

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

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

**08X320**

**School Name:**

**PELHAM LAB HIGH SCHOOL**

**Principal:**

**JASON WAGNER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Pelham Lab High School School Number (DBN): 08X320  
Grades Served: 9-11  
School Address: 3000 East Tremont Avenue, Bronx, NY 10461  
Phone Number: 718-904-5090 Fax: 718-904-5099  
School Contact Person: Jason Wagner Email Address: [Jwagner4@schools.nyc.gov](mailto:jwagner4@schools.nyc.gov)  
Principal: Jason Wagner  
UFT Chapter Leader: Clara Reyes  
Parents' Association President: Norma Morales  
SLT Chairperson: Daniel Layer  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Nkechi Agwu  
Student Representative(s): Andrew Liu

**District Information**

District: 08 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, 8<sup>th</sup> Floor, Bronx, NY  
Superintendent's Email Address: [cstaple@schools.nyc.gov](mailto:cstaple@schools.nyc.gov)  
Phone Number: 718-741-5834 Fax: 718-741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1 Fordham Plaza, Bronx, NY  
Director's Email Address: [jruiz2@schools.nyc.gov](mailto:jruiz2@schools.nyc.gov)  
Phone Number: (718) 828-7776 Fax: \_\_\_\_\_

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

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

### Directions:

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

| Name                  | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|-----------------------|---|-------------------------|
| Jason Wagner          | *Principal or Designee  |                         |
| UFT Chapter Leader    | *UFT Chapter Leader or Designee   |                         |
| Norma Morales         | *PA/PTA President or Designated Co-President  |                         |
| Cathy Iezza           | DC 37 Representative (staff), if applicable   |                         |
| Nkechi Agwu           | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| Jada Simmons          | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Diana Hernandez       | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                       | CBO Representative, if applicable   |                         |
| Clara Reyes           | Member/Teacher  |                         |
| Augustine Tapia       | Member/ Parent  |                         |
| Soraidy Perez         | Member/ Parent  |                         |
| Maritza Jimenez-Colon | Member/ Social Worker   |                         |
| Mallory Villa         | Member/ Teacher   |                         |
| Mercy Romero          | Member/ Teacher   |                         |

| Name          | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------|--|----------------------|
| Ana Rodriguez | Member/ Parent                             |                      |
| Nkechi Agwu   | Member/ Parent                             |                      |
|               | Member/                                    |                      |

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Pelham Lab High School (PLHS) is a co-located high school located within the Herbert H. Lehman High School Campus. PLHS is one of 6 schools on the campus. Finding and sharing space within the building can be a challenge and impacts our instructional program through increased class sizes and by limiting our flexibility with meeting spaces and classrooms.

We have a diverse student population with a 62% Title I eligible population and Universal School Meals eligibility. We have over a 90% attendance rate as well, the highest in the building, but still with room for significant improvement. Finally, we seek to practice a restorative approach to student discipline and development. This involves a great deal of conversation, reflection and time; traditional consequences and punishment are reconsidered in favor of a more holistic approach which identifies student's lagging skills and seeks to address these underlying problems before administering consequences or punishment.

PELHAM LAB HIGH SCHOOL MISSION:

Pelham

PELHAM LAB HIGH SCHOOL OFFERS:

**ADVISORY:** Students meet regularly with a teacher who follows them throughout their high school career and helps them navigate the social-emotional and academic issues they may face so that they will remain on the path of academic success.

**EXPLORATORY LEARNING:** Once a week students work collaboratively with a teacher to explore topics of interest in the sciences, History, English or Math. Students take regular monthly field trips to expand their knowledge in these areas and to make connections between what they explore in class and the outside world.

**OPEN HONORS:** All students are offered the opportunity to push themselves beyond the already rigorous curriculum of Pelham Lab High School. Students choose the courses they would like to take Open Honors classes in and receive more rigorous and challenging work that they complete with the support of their teachers.

**SCIENCE RESEARCH OPPORTUNITIES:** Pelham Lab has partnerships with the State University of New York-Albany and Albert Einstein College of Medicine to provide students with science research opportunities and internships.

## 08X320 School Information Sheet

| School Configuration (2014-15)                                  |       |                  |   |   |       |
|---|-------|------------------|---|---|-------|
| Grade Configuration   | 09,10 | Total Enrollment | 213   | SIG Recipient                                 | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |       |                  |   |   |       |
| # Transitional Bilingual  | N/A   | # Dual Language  | N/A   | # Self-Contained English as a Second Language | N/A   |
| Types and Number of Special Education Classes (2014-15)         |       |                  |   |   |       |
| # Special Classes   | N/A   | # SETSS          | N/A   | # Integrated Collaborative Teaching           | N/A   |
| Types and Number of Special Classes (2014-15)                   |       |                  |   |   |       |
| # Visual Arts   | 4     | # Music          | N/A   | # Drama                                       | 3     |
| # Foreign Language  | 2     | # Dance          | N/A   | # CTE   | N/A   |
| School Composition (2013-14)                                    |       |                  |   |   |       |
| % Title I Population  |       | 143.2%           | % Attendance Rate                               |   | 90.4% |
| % Free Lunch  |       | 71.6%            | % Reduced Lunch                                 |   | 9.5%  |
| % Limited English Proficient                                    |       | 14.7%            | % Students with Disabilities                    |   | 32.6% |
| Racial/Ethnic Origin (2013-14)                                  |       |                  |   |   |       |
| % American Indian or Alaska Native                              |       | 1.1%             | % Black or African American                     |   | 29.5% |
| % Hispanic or Latino  |       | 51.6%            | % Asian or Native Hawaiian/Pacific Islander     |   | 6.3%  |
| % White   |       | 8.4%             | % Multi-Racial                                  |   | N/A   |
| Personnel (2014-15)   |       |                  |   |   |       |
| Years Principal Assigned to School (2014-15)                    |       | 1.34             | # of Assistant Principals (2014-15)             |   | 1     |
| # of Deans (2014-15)  |       | N/A              | # of Counselors/Social Workers (2014-15)        |   | 1     |
| Personnel (2013-14)   |       |                  |   |   |       |
| % of Teachers with No Valid Teaching Certificate (2013-14)      |       | N/A              | % Teaching Out of Certification (2013-14)       |   | 33.8% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      |       | 0.2%             | Average Teacher Absences (2013-14)              |   | 3.13  |
| Student Performance for Elementary and Middle Schools (2013-14) |       |                  |   |   |       |
| ELA Performance at levels 3 & 4                                 |       | N/A              | Mathematics Performance at levels 3 & 4         |   | N/A   |
| Science Performance at levels 3 & 4 (4th Grade)                 |       | N/A              | Science Performance at levels 3 & 4 (8th Grade) |   | N/A   |
| Student Performance for High Schools (2012-13)                  |       |                  |   |   |       |
| ELA Performance at levels 3 & 4                                 |       | N/A              | Mathematics Performance at levels 3 & 4         |   | N/A   |
| Credit Accumulation High Schools Only (2013-14)                 |       |                  |   |   |       |
| % of 1st year students who earned 10+ credits                   |       | 75.6%            | % of 2nd year students who earned 10+ credits   |   | N/A   |
| % of 3rd year students who earned 10+ credits                   |       | N/A              | 4 Year Graduation Rate                          |   | N/A   |
| 6 Year Graduation Rate  |       | N/A              |   |   |       |
| Overall NYSED Accountability Status (2014-15)                   |       |                  |   |   |       |
| Reward  |       |                  | Recognition                                     |   |       |
| In Good Standing  |       |                  | Local Assistance Plan                           |   |       |
| Focus District  |       | X                | Focus School Identified by a Focus District     |   |       |
| Priority School   |       |                  |   |   |       |
| <b>Accountability Status – Elementary and Middle Schools</b>    |       |                  |   |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |       |                  |   |   |       |
| American Indian or Alaska Native                                |       | N/A              | Black or African American                       |   | N/A   |
| Hispanic or Latino  |       | N/A              | Asian or Native Hawaiian/Other Pacific Islander |   | N/A   |
| White   |       | N/A              | Multi-Racial                                    |   | N/A   |
| Students with Disabilities                                      |       | N/A              | Limited English Proficient                      |   | N/A   |
| Economically Disadvantaged                                      |       | N/A              |   |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |       |                  |   |   |       |
| American Indian or Alaska Native                                |       | N/A              | Black or African American                       |   | N/A   |
| Hispanic or Latino  |       | N/A              | Asian or Native Hawaiian/Other Pacific Islander |   | N/A   |
| White   |       | N/A              | Multi-Racial                                    |   | N/A   |
| Students with Disabilities                                      |       | N/A              | Limited English Proficient                      |   | N/A   |
| Economically Disadvantaged                                      |       | N/A              |   |   |       |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |       |                  |   |   |       |
| American Indian or Alaska Native                                |       | N/A              | Black or African American                       |   | N/A   |
| Hispanic or Latino  |       | N/A              | Asian or Native Hawaiian/Other Pacific Islander |   | N/A   |
| White   |       | N/A              | Multi-Racial                                    |   | N/A   |
| Students with Disabilities                                      |       | N/A              | Limited English Proficient                      |   | N/A   |
| Economically Disadvantaged                                      |       | N/A              |   |   |       |
| <b>Accountability Status – High Schools</b>                     |       |                  |   |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |       |                  |   |   |       |
| American Indian or Alaska Native                                |       | N/A              | Black or African American                       |   | N/A   |
| Hispanic or Latino  |       | N/A              | Asian or Native Hawaiian/Other Pacific Islander |   | N/A   |
| White   |       | N/A              | Multi-Racial                                    |   | N/A   |
| Students with Disabilities                                      |       | N/A              | Limited English Proficient                      |   | N/A   |
| Economically Disadvantaged                                      |       | N/A              |   |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |       |                  |   |   |       |
| American Indian or Alaska Native                                |       | N/A              | Black or African American                       |   | N/A   |
| Hispanic or Latino  |       | N/A              | Asian or Native Hawaiian/Other Pacific Islander |   | N/A   |
| White   |       | N/A              | Multi-Racial                                    |   | N/A   |
| Students with Disabilities                                      |       | N/A              | Limited English Proficient                      |   | N/A   |
| Economically Disadvantaged                                      |       | N/A              |   |   |       |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |       |                  |   |   |       |
| American Indian or Alaska Native                                |       | N/A              | Black or African American                       |   | N/A   |
| Hispanic or Latino  |       | N/A              | Asian or Native Hawaiian/Other Pacific Islander |   | N/A   |
| White   |       | N/A              | Multi-Racial                                    |   | N/A   |
| Students with Disabilities                                      |       | N/A              | Limited English Proficient                      |   | N/A   |
| Economically Disadvantaged                                      |       | N/A              |   |   |       |

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

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

### Part 1 – Needs Assessment

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

In its most recent quality review, the reviewer rated Pelham Lab’s curriculum as proficient, saying that for a second-year school PLHS is in a great place. Project-based activities which allow for student choice and voice are the hallmarks of curriculum at Pelham Lab. While curriculum is solid, continued work on making curriculum rigorous across all classes and subject areas is required. More professional learning and development sessions will be dedicated to curriculum revision over the coming months and years. Additionally, the impact of this rigorous and engaging curriculum will continue to be assessed through a number of quantitative and qualitative data.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART, Relevant, and Time-bound.

By θυνε 2016, αλλ τεαχηερσ ωιλλ ρεπισε χυρριχυλυμ το ρεφλεχτ ριγορουσ λιτεραχυη πραχυτιχεσ ιν εαχυη γραδω

### Part 3 – Action Plan

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|---|--|---|--|
| Each content-based teacher team will regularly analyze student work and relevant data to modify existing curricula through the lens of creating multiple points of entry that will ensure all students have access to cognitively engaging tasks  | Level I and Level II Students, Teachers          | All year  | Principal, Assistant Principal, Teachers, Mentors  |

|  |                             |          |  |
|--|-----------------------------|----------|--|
| and texts. Teachers will refine curricula across content areas to ensure that all students consistently have access to rigorous and cognitively engaging learning tasks aligned to Common Core Learning Standards. |                             |          |  |
| Regular review of scholarship reports, class pass - rates and benchmark assessment data to analyze student progress and determine when interventions and extra outreach is required.                               | Teachers,<br>Administrators | All Year | Principal, Assistant<br>Principal, Teachers. |
| Assessment Review and Revision   | Teachers,<br>Administrators | All Year | Principal, Assistant<br>Principal, Teachers. |
|  |                             |          |  |

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |  |                     |   |                      |  |                         |
|--|----------|---|--------------------------------|--|------------|--|---------------------|---|----------------------|--|-------------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |  |                     |   |                      |  |                         |
| Common Planning period for all teachers to meet and regularly analyze student work and assessments. Regular Professional Development and Professional Learning meetings throughout the year. Per session available for teachers to revise and rewrite curriculum throughout the year. Access to core curriculum in ELA and Mathematics. (Houghton Mifflin Collections) |          |   |                                |  |            |  |                     |   |                      |  |                         |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |   |                                |  |            |  |                     |   |                      |  |                         |
| X  | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II,<br>Part A | X | Title III,<br>Part A |  | Title III,<br>Immigrant |
|  | C4E      | X | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded          |   | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

|  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.                |  |  |  |  |  |  |  |  |  |  |  |
| By October 2015 all teachers will have CCLS-aligned unit maps which have been reviewed by colleagues and administrators for inclusion of entry points that ensure all students consistently have access to rigorous and cognitively engaging learning tasks. |  |  |  |  |  |  |  |  |  |  |  |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |  |  |  |  |  |  |  |  |  |  |  |

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

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

**Part 1 – Needs Assessment**

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

According to an NSQR in April 2014 and a QR in November 2014 school culture is one of PLHS’s many strengths. Students understand the high expectations demonstrated by teachers and are clear on how to meet them. However, a concerted effort is still necessary to make this a shared understanding among 100% of the students, including those entering our school in the lowest third.

**Part 2 – Annual Goal**

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

By June 2016, 60% of students who were in the lowest-third during the 2015-16 school year, will earn 10+ credits.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Morning Meeting – The principal and advisors greet the student body every morning in an assembly in the small cafeteria. Students can eat their breakfast and chat with each other before the beginning of a morning meeting that includes announcements, shout-outs of students and teachers, discussion of a quote of the day that is related to student character development and finally a moment of mindfulness,</p>  | <p>All Students</p>                                     | <p>Everyday</p>  | <p>Principal, Advisors (Teacher and Guidance Counselors)</p>  |

|   |              |  |   |
|---|--------------|--|---|
| when students center their thoughts in a moment of reflection before the beginning of the day.  |              |  |   |
| Advisory – Each student is assigned an advisor at the beginning of the year. Our advisory curriculum is based on the principles of restorative practices which entails students regularly discussing topics of interest/need to the developing adolescent’s world. Advisors also serve as primary contacts for parents and proactively update parents on the academic progress of their designated advisees. Advisors also prepare students for student-led conferences and lead field trips and research projects related to the exploratory learning period. gress will be measured by viewing scholarship reports regularly and measuring progress toward this goal at the end of the first semester in February and the end of the second semester in June. | All Students | 2 to 3 times per week.   | Advisors (Teacher and Guidance Counselors)                              |
| Student-led Parent-Teacher Conferences – At Pelham Lab High School we follow a model of student-led Parent-Teacher conferences that was originated by Washington Heights Exploratory Learning School (WHEELS). Students work with their advisors to review the best work products of the marking period, choose some exemplars and then work to fill in a practice script as a way of preparing for presentations of their work to parents at Parent Conference Nights. We’ve found this works better for our students because it is more positive and the student is more accountable for their progress and their work.   | All Students | 2 times per year for all students, 4 times a year for struggling students. | Principal, Teachers, Advisors, Guidance Counselors, Parent Coordinator. |
| Parental Outreach (Early and Often) – Parents are informed of their student’s progress, attendance and behavior on a near-constant basis. The school uses School Messenger (a messaging, text and automated message service) as well as an online grading system EnGrade, mailings and regular phone calls from staff and advisors to keep parents informed of student progress and to maintain the positive learning environment of our school.  | All Students | As often as needed.  | Principal, Teachers, Advisors, Guidance Counselors, Parent Coordinator. |

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |  |                  |   |                   |  |                      |
|--|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |  |                  |   |                   |  |                      |
| Per session for teachers to meet with students after school and on Saturday Regents Prep and makeup days, common planning period for all teachers to discuss student progress, SIT Team and regular meetings to discuss full inclusion of students with IEP’s. |          |   |                                |  |            |  |                  |   |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |          |   |                                |  |            |  |                  |   |                   |  |                      |
| X  | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
| X  | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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

By the end of January 2016, PLHS will review the progress of all of our students , including our lowest third , and ensure that they are all making adequate progress toward graduation.

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

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

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

### **Part 1 – Needs Assessment**

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

Teacher teams meet in a cycle of common planning meetings. During Common Planning the following activities take place, depending on teachers’ roles within the school. We are striving to help our teacher teams systematically analyze student work in relation to key elements of teacher practice, resulting in shared improvement of teacher practice.

- Grade-level planning (Interdisciplinary) and Content-area planning
- Student Case Conferencing
- ELL outreach and record-keeping
- Parent outreach to parents of advisees
- Exploratory Learning Planning
- Academic Planning with Individual Students (Tutoring)

Due to a common lunch period for students, all teachers are able to meet and plan curriculum and pedagogical improvements at the end of the day as part of their common C-6 activity of common planning. All teachers engage in common planning that is largely teacher-driven but also comes with administrative oversight and guidance. Out of this common planning time has come a promising inter-visitation cycle where teachers can regularly see best practices and give suggestions of strengths and weaknesses to colleagues on a regular basis.

### **Part 2 – Annual Goal**

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

- By June 2016, PLHS will have achieved the following:

80% of all Pelham Lab students will earn at least 10 credits as measured by school scholarship reports and ATS.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)</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> |
|--|--|---|--|
| Regular monitoring of student progress as teacher teams, SIT teams, and School Leadership Team.  | Students, Teachers                                     | Year-round  | Principal, Assistant Principal, Guidance Counselor   |
| Regular monitoring of student attendance   | Students   | Year-round  | Principal, Parent Coordinator, Community Assistant   |
|  |  |   |  |
|  |  |   |  |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |  |                  |   |                   |  |                      |
| Schedule adjustments will prioritize teacher teams and time to discuss student progress. Time will be made for regular SIT meetings and discussion of student progress.                         |          |   |                                |  |            |  |                  |   |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |   |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |   | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       | X | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|  |
|--|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| In January 2016 we expect to have achieved a 90 percent annual attendance rate for the year. We will assess this every day until the end of the year. Additionally we will examine scholarship reports for our students and work strategically to ensure that sub-groups are earning the 10+ credits per year that are required to graduate. |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |

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

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

### **Part 1 – Needs Assessment**

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

According to the annual school survey and a recent November 2014 Quality Review, teachers at Pelham Lab feel supported by their principal. They feel that their ideas are taken seriously and when they need to express concerns the principal and administration are available. As new information regarding the principal and newly hired Assistant Principal emerges we will look for a continuation of this trend and will work to norm our teacher development practices.

### **Part 2 – Annual Goal**

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

By June 2016, the Principal and Assistant Principal will have provided targeted feedback within the classroom that will both improve pedagogy and build capacity within the school and will ensure that all of our teacher who have a Teacher Improvement Plan are Effective or are making significant progress by the end of the year.

### **Part 3 – Action Plan**

|   |  |   |  |
|---|--|---|--|
| <p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)</b><br/><i>Who will be targeted?</i></p> | <p><b>Timeline</b><br/><i>What is the start and end date?</i></p> | <p><b>Key Personnel</b><br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Administration will regularly observe and calibrate together to ensure parallel alignment in feedback around the Danielson rubric and Common Core standards.</p>   | <p>Principal, Assistant Principal</p>                          | <p>Year-round</p>   | <p>Principal, Assistant Principal</p>  |
| <p>Principal will regularly meet with mentors to discuss peer support for newer and struggling teachers</p>   | <p>Mentors, Teacher Leaders</p>                                | <p>Year-round</p>   | <p>Principal, Assistant Principal, Teacher Leaders and Mentors</p>   |
|   |  |   |  |
|   |  |   |  |

**Part 4 – Budget and Resource Alignment**

|   |          |  |                                |  |            |  |                  |  |                   |   |                      |
|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>  |          |  |                                |  |            |  |                  |  |                   |   |                      |
| <p>Time will be available for regular instructional visits both together and separately for the Principal and Assistant Principal. School will utilize resources from Central including Learning Partners and the Teacher Leadership Program to build capacity among teacher leaders.</p> |          |  |                                |  |            |  |                  |  |                   |   |                      |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>   |          |  |                                |  |            |  |                  |  |                   |   |                      |
| X   | Tax Levy |  | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |   | Title III, Immigrant |
|   | C4E      |  | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           | X | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>  |
| <p>By February 2016 each teacher will have been observed by a principal or assistant principal at least twice with corresponding feedback and Advance ratings delivered. The Principal and Assistant Principal will observe together and meet to calibrate ratings at least three times during this period. Additionally, a full round of intervisitations between teachers will have taken place with each teacher having been observed by a fellow teacher at least once in the first semester.</p> |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>   |



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

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

**Part 1 – Needs Assessment**

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

Parent satisfaction with Pelham Lab High School is high, according to the most recent School Survey from Spring of 2014. Regular outreach by teachers, staff and administrators help s ensure a large amount of communication between the school and families. Parent attendance at annual student-led parent conferences is also high, ranging in the 60-70% range for our most recent November 2014 conferences. Attendance at SLT and PA meetings remains an area of growth.

**Part 2 – Annual Goal**

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

By June 2016, parent attendance at the Spring Student-led Parent Teacher Conferences at Pelham Lab H.S. will be 70%.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p> |
|---|--|---|--|
| <p>Student-led parent conferences will be held as well as outreach to each parent to schedule individual appointments with parents will be held.</p>  | <p>Parents</p>   | <p>March 2016</p>   | <p>Teachers, Advisors, Guidance Counselors, Principal</p>  |

|   |         |  |          |
|---|---------|--|----------|
| Advisor Teachers will conduct regular outreach as part of their C-6 Common Planning period. | Parents |  | Teachers |
|   |         |  |          |
|   |         |  |          |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |  |                  |  |                   |  |                      |
| Parent Coordinator. Advisors to reach out to parents to coordinate appointments for parent-outreach and engagement.   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Principal will review and assess records of parent outreach in February of 2016 and assess the possible impact on student performance and progress  |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

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

***(Required for All Schools)***

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|---|--|--|
| <b>English Language Arts (ELA)</b>  | IEP and 8 <sup>th</sup> Grade ELA scores     | Wilson Reading, Small-group tutoring, double-period English, SETSS                      | Small-group and tutoring   | During, before and after school  |
| <b>Mathematics</b>  | IEP and 8 <sup>th</sup> Grade Math scores    | Small-group tutoring, SETSS   | Small-group and tutoring   | During, before and after school  |
| <b>Science</b>  | IEP  | Small-group tutoring, SETSS   | Small-group and tutoring   | During, before and after school  |
| <b>Social Studies</b>   | IEP  | Small-group tutoring, SETSS   | Small-group and tutoring   | During, before and after school  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | IEP  | Counseling  | Small-group and individual counseling  | During, before and after school  |

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| The school works to find the most highly qualified teachers by recruiting within the best graduate programs and within specialized programs such as Math for America. The school leaders consult with the current teaching staff regarding potential teaching candidates, specifically about whom the teachers think will best complement the existing teaching corps at Pelham Lab High School. All teachers are welcome and part of the hiring committee. In order to keep teachers, teachers within subject areas are assigned common preparation periods to plan together and are encouraged to attend and turnkey extensive professional development during the summer and during the school year. |

#### 2b. High Quality and Ongoing Professional Development

|   |
|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  |
| 5 –day summer professional development institute for all teachers, CSA Executive Leadership Institute for assistant principals, regular professional development for guidance counselors and other staff. All teachers will also have the support of mentors and peer inter-visitation to further their pedagogy. Additionally, staff will meet twice monthly to discuss assessment needs and analysis as well as the advisory program. |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

|  |
|--|
|  |
|--|

**Part 4: SWP Schools Only**

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

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

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

|   |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.   |
| SWP Title I funds allow for a fully-integrated team-teaching approach for helping students at Levels I and II, which means less interruption to the regular school day and more instructional time for all students. Teachers are included in the IEP writing process, annual assessments of student growth and progress as well as in consultation conversations regarding the use of school resources. Additionally teachers are included in the conversation regarding assessments and data analysis of assessments to improve instruction as part of our assessment cycle and calendar. |

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

| <p><b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u><sup>2</sup>. <b>On the chart below</b>, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p> |   |   |  |                                  |
|---|---|---|--|----------------------------------|
| Program Name  | Fund Source<br>(i.e. Federal, State or Local) | Funding Amount<br>Indicate the amount contributed to Schoolwide pool.<br>(Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. |                                  |
|   |   |   | Column A<br>Verify with an (X)   | Column B<br>Section Reference(s) |
| Title I Part A (Basic)  | Federal                                       | 227,226   | X  | 5b, 5c, 5d, 5e                   |
| Title II, Part A  | Federal                                       |   |  |                                  |
| Title III, Part A   | Federal                                       |   |  |                                  |
| Title III, Immigrant  | Federal                                       |   |  |                                  |

|                |       |           |   |                |
|----------------|-------|-----------|---|----------------|
| Tax Levy (FSF) | Local | 2,350,876 | X | 5b, 5c, 5d, 5e |
|----------------|-------|-----------|---|----------------|

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

**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. **Pelham Lab High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Pelham Lab High School** will support parents and families of Title I students by:

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

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

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| Part A: School Information   |                    |
|--|--------------------|
| Name of School: <u>Pelham Lab High School</u>  | DBN: <u>08X320</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>40</u>   |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u>   |
| # of certified ESL/Bilingual teachers: <u>1</u>   |
| # of content area teachers: <u>1</u>  |

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:                      The supplemental ELL program involves after-school and Saturday academy where teachers work one-on-one with English Language Learners to develop skills in the core content areas. Subgroups include emerging, developing, and transitioning students in grades 9-11. The instructional focus of the program is to increase students' literacy and to embrace the Common Core shift, specifically in new vocabulary acquisition as it relates to overall reading comprehension. The bilingual Spanish teacher helps support ELL's on Saturdays by helping them catch up on work in other classes and providing translation and native language support. The program meets once weekly after-school and on Saturdays. We estimate that between 40 and 60 sessions will be provided of between 1 and 3 hours each. The rationale for the program is because traditionally ELLs have underperformed their General Ed, non-ELL students and we would like their achievement to improve. There are two teachers in the program, a certified ELL teacher and a bilingual Spanish teacher. The materials used in the class are the same as the ones used in the core content areas with language translation and interpretation provided as necessary.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:                      The school provides regular PD sessions to discuss needs of ELL's and ways to differentiate for ELL's. All teachers receive professional development in Common Core Learning Standards throughout the school year. ENL teachers are paired with a mentor experienced in language acquisition in addition to continual outside PD in the form of university coursework. All other teachers receive regular PD for ELL-specific work:

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:                      Evaluation of the needs of ELL parents is on-going and based on anecdotal information as well as information from parent surveys. We ensure that our parental involvement activities are communicated and open to all of our parents far ahead of time. Our Parent newsletters include a special section for ELL's as well, to highlight the work that they are doing. Outreach regarding Saturday and after-school programs is provided by phone and mail to make parents

**Part D: Parental Engagement Activities**

aware of the resources for students. The school is also in the early stages of providing English language classes for parents of ELL's as well. The rationale for this is to help parents of ELL's become more comfortable and familiar with our school. The proposed time for these classes are Saturday mornings at 10am in the spring semester of 2016.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>  | <u>\$11,200</u> | <u>Monies used for per session and per diem activities for ENL teachers for direct instruction and bilingual Spanish teacher for Native Language support.</u> |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   | _____           | _____   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | _____           | _____   |
| Educational Software (Object Code 199)  | _____           | _____   |
| Travel  | _____           | _____   |
| Other   | _____           | _____   |
| <b>TOTAL</b>  | _____           | _____   |

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

|   |                      |                          |
|---|----------------------|--------------------------|
| District <b>8</b>                         | Borough <b>Bronx</b> | School Number <b>320</b> |
| School Name <b>PELHAM LAB HIGH SCHOOL</b> |                      |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>JASON WAGNER</b>   | Assistant Principal <b>BIENVENIDO HERNANDEZ</b>                  |
| Coach <b>type here</b>  | Coach <b>type here</b>   |
| ENL (English as a New Language)/Bilingual Teacher <b>JULIE SKIRKO</b> | School Counselor <b>SAMANTHA LUCAS</b>                           |
| Teacher/Subject Area <b>CLARA REYES</b>                               | Parent <b>NORMA MORALES</b>                                      |
| Teacher/Subject Area <b>type here</b>                                 | Parent Coordinator <b>ASTRID HERNANDEZ</b>                       |
| Related-Service Provider <b>type here</b>                             | Borough Field Support Center Staff Member <b>RICHARD PETRONE</b> |
| Superintendent <b>CARRON STAPLE</b>                                   | Other (Name and Title) <b>type here</b>                          |

### C. Teacher Qualifications

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

|   |          |   |  |   |  |
|---|----------|---|--|---|--|
| Number of certified ENL teachers currently teaching in the ENL program            | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   |  | Number of teachers who hold both content area/common branch and TESOL certification |  |
| Number of certified bilingual teachers currently teaching in a bilingual program  |          | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] |  | Number of teachers who hold both a bilingual extension and TESOL certification      |  |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program |          | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     |  | Number of special education teachers with bilingual extensions                      |  |

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | <b>354</b> | Total number of ELLs | <b>42</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|------------|----------------------|-----------|---|--------------|

# Part II: ELL Demographics

## A. ELL Programs

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

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown             |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |  |   |  |   |
|-----------------------------|--|---|--|---|
| <b>All ELLs</b>             |  | <b>Newcomers</b> (ELLs receiving service 0-3 years)       |  | <b>ELL Students with Disabilities</b>                     |
| <b>SIFE</b>                 |  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) |  | <b>Long-Term</b> (ELLs receiving service 7 or more years) |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs\*)  
K-8**

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

|              | K   |    | 1   |    | 2   |    | 3   |    | 4   |    | 5   |    | 6   |    | 7   |    | 8   |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

\* EP=English proficient student

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

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

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

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

|   |   |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

| Freestanding English as a New Language         |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |          |          |          |          |          |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| <b>Entering</b><br>(Beginning)                                   |   |   |   |   |   |   |   |   |   | 4 |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            |   |   |   |   |   |   |   |   |   | 3 | 3  |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      |   |   |   |   |   |   |   |   |   | 3 | 3  | 3  |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   |   |   |   |   |   |   |   |   |   | 8 | 6  | 4  |    | 0     |
| <b>Commanding</b><br>(Proficient)                                |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Total  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA                                       |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total   |   |   |   |   |   |   |   |   |   |   | 1  | 4  |    | 0     |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total  |   |   |   |   |   |   |   |   |   |   | 1  | 4  |    | 0     |

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

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

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

| New York State Regents Exam           |                            |               |                             |               |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                                       | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                                       | English                    | Home Language | English                     | Home Language |
| Comprehensive English/Common Core ELA |                            |               |                             |               |
| Integrated Algebra/CC Algebra         |                            |               |                             |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry Math _____     |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    |                            |               |                             |               |
| Physics                               |                            |               |                             |               |

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

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
**Paste response to questions here:**
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
**Paste response to question here:**
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
**Paste response to question here:**
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?**Paste response to questions here:**
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]  
**Paste response to question here:**
- How do you make sure that a student's new language development is considered in instructional decisions?  
**Paste response to question here:**
- For dual language programs, answer the following:
  - How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?**Paste response to questions here:**

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

**Paste response to question here:**

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

**Paste response to question here:**

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

**Paste response to question here:**

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

**Paste response to question here:**

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

**Paste response to question here:**

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

**Paste response to question here:**

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
**Paste response to questions here:**
  - b. TBE program. *If applicable.*  
**Paste response to questions here:**
  - c. DL program. *If applicable.*  
**Paste response to questions here:**
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
**Paste response to questions here:**
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
**Paste response here:**
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
**Paste response to question here:**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
**Paste response to question here:**
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status**Paste response to questions here:**
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
**Paste response to questions here:**
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
**Paste response to question here:**
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
**Paste response to question here:**

Chart

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

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

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)                           | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)   | EXPANDING (Advanced)  | COMMANDING (Proficient)   |
|--|--|---|--|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 2 units of study <i>per week</i> (360 min.)    | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)   | 1 unit of study <i>per week</i> (180 min.)                  | Former ELLs must continue to receive services for an additional two years                                     |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)              | .5 unit of study in ENL (90 min.)   |  |   |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)          | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/ELA (90 min.)  | 1 unit of study in ENL/ELA or other Content Area (180 min.) |   |
| FLEXIBILITY  |  | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)  |   | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL  | 360 minutes per week                           | 360 minutes per week  | 180 minutes per week   | 180 minutes per week  |   |
| STAFFING/ PERSONNEL  | STAND-ALONE ENL<br>K-12 Certified ESOL teacher |   | INTEGRATED ENL – 1 Dually Certified Teacher<br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) |   |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |  |   |  |   |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

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

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)  | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)   | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|---|---|--|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <i>per week</i> (540 min.)   | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)   | 1 unit of study <i>per week</i> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)   | .5 unit of study in ENL (90 min.)   |  |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)   | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/Content Area (90 min.)   | 1 unit of study in ENL/Content Area (180 min.) |   |
| FLEXIBILITY  | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)      | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)  |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week  | 360 minutes per week  | 180 minutes per week   | 180 minutes per week                           |   |
| AWARDING CREDITS   | STAND-ALONE ENL<br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | INTEGRATED ENL<br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | STAND-ALONE ENL<br>K-12 Certified ESOL Teacher  |   | INTEGRATED ENL – 1 Dually Certified Teacher<br>ESOL or Content Area (7-12) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>A certified ESOL teacher and a 7-12 certified Content Area teacher |  |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |   |   |  |  |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

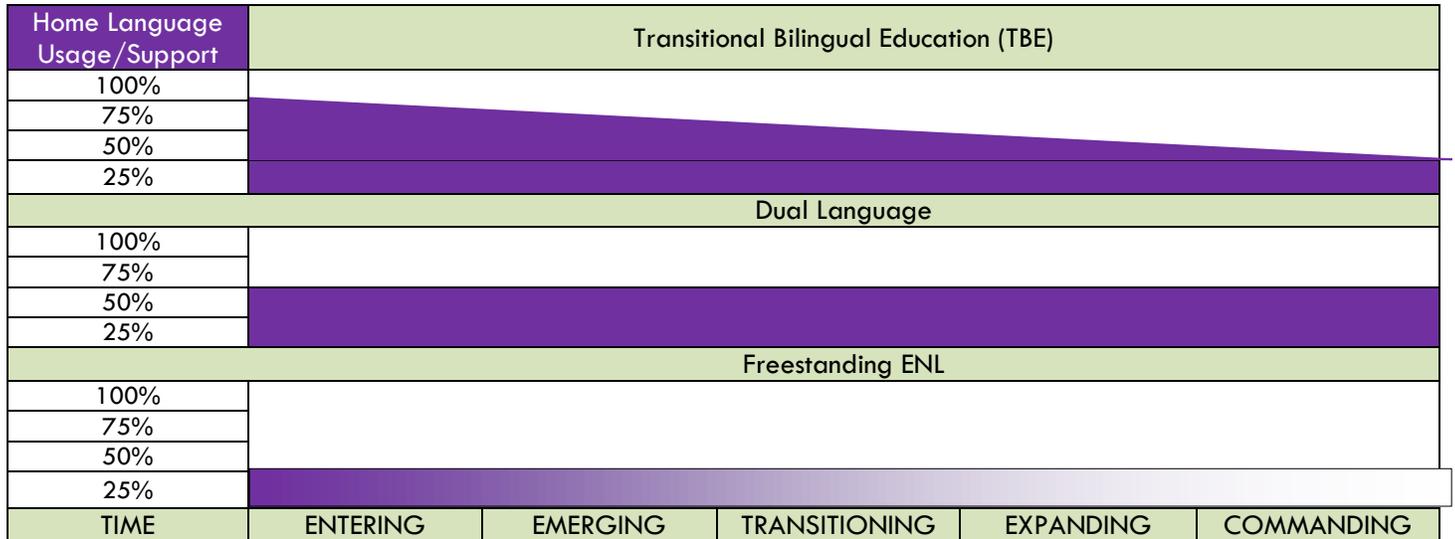


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
**Paste response to question here:**
11. 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:**
12. What new programs or improvements will be considered for the upcoming school year?  
**Paste response to question here:**
13. What programs/services for ELLs will be discontinued and why?  
**Paste response to question here:**
14. 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:**
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**Paste response to question here:**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Paste response to question here:**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**Paste response to question here:**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
**Paste response to question here:**
19. What language electives are offered to ELLs?  
**Paste response to question here:**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Paste response to question here:**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
**Paste response to question here:**
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
**Paste response to question here:**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**Paste response to question here:**
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

**Paste response to question here:**

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

**Paste response to question here:**

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

**Paste response here:**

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

**Paste response here:**

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

**Paste response to question here:**

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

**Paste response to question here:**

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

**Paste response to question here:**

### D. Additional Information

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

**Paste response here:**

| School Name: _  |   | School DBN: _ |                 |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. |   |               |                 |
| Name (PRINT)  | Title   | Signature     | Date (mm/dd/yy) |
| JASON WAGNER  | Principal   |               | 1/1/01          |
| BIENVENIDO HERNANDEZ  | Assistant Principal                                   |               | 1/1/01          |
| ASTRID HERNANDEZ  | Parent Coordinator                                    |               | 1/1/01          |
| JULIE SKIRKO  | ENL/Bilingual Teacher                                 |               | 1/1/01          |
|   | Parent  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | School Counselor                                      |               | 1/1/01          |
|   | Superintendent  |               | 1/1/01          |
|   | Borough Field Support<br>Center Staff Member<br>_____ |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **08X320** School Name: **PELHAM LAB H.S.**  
Superintendent: **CARRON STAPLE**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

NYC DOE Preferred language survey given to parents at previous meetings and obtained through pre-existing Home Language Surveys. Data from these surveys will allow us to plan for translators for parent teacher conferences and prepare materials when they are sent home.

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

Thus far the languages that are needed include Spanish, Bengali, Arabic, Urdu, Albanian and Italian. This information represents the data collected thus far. The language preference information will be distributed to all staff members so that they will be aware of parents' linguistic needs and schedule translation services ahead of time.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student handbooks, parent newsletters, letters from the principal.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-Teacher Conferences (November/May), First Day of School Rehearsal Night (September), Open House for Incoming Students. Informal interactions include principal and administrative calls to parents, guidance calls to parents and teacher calls to parents.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All efforts will be made to find the official translated document produced by the DOE for official letters, or sent to DOE translation services. For day to day communication translation will be made in house by teachers or via google translate. For parent teacher conferences, translators for the preferred languages will be requested.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For official school conferences and face to face meetings, translators for languages not spoken by staff will be contracted, or contacted via phone. The guidance counselor and several teachers are Spanish speaking. If they cannot assist due to the volume of parents such as in an official parent meeting, an outside translator will be contracted.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will include trainings for the staff during the year as part of our ENL trainings for school staff.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will fulfill section VII of Chancellor's Regulations A-663 regarding parental notification requirements for interpretation services in a culturally competent manner, the school will ascertain the need ahead of time and plan for the required languages. The poster informing parents of the availability of translators is posted in the main office. Parents will be made aware of the availability of translators and be met by the translator in the office and accompanied to each teacher during a parent teacher conference, or take part in any requested meeting.

## **Part F: Monitoring and Quality Control**

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

Our school will use the parent survey, anecdotal parent reports and movement of students through the levels of ENL proficiency to ensure that students and parents are fully aware of and are taking advantage of appropriate translation and interpretation services.