success  | Test Prep   | Small Group  | After School   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Teacher and Parent Referral                               | Counselors  | Small Group  | During School  |

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

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

**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.
- Formulate a Hiring Team to screen resumes, perform phone calls and interview candidates

**Retention**

- Mentorships
- Instructional Coach/Admin Intern and AP to build leadership capacity
- 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 (Google Docs) 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 creating an additional section to reduce teacher students caseload
- 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

## **2b. 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).

### Principal Professional Development

- Attend network professional development meetings
- Attend District 11 Superintendent Professional Development meetings
- Inter-visitation with schools in District 11 to view best practices

### Teacher Professional Development

- Common Planning Meetings
- Weekly 80 Minute Professional Development Sessions
- Network Professional Development

### Paraprofessional Professional Development

- Weekly Meetings with Special Education Department
- Weekly 80 Minute Professional Development

### Support Staff Professional Development

- Weekly Professional Developments Meeting
- External Opportunities for Professional Development

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

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

- Pull-Out ESL Program-instructional support for Ells given via a full time pullout ESL teacher
- Guidance Counselor-social emotional support for SWDs to develop academic and personal behavior associated with College and Career Readiness
- Mathematics Coach-to provide instructional support to mathematics teachers on designing and developing team
- Curriculum and Staff Development-per session opportunities for all teachers to engage in curriculum development and to create common assessments.
- Education Consultants-AUSSIE Math Consultant to help create CCLS aligned curriculum tasks and assessments

### **3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Students receive services that are pull-out services to minimize instructional

## **Part 4: SWP Schools Only**

### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention

services, etc.).

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |                                 |
|--|--|---|--|---------------------------------|
|  |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                                 | Federal  |   |  |                                 |
| Title I School Improvement<br>1003(a)                  | Federal  |   |  |                                 |
| Title I Priority and Focus<br>School Improvement Funds | Federal  |   |  |                                 |
| Title II, Part A                                       | Federal  |   |  |                                 |
| Title III, Part A                                      | Federal  |   |  |                                 |
| Title III, Immigrant                                   | Federal  |   |  |                                 |
| Tax Levy (FSF)   | Local  |   |  |                                 |

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

|   |                      |                          |
|---|----------------------|--------------------------|
| District <b>11</b>                              | Borough <b>Bronx</b> | School Number <b>566</b> |
| School Name <b>Pelham Gardens Middle School</b> |                      |                          |

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Denise L Williams</b>                                   | Assistant Principal <b>Nykeisha Jenkins-Rycraw</b> |
| Coach  | Coach  |
| ESL Teacher <b>Joanne Urena</b>                                      | Guidance Counselor <b>Ayana Bryant</b>             |
| Teacher/Subject Area <b>Joseph Biernat/Math</b>                      | Parent <b>Wanda Gonzalez</b>                       |
| Teacher/Subject Area   | Parent Coordinator <b>Tyrone Leader</b>            |
| Related Service Provider <b>Mara Liberatore</b>                      | Other <b>Yliucha Jacquez/Network</b>               |
| Network Leader(Only if working with the LAP team) <b>Elmer Myers</b> | Other <b>Teresa Gerstner/Network</b>               |

### 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.           | <b>1</b> | 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) | <b>299</b> | Total number of ELLs | <b>24</b> | ELLs as share of total student population (%) | <b>8.03%</b> |
|--|------------|----------------------|-----------|---|--------------|

# 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   |   |   |   |   |   |   |   |   |   |   |    |    |    | Tot # |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| Discrete ESL class  |   |   |   |   |   |   | 3 | 3 |   |   |    |    |    | 6     |
| SELECT ONE  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>  | 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. [i](#)

|               | ELLs by Subgroups |      |     |                  |      |     |                                    |      |     | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
|               | ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     |       |
|               | All               | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |
| TBE           |                   |      |     |                  |      |     |                                    |      |     | 0     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 13                |      |     | 2                |      |     | 9                                  |      |     | 24    |

| ELLs by Subgroups  |      |     |                  |      |     |                                    |      |     |       |    |
|--|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years)   |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     | Total |    |
| All  | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |    |
| <b>Total</b>   | 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     |
| <b>TOTAL</b>                                   | 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 |    |
|  | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |  |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|--|
| 9-12   |     |    |     |    |     |    |     |    |       |    |  |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |  |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |  |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |  |
| <b>TOTAL</b>                                   | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |  |

**This Section 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         |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>7</b> | <b>17</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>24</b> |

## 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        |
| Intermediate(I) |          |          |          |          |          |          | 2        | 1         |          |          |          |          |          | 3         |
| Advanced (A)    |          |          |          |          |          |          | 2        | 5         |          |          |          |          |          | 7         |
| Total           | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>9</b> | <b>11</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>20</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</b>          |   |   |   |   |   |   | 5 | 5 |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING            | I                 |   |   |   |   |   |   | 2 | 1 |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   | 5 | 2 |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>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     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 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 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- 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 [AMAQ 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 pedagogogue 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 6<sup>th</sup> and 7<sup>th</sup> 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 work 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

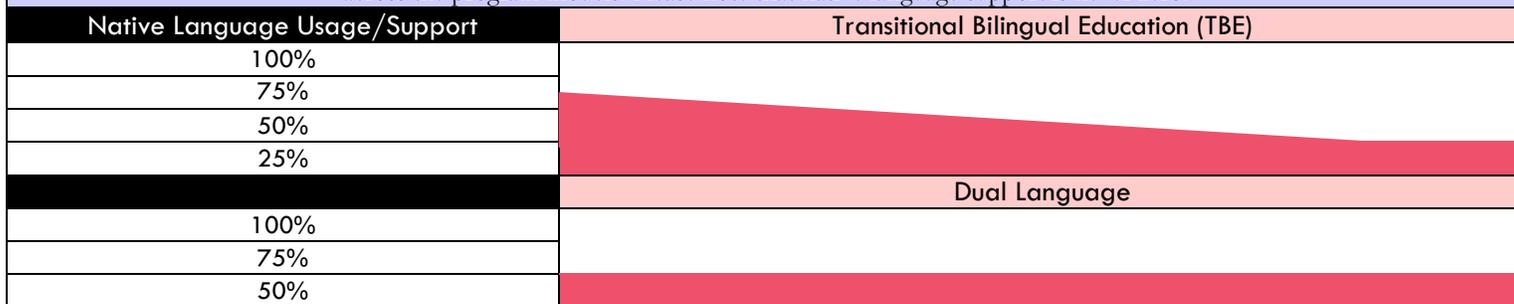
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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             |
|---|----------------------|----------------------|----------------------|
| 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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 25%  | Freestanding ESL |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| 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: Pelham Gardens Middle School**

**School DBN: 11X566**

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**

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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

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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.