

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X566

School Name:

PELHAM GARDENS MIDDLE SCHOOL

Principal:

DENISE WILLIAMS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Pelham Gardens Middle School School Number (DBN): 11X566
Grades Served: 6-8
School Address: 2545 Gunther Ave., Bronx, NY 10469
Phone Number: (718) 794-9750 Fax: (718) 794-9756
School Contact Person: Denise L. Williams Email Address: Dwillia8@schools.nyc.gov
Principal: Denise L. Williams
UFT Chapter Leader: Linda Glosson
Parents' Association President: Wanda Gonzalez
SLT Chairperson: Joseph Biernat
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 11X566 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Ave., Bronx, NY 10469
Superintendent's Email Address: MLopez9@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ 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 (Blue Ink)
Denise L. Williams	*Principal or Designee	
Linda Glosson	*UFT Chapter Leader or Designee	
Wanda Gonzalez	*PA/PTA President or Designated Co-President	
Renell Holton	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joseph Biernat	Member/ Teacher	
Michael Morgan	Member/ Teacher	
Anne Hennessey	Member/ Teacher	
Tammy Larrier	Member/ Parent	
Andrine Milimoh	Member/ Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

Mission Statement

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

Partnerships

ASPIRA-afterschool program

OTE-Office of Teacher Effectiveness Questioning and PD Cycle

ETM-Education through Music

AUSSIE-Mathematic Consultant

Science Pathfinders-afterschool program

eChalk-website design

Delta Sigma Theta Sorority Incorporated-Delta Gems girls enrichment program

Brothers Breaking Bread-Boys enrichment program

School Strengths

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

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

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

Areas of Focus

Ensure that curricula across content areas and embedded tasks are consistently aligned to CCLS, promote the development of college and career readiness skills, and provide appropriate access so that all learners are cognitively engaged. Enhance curricula by refining lessons and units of study across grades and subjects that are aligned to the

Common Core Learning Standards and instructional shifts, and emphasize higher order thinking for learners at varied levels of ability to ensure equal access and effective student engagement for all students (1.1)

Strengthen teacher pedagogy in developing effective supports and learning extensions, and deepen teacher questioning and discussion techniques so that all learners are engaged in rigorous tasks and high-level discussions as evidenced in meaningful student work products. Hone instructional practices to target low and high achievers and students with disabilities, so that all students have multiple entry points through curriculum supports and extensions to increase engagement and the production of work that reflects high levels of thinking. (1.2)

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

(2.2)

11X566 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	462	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	20	# SETSS	6	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	18	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	112.3%	% Attendance Rate			92.0%
% Free Lunch	76.7%	% Reduced Lunch			5.7%
% Limited English Proficient	8.0%	% Students with Disabilities			25.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			67.8%
% Hispanic or Latino	25.9%	% Asian or Native Hawaiian/Pacific Islander			3.3%
% White	1.7%	% Multi-Racial			0.7%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	2	# 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)			4.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			3.24
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	10.3%	Mathematics Performance at levels 3 & 4			9.6%
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	N/A	% 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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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				
Accountability Status – High Schools					
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.

Based on the findings of our 2013-14 Peer Quality Review Report, we determined that building school-wide assessment practices to inform instructional adjustments would be an area of focus. Findings from Principal Performance Observations in 2013-14 and 2014-15 provided additional evidence of our need to develop structured assessment practices across departments.

Our 2013-2014 NYS Common Core Proficiency for ELA and MATH are 10.3% and 9.6% respectively which is an indicator that are a small percentage of our students who are meetings the standards in both ELA and Math. Analysis of our

School Quality Guide reflects that we are in the upper quartile of approaching the target on Student Achievement.

Our school’s strengths in this element are:

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

Our school’s weaknesses in the element are:

- Coherent assessment practices across the school to measure student progress within a timeframe that allows for the revision of lessons and instruction.
- Creating a centralized tool to collect pre- and post-unit assessment data
- Aligning pre- and post-unit assessments to the CCLS curriculum

Part 2 – Annual Goal

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

By June 2016, all content area teachers will have given a pre- and post-assessment on at least 75% of their units in order to create and modify lessons that closely match students’ current skills and needs.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Align task-based assessments across departments to track students’ growth as they progress through units and grade-levels	Teachers	Beginning in Sept. and ending in June	Teachers, Data Specialist, APs, Principal
Implement school-wide scaffolding practices including differentiation for ELLs, SWDs, low performing students, and student’s needing enrichment	Teachers, ELLs, SWDs, Level 1s, High 3s/4s	Beginning in Sept. and ending in June	ESL Teacher, Special Ed. Team, Content Teachers, APs, Principal
Use Skedula’s Data Driven Classroom Portal to upload assessment data for parental communication and availability for analysis by teacher and administrative teams	Teacher and Admin Teams, Parents	Beginning in Sept. and ending in June	Data Specialist, APs
<p>Use structured protocols at team meetings to review and analyze student progress on departmental assessments:</p> <p>Administrative Cabinet Meetings (Weekly), Data Team (Monthly), School Leadership Team (Monthly), Departmental Common Planning (Weekly)</p>	Teacher and Admin Teams, SLT	Beginning in October and ending in June	Data Specialist, APs, Principal, SLT Chair

Part 4 – Budget and Resource Alignment

<p>Part 4a. 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>Datacation/Skedula/PupilPath Software, Release time for Data Specialist, Programming to align teacher schedules for common planning</p>										
<p>Part 4b. 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	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

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

November Benchmark—during this progress check we will review data from unit pre- and post-assessments from the 1st Marking Period. A protocol will be used within departments to review the data and modify future lessons and instruction. The Data Team and Administrative Cabinet Teams will review the data and departmental reports to look for wider trends.

February Benchmark— during this progress check we will review data from unit pre- and post-assessments from the 2nd Marking Period. A protocol will be used within departments to review the data and modify future lessons and instruction. The Data Team and Administrative Cabinet Teams will review the data and departmental reports to look for wider trends.

May Benchmark— during this progress check we will review data from unit pre- and post-assessments from the 3rd Marking Period. A protocol will be used within departments to review the data and modify future lessons and instruction. The Data Team and Administrative Cabinet Teams will review the data and departmental reports to look for wider trends.

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

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

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

Part 1 – Needs Assessment

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

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

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Skedula will be used to track the school’s outreach to families. This system and its parent/student access portal (PupilPath) allows the entire school community to access and review a students’ pertinent academic and social information.</p>	<p>All students and their families</p>	<p>Beginning in Sept. and ending in June</p>	<p>Data Specialist, Data Team, Principal, AP</p>
<p>Limited English language proficient families will receive translated documents and interpretations services in order to ensure their participation in their child’s education. Additionally these families will receive additional outreach (via phone call) from our school’s ESL teacher, to address concerns specific to this sub-group.</p>	<p>Families of ELL students</p>	<p>Beginning in Sept. and ending in June</p>	<p>ESL Teacher, School Secretary, APs</p>
<p>Use a small group advisory program to engage parents in a continuous dialogue about their child’s academic performance and personal behaviors. Specifically, advisors will ensure that there is monthly calls to the homes of all of their advisees.</p>	<p>Families of all students</p>	<p>Beginning in Sept. and ending in June</p>	<p>Data Specialist, Data Team, APs, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. 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>Skedula/Pupil Path, Use of Contractual Parental Engagement Time, Translation resources</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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November Benchmark—during this progress check we will review data from Skedula to ensure that every student has had at least 2 parental contacts by November 1st. The Data Team and Administrative Cabinet Teams will review the information in Skedula to ensure appropriate progress and structure interventions to contact hard to reach parents.

February Benchmark— during this progress check we will review data from Skedula to ensure that every student has had at least 4 parental contacts by February 1st. The Data Team and Administrative Cabinet Teams will review the information in Skedula to ensure appropriate progress and structure interventions to contact hard to reach parents.

May Benchmark— during this progress check we will review data from Skedula to ensure that every student has had at least 7 parental contacts by May 1st. The Data Team and Administrative Cabinet Teams will review the information in Skedula to ensure appropriate progress and structure interventions to contact hard to reach parents.

Although, these will be the formal point for monitoring parental contact, Team Managers and Grade Team Leaders will

periodically check in with teachers during grade team and staff meetings to advise them of their progress toward the schoolwide goal.

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.

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

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

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

Finally, the initial feedback from our 2014-15 School Quality Review indicated that we needed to engage in more structured inquiry of student work to allow for team analysis of the effectiveness of particular practices and to create opportunities for improved sharing of best practices.

Our school’s strengths in this element are:

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

Our school’s needs in this element are to create opportunities for all learners, especially for our highest achieving students, to engage in rigorous tasks. In addition, we need to incorporate an inquiry process to create structured time for analysis of how effective particular instructional practices are in improving student achievement.

Part 2 – Annual Goal

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

By June 2016, all teachers will have implemented at least three new questioning and discussion strategies based on their participation in professional collaborative learning teams using and inquiry approach.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will engage in an inquiry cycle of professional development where teachers will work in departmental groups to look at student work, implement strategies to address gaps in student understanding using questioning and discussion techniques, and analyze the effectiveness of these strategies.</p>	<p>Teachers, Students, Sub-Groups</p>	<p>Beginning in Sept. and ending in June</p>	<p>Departmental Teacher Teams, APs, Principal</p>
<p>Office of Teacher Effectiveness (OTE) Interschool Teacher Development Coach (TDC) will work with selected literacy teachers to improve their use of questioning and discussion techniques based on the Framework for Teaching and the Quality Review Rubric.</p>	<p>Selected Teachers</p>	<p>Three rounds of 8 weeks</p>	<p>OTE Staff, APs</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. 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>Create programming to allow for multiple periods of common preparation, OTE staff</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By October, at least six teachers will be engaged in improving their questioning and discussion techniques by working with an Office of Teacher Effectiveness Interschool Teacher Development Coach.</p>

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

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

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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

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

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

Part 1 – Needs Assessment

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

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Academic Success After School Program Saturday Test Prep ASPIRA SETSS	Test Prep	Small Group	After School After School After School As Programmed
Mathematics	Academic Success After School Program Saturday Test Prep SETSS	Test Prep	Small Group	After School After School As Programmed
Science	Academic Success	Test Prep	Small Group	After School
Social Studies	Academic Success	Test Prep	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and Parent Referral	Counselors	Small Group	During 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.			
	Schoolwide Program (SWP)	X	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.
<p>Recruitment</p> <ul style="list-style-type: none"> • Informational Sessions to expose potential recruits to our staff culture and expectations. • Establish professional relationships with collegiate teacher preparation programs. • Professional networking through fellowship programs, conferences and DOE sponsored professional development workshops. • Review open market and attend DOE sponsored hiring fairs. • Connect with potential candidates through CFN human resources manager. • Formulate a Hiring Team to screen resumes, perform phone calls and interview candidates <p>Retention</p> <ul style="list-style-type: none"> • Mentorships • Instructional Coach/Admin Intern and AP to build leadership capacity • Providing continuous feedback through formal and informal observations to promote professional growth • Professional Development (Internal and External) • Creation of internal leadership track through lead teachers, department chairs, event coordinators and grade team leaders. • Creation of online platforms (Google Docs) for professional dialogue, planning and sharing of resources.

- Provide qualified staff with opportunities to develop capabilities for future administrative roles.
- Maintain an open door policy and create opportunities to engage in one on one conversations around teacher support

Assignments/Programming

- Programming teachers to allow for common planning time
- Reduced class size through co-teaching and creating an additional section to reduce teacher students caseload
- Distribution of preference sheets to identify teachers preference for subject and/or grade level

Support

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

2b. High Quality and Ongoing Professional Development

Describe the 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).

Principal Professional Development

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

Teacher Professional Development

- Common Planning Meetings
- Weekly 80 Minute Professional Development Sessions

Paraprofessional Professional Development

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

Support Staff Professional Development

- Weekly Professional Developments Meeting
- External Opportunities for Professional Development

3a. Use of Program Resources

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

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount

each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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.

²The **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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No

Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Denise Williams	Assistant Principal Joseph Biernat
Coach Randi McCrane	Coach type here
ENL (English as a New Language)/Bilingual Teacher Amy Mascunana	School Counselor Ayana Bryant
Teacher/Subject Area Debra Hendry	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tyrone Leader
Related-Service Provider Maria Liberatore	Borough Field Support Center Staff Member type here
Superintendent Maria Lopez	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	458	Total number of ELLs	32	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input 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 #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	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					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	5
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	23	5	0	6	0	1	3	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	5	7	6	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	1	0	2	0	0	0	0	0
Arabic	0	0	0	0	0	0	2	2	1	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	1	0	0	0	0	0
French	0	0	0	0	0	0	1	0	2	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other TWI	0	0	0	0	0	0	1	0	1	0	0	0	0	0
TOTAL	0													

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
Entering (Beginning)							1	2	4					0
Emerging (Low Intermediate)							0	0	1					0
Transitioning (High Intermediate)							2	1	2					0
Expanding (Advanced)							5	5	4					0
Commanding (Proficient)							1							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							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							3	0	1					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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Currently, we use the Scholastic Phonic Survey to gauge what basic letter recognition and phonic skills our Entering (beginner) and Emerging (low intermediate) students have. We also utilize the TCRWP High Frequency Word Lists to track the word sight word acquisition of our Emerging and Transitioning (high intermediate) students. These lists are also used as our Entering students begin to read words. The early literacy skills of our ELLs are severely lacking (basic phonics, decoding), even for those that have been in the country for many years. They've learned to read words more through memorization and less through decoding them. They also struggle to make meaning of unknown words. Going forward, we'd like to use full Running Records for our Expanding (advanced) and Commanding (proficient) to better measure their literacy skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT data shows that our students are getting stuck at specific levels and have trouble moving from those levels. They are improving in terms of total points, but not significantly enough to move levels. Their language acquisition is essentially plateauing. NYSITELL data shows that our ELLs are coming in either as SIFEs with no English language skills and little literacy in their own home language or quite advanced. Many were able to score an Advanced on the NYSITELL. Both of these points are true across grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool helped us to notice that attendance is an issue for approximately half of our ELLs. Because their attendance was below 90%, they are missing a significant portion of instruction. Additionally, a number of our ELLs also had attendance above 90%, but below the desired threshold of 95%. To help combat this, we have a school policy in which school aids make phone calls daily whenever students are absent to discern the reason for their absence. The AMAO also revealed that while students are not moving up levels, about half of them are making progress, and are usually within 1 or 2 raw point of reaching the next level.
- 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?

- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Typically, two thirds of our ELLs per grade generally fall into the expanding level. These students usually come to us at this level and then plateau at this level. Our ELLs take the majority of their assessments in English. Many are native born ELLs and therefore have no formal education in their native language, which they use primarily to communicate with their parents. Those who were born and studied abroad have not consistently used their reading and writing skills and do better in English. The others are SIFE and have no formal language education and can therefore not perform in their native language.

b. ELL periodic assessments will be administered and utilized this year. Last year, technical issues kept us from fully utilizing the exams to their full potential.

c. From what we have seen, students' biggest struggle continues to be their writing. They need very clear structure in their writing to guide them and explicit modeling. The home language is used mostly to help entering and transitioning students with clarification of texts and directions.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not applicable.

6. How do you make sure that a student's new language development is considered in instructional decisions?

When planning our schedule, the ELLs are placed together in one of two grade sections (A or B). This allows teachers to more easily plan for them. This also allows for easier pairing of students in their native language and for collaborative tasks. Former ELLs are also placed into these sections so they may provide support to students who are not commanding. Home language resources are utilized whenever possible in the content areas (Spanish dictionaries, translations, workbooks, library books, etc). This also allows for them to receive additional time for assessments whenever possible. Students are grouped within classes in a variety of ways. Generally, we group students by their performance levels and students tackle various components of the curriculum depending on these levels. Entering students will typically work on skill based tasks, which fit their needs--letter recognition, sight words, etc. Whenever beneficial, students are paired by language as well. This allows students to work across levels and focuses on creating comfort and commonality amongst students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not applicable

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

We primarily use the AMAO tool to track the success of our programs. The tool helps us to monitor who is making progress and more importantly, who is attaining proficiency. We are also aware that mastery of a language typically takes 5-7 years. As the majority of our ELLs are newcomers, we recognize that proficiency, while the ultimate goal, is not a realistic goal for a first year ELL or SIFE student. For these students, we carefully monitor their progress through formal and informal classroom assessments.

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.

As we are a middle school, new entrants generally come with registration forms from the Borough Office, which helps us to identify our ELL students. The HLIS is given to all new admits and the parents and students are interviewed by our licensed ESL pedagogue, who serves as our translator for the Spanish speaking families. This covers the majority of our ELL parents. When enrolling students who speak a different language, we usually rely on the parents who speak some English or a relative who has accompanied them. Whenever necessary, we seek our translators from the translation services department. In the interim, we will utilize a translation application that the ESL pedagogue uses within the classroom to communicate with parents. The information gathered is then entered into the appropriate ATS screens. A copy is placed in the students cumulative record and in the compliance binder maintained by the ESL teacher. Students with an Home Language other than English are given the NYSITELL within 10 days of enrollment (not including weekends and holidays). Testing is scheduled by the ESL teacher at the earliest possible date to ensure it is done in a timely manner. The results are scanned and based on the results, the student is then administered the Spanish LAB (if the child's native language is

Spanish and only for Spanish). Our ESL pedagogue has access to ATS and is familiar with the system to ensure that the process is not delayed and that all data and assessments are correctly inputted and administered.

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

We currently rely most on the information provided to us by the Borough Office and the parent or guardian registering the child. We ask for previous report cards and they are reviewed whenever possible to ensure the child's schooling has been consistent. Our licensed ESL pedagogue assisting with registration will speak with the parent or guardian regarding the child's schooling and conduct an informal interview. Additionally, the pedagogue, who is bilingual in Spanish, will speak with the student. Pedagogue closely reviews the Spanish LAB results to see what strengths and weaknesses the child has in Spanish. For other languages, we utilize the SayYes app to communicate with the child. Moving forward we will utilize the SIFE questionnaire. Student work is closely monitored and based on both the NYSITELL scores and general baseline assessments done with the students, the school works to determine if the SIFE label was correctly or incorrectly entered.

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).

Thus far, our new enrolled students with IEPs have come from other states and Puerto Rico. Based on the information gathered through the HLIS form and our interview with the parent or guardian, a placement decision is made for the child within the programs we have available. The decision to administer the NYSITELL has been made thus far by our licensed pedagogue. The pedagogue reviews (and sometimes translates) the IEP before administering the NYSITELL to weigh whether or not the child's disability is impacting their language acquisition. The LPT is currently being formed.

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.

Our licensed pedagogue maintains all entitlement and non-entitlement letters. After the NYSITELL is scanned, the pedagogue completes the appropriate letters in the parents preferred language (or in English if the language is not available) and sent home with students. Copies are made and filed in the compliance binder, which the pedagogue maintains.

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).

Parents are invited to a Parent Orientation as soon as the results of their child's NYSITELL is scanned. An entitlement letter is also sent. At the meeting, the two phases of right to appeal will be explained and discussed. The entire process will be explained to parents, beginning with their written request to initiate the re-identification process. The school's role and responsibility will be explained to the parent, including our review of all documentation submitted by the parents. Parents will also be notified of how the process escalates to the superintendent. Phase 2 will also be discussed. If and or when the time comes for this phase, the parents will be notified as necessary.

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.

All ELL parents are invited to attend a Parent Orientation at the beginning of the school year (within 10 school days) as that is when the majority of our ELLs enter our school. As students enroll throughout the year, parents are explained the programs informally at enrollment and told that they will likely be invited more formally (depending on how the student performs on the NYSITELL). Parents are called and a notice is sent home with students if their parents require an orientation, generally within the first 5 days and scheduled at the parents earliest convenience. Attempts are made by the ESL teacher and the Parent Coordinator, who maintains most parent contact information. Parents who select a program that is unavailable at the school will be contacted and explained the process by which students will enroll in these programs. Thus far, we have had no parents opt to choose this option. All parent correspondence is sent home in the language parents initially requested. Parents who do not return a form will have their child place in an ENL program, as we do not have a bilingual program at our school.

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.

Generally, Parent Surveys and Program Selection forms are collected at the time of the Parent Orientation. Any parent who attends but chooses to take the form home for consideration is asked to return it and called for follow up if it is not returned the next day. Parents who do not attend the orientation are sent a copy of the form home with their child and called for follow up if the student does not return the form. Forms are sent home again approximately mid-year if they are not returned and parents are called again as a follow up. When the majority of the forms have been returned, the ESL teacher reviews them to gauge what choices are parents are making.

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

Parents are given the opportunity to complete the Parent Survey and Program Selection form at the Parent Orientation. Parents who are unable to attend and complete the letters are called to encourage them to attend an individual meeting. Parents who cannot

attend or be reached are sent the form with their child, in whatever language the parent initially identified as their preference. Children are strongly encourage to return the letters. If the letters are not returned, an attempt is made again to reach the parents. The forms are sent again with students mid-year to any parents that have not yet completed them. Copies are kept in the compliance binder, which is maintained by the ESL pedagogue, as proof that attempts were made to reach the parent.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters, which are sent in the parents preferred language, are completed by the ESL pedagogue, after the parent survey is returned and sent home with the student. A copy of the letter is made and is filed in the compliance binder, which the ESL pedagogue maintains.. If no parent survey is returned, a placement letter is sent home with the students. Again, a copy of the letter is made and filed. If the parent survey is later returned, the placement letter is updated to reflect the parent's selection and copied and filed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each child is kept in a compliance binder, which is maintained by the licensed ESL pedagogue. The binder is updated as new students are enrolled in the school. The binder includes: copies of HLIS, Parent Survey and Selection form, as well os copies of program placement letters, entitlement letters, continued entitlement letters, non entitlement letters, and transition lettters. Copies are made of any letter that should be returned but is not as proof that an attempt was made to send home the letter to the parent or guardian.
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.
The ESL teacher first runs the RLER ATS report to check for eligibility. This list is then cross checked against the materials sent by the assessment company. A list is created with all students names and broken down by session of the test, including speaking. As the parts are administered, they are checked off or it is noted if a student is absent. The date is written in as well. Make ups are tracked this way until all sessions are completed. If a student enrolls during this time and is identified as an ELL, the student is quickly given the NYSITELL and then added to the NYSESLAT list.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Based on RLAT ATS report, continued entitlement letters and transitional support letters are sent home in September in the same way as the other letters. They are written by the ESL teacher, copied and filed as proof that they were sent and the original is sent home with students. These letters are sent in the parents preferred language. Students are also notified verbally about their ELL status so that they may speak with their parents.
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).
Approximately 2/3 of our 32 ELLs speak Spanish, but less than half of our parents request Transitional Bilingual Education or Dual Language, therefore we do not have enough interest to open a bilingual program. The vast majority of our parents continue to request Freestanding ESL. Those who make a request for a different program are notified that we do not have the program, but thus far none have opted to transfer to another program.

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.

Our Freestanding ENL program is delivered according to the mandated minutes as laid out in CR Part 154.2. Students at various levels of language acquisition receive the prescribed number of minutes within both their ELA classes and content subjects. ELLs are grouped with specific sections so that the ENL teacher may essentially follow the class to work with them. Since all students are grouped with a specific class, the ENL teacher works with specific groups during class time to deliver the mandated minutes. Students are grouped in a variety of ways, including NYSESLAT level, language pairs, reading level.
 - b. TBE program. *If applicable.*

Not applicable
 - c. DL program. *If applicable.*

Not applicable
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)?

Students are strategically grouped into classes so that the ENL teacher may deliver the mandated number of instructional minutes.
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.

We currently offer only Freestanding ENL. Within this program, we are focusing on a push-in model in which the ENL teacher essential co-teaches in whatever content area class she is pushing into. The various co-teaching styles (parallel teaching, team teaching, etc.) are employed as necessary and appropriate.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

At this time we do not evaluate our ELLs in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher uses various assessments, both formal and informal, to evaluate students in the four modalities. Students at the lower levels of English acquisition are given more opportunities to respond verbally and, when possible, in their home language. ENL teacher often pairs students with classmates who speak their home language to allow them to translate whatever materials they are working with and to allow them to respond in their home language. Students at the higher levels of English acquisition respond more often written form, but may also respond verbally to gauge their academic language.
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

Tasks are differentiated for subgroups mostly through the use of various modalities. Generally, students at the lower levels of English acquisition receive more differentiation and supports, as the higher level ELLs have little to no modified criteria. All students receive support as necessary. For example, SIFE and Newcomers might have a task read to them and their responses scribed, where as a long term of former ELL would not. These students would be responsible for reading and writing appropriate responses. Students are given additional work and think time as deemed appropriate by the teacher. Students at the lower levels are also supports such as graphic organizers, translated editions (when available) and manipulatives (when applicable). They also receive sentence starters and prompts to assist them in their thinking.
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.

Not applicable.
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?

Our ELA department currently uses Expeditionary Learning, which includes a plethora of instructional strategies, protocols and appropriate grade level materials for our ELLs. Teachers of ELL-SWDs also use graphic organizers, translated editions when available, and interactive word walls to assist students in accessing content.

Chart 7 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?

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) 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.

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 Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL 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 K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

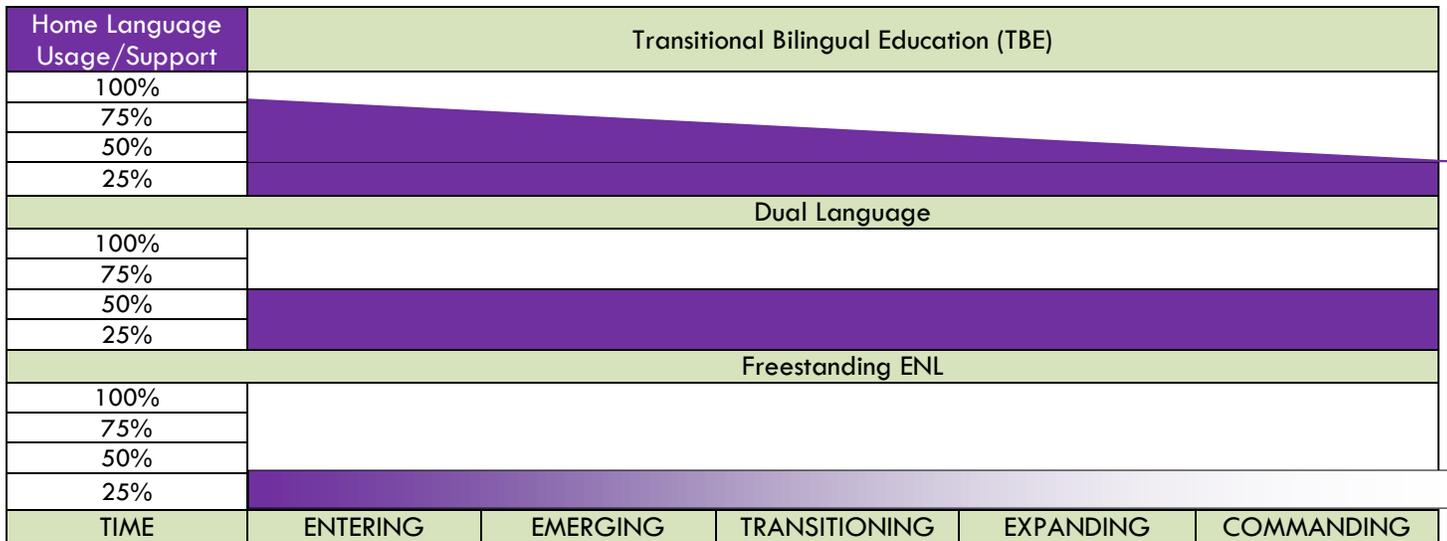


*Note: “other approved services” does not apply to New York City at this time.

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.
We've previously used a pull-out model, during which our students attended a separate ESL class during their normal ELA block. We were able to do this because our ELLs are grouped together within classes and because we have common content time, during which a specific block of a grade has the same subject. This program has both its positives and negatives. This allowed us to effectively maximize the time our students received instruction and for smaller groups (outside of their normal larger classes), but we found that the heterogeneous groups did not do enough to push our higher level ELLs. While the lower level ELLs received instruction based on their needs (letter recognition, phonics, sight words, etc.), they were generally the minority within these groups and did not receive as much face to face time as they needed.
12. What new programs or improvements will be considered for the upcoming school year?
We will be moving more towards push-in, particularly with our higher level ELLs who are better able to access the ELA curriculum. For our lower level ELLs, we will be working more with them in content so they can better access core curriculum that they struggle with.
13. What programs/services for ELLs will be discontinued and why?
We currently offer only Freestanding ENL and will not be discontinuing this program. We do not have enough students or sufficient interest to open any other programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are invited to join our ASPIRA after school program, which includes both an academic and activity component. They are also given consideration for our Academic Success program, during which students can make up missing work for their classes to improve their grades. Finally, ELLs who take the ELA are invited to our Saturday Academy prep program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We are currently looking into programs, including technology, to better support our ELLs. We currently use Expeditionary Learning in our ELA department, which provides specific ELL resources.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We currently offer only the ENL program model. Within that model, students have a word wall that includes our major languages (Spanish and French), strategic student pairs (so that students who speak the same language within the class can assist in translating) and translated editions of any available materials.
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).
Not applicable.
19. What language electives are offered to ELLs?
We currently offer Spanish to all 7th grade students, regardless of ELL status. Students who perform well in this course are invited to the
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- Not applicable**

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.)
Going forward, much of our professional development will revolve around building academic language in all our students, not just our ELLs as we've realized it is a growing need throughout the school. The professional development plan is currently being made to support this. Whenever possible we have, and will continue to, support inter-visitation amongst our teachers to witness first hand best practices within our school community that support ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ELL teacher is included in all professional development sessions, which generally revolve around CCLS and Danielson's Framework. These PD sessions range from using questioning and discussion techniques to engaging students in learning. The ELL teacher is included in both the workshops and in the follow up, during which a member of the administrative team will check in on how the various strategies and resources presented are being utilized in the classroom. Feedback is given to assist the teacher.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As a school, we hold an open house in June to welcome our incoming 6th graders. At this open house, parents and students are given a rundown by the principal about school norms, uniform and discipline policies, etc. The Parent Coordinator is also present to introduce himself and explain about the type of workshops we as a school offer to parents. The Guidance Counselor also attends, as well as any available 6th grade staff. We plan to seek translators for our future open houses. With regards to high school, we hold a High School Night in September, during which time the high school handbook is given out. Our Guidance Counselor explains that high school admissions process to the parents and students alike. Translators will also be sought out for future meetings. From October to December, we invite various high school students to meet with our 8th graders during their weekly grade town hall meetings. The Guidance Counselor also attends these meetings as necessary to provide any pertinent information. Approximately a third of our ELLs are SIFE students or students new to the US school system. For them, the transition is less about elementary to middle school and more about transitioning into a school environment. Our LLL teacher meets informally with teachers on an as needed basis to discuss cultural sensitivities, language development and general content knowledge acquisition for these students. Whenever possible, she provides resources for these teachers.
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.
We are in the process of planning our Professional Development calendar to ensure that we are in compliance with the requirements of CR Part 154.2.

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?

Our school uses the Skedula system to log important interactions with both students and parents across the school. For the upcoming school year, we will create a new anecdotal type, which tells readers roughly what the content includes (private conversation, general behavior, uniform infraction, etc.). This anecdotal label will be specific to ENL and will be used by the ENL teacher to log calls home and meetings with parents about their child's progress.

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. Unfortunately, our ELL parent involvement is not as high as we would like. It is something that the ENL teacher has discussed with the Parent Coordinator. For the upcoming school year, they will work together to come up with strategies to increase parental involvement for our ELL parents. One idea is to hold more family type workshops to include both our parents and our students.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our various workshops (Skedula information meetings, healthy eating, etc.) are provided to all parents, including those of ELLs.
5. How do you evaluate the needs of the parents? We provide educational and informative workshops based on specific topics and encourage feedback from parents based on these workshops.
6. How do your parental involvement activities address the needs of the parents? We solicit ideas from parents about future workshops they'd like us to hold and plan these workshops accordingly.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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 Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X566**

School Name: **Pelham Gardens Middle School**

Superintendent: **Meisha Ross-Por**

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) 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

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.

Data is collected primarily from the HLIS and Blue Emergency Cards. Both ask the parent's language preference. The RAPL ATS report is used to monitor changes and trends in the preferred languages of our parents. The RHLA ATS report is also helpful in viewing a snapshot of the home languages of our students, as they generally reflect the languages preferred by their parents.

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.

Currently, the vast majority of our parents (approximately 85%) prefer written and oral communication in English. We do have a significant number of parents (approximately 10%) who prefer Spanish. This includes both ELL parents and non-ELL parents. We have a handful of parents that prefer Arabic and Urdu. We also have a few parents who prefer French/French Haitian Creole and Urdu. Lastly, we have at least one parent who prefer: Twi, Tagalog, and a language from Niger-Congo.

Part B: Creating a Communications Calendar

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.)

Our letters home to parents (including but not limited to: meetings, parent teacher conferences, holidays, after school program information, dress down days, state exam dates, etc.) are sent home in both English and Spanish. Letters are sent home a few days prior to the event in question, as they come up. They are translated in house by a bilingual staff member. Any ELL related documents are gotten from the DOE website and generated as necessary for our ELL parents specifically. We will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents as necessary. We do not yet provide any newsletters, handbooks or information regarding curriculum.

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 Conference and Open Houses are held 4 times a year, as per the teacher contract. These dates are held on the designated dates provided by the Department of Education. Informal face to face meetings are generally logged into our Skedula system and teachers are notified if they are required to be there. If a translator is needed to notify a parent we generally notify a bilingual staff member to make the contact whenever possible. IEP meetings are held by the school based support team which seeks out a translator as needed.

Part C: Providing Language Assistance Services

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.

We most often rely on bilingual staff members to assist in translating. Additionally, we utilize the bilingual staff of our ASPIRA after school program. When we have open houses/parent teacher conferences, these staff members are assigned to a specific parent and accompany the parent throughout the night as they make their way around the school. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school.

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

Our method of interpretation is largely dependent on the reason for the translation. For example, a more serious correspondence or conference about student suspension would warrant a translator from the Translation and Interpretation Unit. A correspondence about a school holiday or a phone call home about a uniform infraction would be handled generally by in house school staff. We are in the process of planning when we might require on-site interpreters for the upcoming school year.

Part D: Training Staff on Policies and Procedures

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.)

Our staff members as a whole are not all familiar with how to use translation services and the over-the-phone interpretation service. However, our house staff is familiar with the services and our secretaries know how to use the various services. We hope to further instruct our staff about these wonderful services and how to best utilize them to communicate with parents. For now, our staff relies on in-house staff members for bilingual parent calls and conferences.

Part E: Providing Notice of Language Assistance Services

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

We are in the process of requesting a new LAP kit so that we may fulfill our parental notification requirements.

Part F: Monitoring and Quality Control

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

Our Parent Surveys are given out during Parent Teacher Conferences to ensure we reach as many parents as possible. We designate a room with computers so that our parents may complete the survey as they meet with teachers. Translators are requested as needed. To incentivize our parents, we hold a

raffle that parents may enter only after they have completed the survey. Students whose parents complete the survey as allowed to wear jeans with their uniform shirts as an incentive.