



**BRONX GREEN MIDDLE SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: BRONX GREEN MIDDLE SCHOOL**  
**ADDRESS: 2441 WALLACE AVENUE**  
**TELEPHONE: 718-325-6593**  
**FAX: 718-325-3625**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321100010326      **SCHOOL NAME:** Bronx Green Middle School

**SCHOOL ADDRESS:** 2441 WALLACE AVENUE, BRONX, NY, 10467

**SCHOOL TELEPHONE:** 718-325-6593      **FAX:** 718-325-3625

**SCHOOL CONTACT PERSON:** CHARLES JOHNSON      **EMAIL ADDRESS:** CJOHNSO20@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kristin Crowley

**PRINCIPAL:** CHARLES JOHNSON

**UFT CHAPTER LEADER:** Ralph Labossiere

**PARENTS' ASSOCIATION PRESIDENT:** Monica Anderson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** EMILY SHARROCK/Wladimir Pierre

**SUPERINTENDENT:** ELIZABETH WHITE

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Emily Becker	Principal	Electronic Signature Approved.
Kristin Crowley	UFT Member	Electronic Signature Approved. Comments: yes - login trouble
Ralph Labossiere	UFT Chapter Leader	Electronic Signature Approved. Comments: yes - login trouble

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Bronx Green Middle School is a middle school located in the Pelham section of the Bronx, New York. The school opened in 2006 with a 6<sup>th</sup> grade class and added a class a year until it reached its three grade capacity during the 2007 – 2008 school year. Bronx Green Middle School is one of three schools within the Frank D. Whalen Campus which includes Aspire Preparatory School and Pelham Academy of Academics and Community Engagement. The Frank D. Whalen Campus is a four-story structure that occupies an entire city block with a garden and a newly renovated school yard. Bronx Green is housed on the entire second floor and also part of the first floor. Presently, the school is at capacity, housing general and special students in grade 6 – 8.

Presently, the school services 400 students of which 64.9% of them fall below the poverty rate. The students hail from a variety of cultures and countries with the majority of them (63%) Hispanic in origin. In addition to a large Spanish speaking population Bronx Green also services students of Muslim, Albanian, African, and Arab descent. During the course of the year, the school sees approximately a 15% turnover of students during the course of the school year through the transient population.

One of the major focuses of the school is its garden and the implementation of a curriculum that supports farm to table initiatives. The school has partnered with the Silva center and the Garden to School Café pilot program with the Department of Education to incorporate these programs during the academic school day.

Another focus of the school is implementation of technology in the classrooms across all three grades and all content areas through various modalities. Students in grade 6 are provided technology two times a week in a state of the art Maclab. Computers are available for student use in All English Language Arts classrooms as well some Mathematics and Social Studies classrooms. In addition, for the 2010 – 2011 school year, Bronx Green Middle School will be piloting a program with a small team of teachers and staff that integrates the use of i-pads in selected classrooms targeted specific content areas or sub-groups of students.

In addition to technology implementation in the classroom, Bronx Green Middle School offers all students Academic Intervention Support during their extended day program as well as a range of after school activities which include a Glee Club, Robotics classes, Yoga, Boxing, Soccer, Literacy and Basketball with separate boys and girls teams.

Some of the unique features of Bronx Green Middle School include;

A gardening program that supports farm to table initiatives

Integrated use of technology in all English Language arts classrooms

A state of the art Mac lab

Use of i-pads in the classroom to promote technology integration in all subject areas

Grade level incentives and rewards programs for behavioral and academic progress

Use of SMARTBOARD technologies in most classrooms

Technology time for each student between 2 and 4 periods a day

The school cabinet for the 2010-2011 school year will consist of a Principal, Assistant Principal, 1 Dean, 1 Coach/ Data Specialist, 1 technology coordinator. The instructional cabinet will consist of the aforementioned people and two additional staff members from the ELA team. The remainder of the staff consist of XXXX Teachers, 1 Counselor, 2 Social Worker, 3 school aides and a school secretary.

For the 2010-2011 school year, each week all students will receive instruction as follows; 10 periods of Math, 10 periods of ELA, 5 periods of Social Studies, 4 periods of Science, 2 periods of Physical Education / Health, 4 periods of Mixed Material Art (8th grade), 4 periods of field study (7th grade), and 3 periods of technology (6th grade).

With a change in the administration, substantial changes to the school environment and culture have already been seen at Bronx Green Middle School. Substantial improvement in student performance, curriculum, and school environment is already clear as you move through the school. Through continuing professional development, integrated technology, increased academic rigor and a positive learning environment Middle School 224 strives to reach all its goals for the 2010-2011 school year.

#### **Our Vision:**

**We envision the Bronx Green Middle School to be an environment in which each and every student feels safe to learn at their own pace by providing them an education that meets the individual needs of our learners with a supportive and well trained staff through the use of technology integration, regular student goal setting, and attention to individual student strengths and weaknesses.**

#### **Our Mission:**

**Bronx Green empowers students academically, emotionally, and socially to consistently make wise choices.**

While we are aware that we have had major changes from the 2009 – 2010 school year to support our weaknesses we are also aware that we still have a long road ahead of us in the work that needs to get done. It is our plan that we meet or exceed each of our goals outlined in the CEP and continue to move forward in progress and culture.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	Bronx Green Middle School								
<b>District:</b>	11	<b>DBN #:</b>	11X326	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.4	92.2	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.1	90.98	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	153	134	113	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	188	157	143		73	81.2	64.9		
Grade 8	0	181	165						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	19	TBD		
Grade 12	0	0	0						
Ungraded	0	1	3	<b>Recent Immigrants - Total Number:</b>					
Total	341	473	424	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					14	15	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	12	23	35	Principal Suspensions	79	178	TBD		
# in Collaborative Team Teaching (CTT) Classes	25	23	32	Superintendent Suspensions	15	20	TBD		
Number all others	9	19	19						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	43	64	67	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	5	8	16	Number of Teachers	22	36	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	8	TBD
				Number of Educational Paraprofessionals	1	0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	19.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	13.6	19.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	64	64	TBD
American Indian or Alaska Native	0.9	0.4	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	71.4	88.6	TBD
Black or African American	27	23.3	21.7				
Hispanic or Latino	58.4	60.5	63.7				
Asian or Native Hawaiian/Other Pacific Isl.	7	6.6	5.4				
White	6.7	9.3	9.2				
Multi-racial							
<b>Male</b>	51.9	52.4	50.9				
<b>Female</b>	48.1	47.6	49.1				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>7</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	D	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	41.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	13.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	17.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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### SUMMARY OF SCHOOL PERFORMANCE TRENDS for 2009-2010

The Bronx Middle School graduated its second class at the end of the 2009 – 2010 school year. While our data is still limited in terms of long term trends because the school finished its fourth full year at the end of the 2009 – 2010 school year, data collection has been a priority in order to determine the strengths and weaknesses of the program.

In order to analyze school trends we use a variety of reports to get the most comprehensive overview of the school's performance. These formal reports include the school quality review, progress reports, Learning Environment Survey, NYSTART data, ARIS and additional assessment reports we are able to conclude the following trends with school performance.

In addition to formal reports the school also monitors student progress and trends very closely throughout the year using the Teachers College Reading and Writing Assessments, writing samples, and the in house generated math, science, and social studies diagnostics, Impact mathematics assessments, and practice state assessments. Additionally, we have also collected data from the teacher-made unit assessments in ELA and Math, Writing Baselines and Endlines, and from informal assessments such as conferencing notes, and teacher observations. In addition, the data collected from the Inquiry Team research has helped us drive our instruction as well as the team focused on the performance trends of our African American males. Furthermore, we also collected data from the results of the 6<sup>th</sup> through 8<sup>th</sup> grade ELA and Math Predictive and Diagnostic assessments through McGraw Hill Acuity. Assessments that were administered to all grades students throughout the course of the year.

To analyze the results of these assessments, we created an item analysis for each student. By doing an item analysis for each student, we were able to identify the needs and strengths of each individual student. Consequently, said data was used to make changes to the in house generated curriculum as well as determining changes to the published curriculum. Some of these changes include a switch

from Connected math to Impact math for the 2010 – 2011 school year. A switch from completely teacher generated ELA curriculum to using the Teachers College Reading and Writers project for curriculum and student assessment.

In addition to the changes in the Mathematics and English Language Arts curriculum. Student data indicated that changes needed to be made to the Science and Social Studies Curriculum. Based on limited student non-fiction writing, the data indicated that the students need additional time in class to increase stamina in content and non-fiction expository writing.

In addition, to the student data we also used the results of the aforementioned data to determine overall strengths and weaknesses of the school as a whole to determine where we need to improve the community as a whole. After analyzing all of these data sources, we were able to collect valuable data in regards to our achievements, performance trends, student progress and challenges we are facing. Conducting a comprehensive review of our school's educational program, we have found great achievements and significant gains in progress during the 2009 – 2010 school year. However, we have also uncovered some areas of concern as well.

#### Data analysis/findings –Mathematics:

Of major concern for the 2009 –2010 school year was the mathematics program. Based on the 2008 – 2009 exam, mathematics saw a 7% decrease in test scores across all three grades. Trends indicated testing stamina issues, difficulties in writing in mathematics and basic problem solving and comprehension concerns. In order to address these block concerns to the entire team of math teachers, schedules were aligned to provide them with a 90 minute period of planning and analysis time on a weekly basis. In addition, a math coach was hired and the realignment of the ELA coach to support math was also made during the course of the year. Of immediate concern was the lack of workshop model delivery of instruction as indicated in the Quality Review.

Using Acuity and other in-house assessments during the course of the year, continued concern in the students' progress or lack thereof became a focal point of the team meetings. Changes in how the math was being delivered rather than the content itself became a priority. Teachers were provided with additional professional development and the math coach was assigned as an additional level of support inside the classroom.

Teachers worked together to develop more project based learning activities and to align rubrics to ensure that there was consistency in student assessment. As the year progressed progress was made with many members of the team in terms of their instruction and the students' successes in Acuity and other in-house assessments.

However, the state tests again indicated a decrease in mathematics scores with only 15.4% of the students meeting or exceeding grade level standards. This is down significantly from previous years. Much of where the students lost the majority of their points was seen at the end of the exam and in the short responses. Again, as in ELA testing stamina and written response continues to be an area for development for BronxGreen.

In order to meet the needs of our students in math, changes to the program has again been made. The students are not using Impact mathematics which is a better transition from them as our feeder elementary school use Everyday math. In addition the coach/data specialist meets with the team to work on data analysis and structure independent work. The team also meets by grade in order to focus on specific strategies for grade content. Lastly, 40% of the students receive additional support in AIS for math with the number varying after the first round of formal assessment through Acuity is aggregated.

#### Data analysis/findings –Literacy:

Based on the analysis of our data, students in grades 6 – 8 were in need of an intense focus on reading and writing skills, as evidenced by student predictive, diagnostic, and state assessment scores. Specifically trends indicated that the majority of the students lost most of their points in the following areas;

Inferences and drawing conclusion

Context clues and unfamiliar vocabulary

Extended Responses

Testing Stamina

The majority of the students did not demonstrate the ability to comprehend of grade level however, most of them are able to decode on grade level. Even though in house data indicated students were making gains on their reading and writing progress an analysis of their test scores from the state assessments showed otherwise. Using Acuity data we had anticipated a 12% gain in AELA scores on the state exam from the previous year, however after the final assessment scores were out we saw a 7% decrease in test scores. The decrease was seen largely in the 8<sup>th</sup> grade where students should have difficulty in completing the exam, especially the written section. Only 17.8% of the students meet or exceeded state standards in ELA across all three grades.

In addition to the written portion of the exam, based on the data, student performance in all three grades show consistency in where they did not meet state expectations. More often than not a student fared far better on the beginning of the exam than on the end. In addition students demonstrated significant difficulties with questions that went beyond the written text. Questions that were implied or otherwise required some connection to something beyond the text had were often incorrect.

Additionally, students did not seem to finish their writing or left portions of the questioned unanswered. While it is unsure if this was because of time constraints or the students inability to follow the direction both areas need to be addressed in order to make progress for future assessments.

Therefore several academic changes need to be made in order to support this higher order thinking. A plan to increase in academic rigor through the professional development and implementation of the following school wide instructional strategies:

- I. Use of Bloom's Taxonomy for questioning and brainstorming
- II. Developing content area vocabulary/Word Walls
- III. Reading and writing for Meaning,
- IV. Think, Pair Share
- V. Cooperative Learning
- VI. Research projects and papers

As well as increased use of Technology in class activities. This includes: focused research techniques, use of spreadsheets to record information and represent the information in graphical form, use of Smart boards and remote response systems for the students to use and implement timed sessions to increase stamina and rigor with the students.

Since one of the areas that the school still demonstrates a weakness in, is data collecting, a plan to ensure that reading and writing levels are collected four times of year is in place for the 2010 – 2011 school year. This will ensure that the student's progress is being monitored and trends in the classroom can be addressed.

### English Language Learners ( ELL's)

The data on our ELL's from the State Assessments and the NYSESLAT the data show that our ELL's continue to show some setbacks during the time in middle school. While many of them showed progress, especially those who are in their first or second year classified as an English Language Learner. However, students who have been in the system for five or more years seem to show a decline in growth when they take the NYSESLAT. Additionally, the ELL's, for the most part showed a decrease in growth on the ELA and Math exams with many of them struggling to meet the requirements for Level 2 proficiency.

After an analysis of the State assessment, the ELL students seemed to fall largely in the range of scoring between 1.88 and 2.03 with the vast majority of them performing in the 1.97. to 1.99 range. This decrease in their performance is on par with City wide evaluations of the exam and

#### Successes:

More students than in previous years demonstrated a level of proficient on the NYSESLAT

ELL's continue to make strides in mathematics

ELL's continue to make strides in their reading levels as indicated on their in house assessments

ELL students seem to perform better when grouped together to target group weaknesses and provide additional ELL strategies.

#### Challenges:

ELL students do not take the NYSESLAT seriously. Individual and group feedback indicates that they feel the test is "beneath" them or too easy and they do not try during the assessment to do their best.

ELL's look to each other for home language support in subjects where they need to be challenged in English

Based on the ELL's current progress and the additional increase to the ELL population for the 2010 – 2011 school year, the Inquiry team will focus on ways in which we can continue to support ELL's taking the state exams for the first or second time.

### Analysis of the Quality Review Report

Bronx Green Middle School participated in its 4 quality review. Unfortunately, the results of the review were not as we had hoped. However, we did discover that we are moving in the right direction and took the analysis of what we need to improve on and make it a priority for the 2010 – 2011 school year.

#### What the school does well

The school strategically aligns resources and teacher assignments to support improved student achievement.

- The school has created a student program called “806” to meet the social and academic needs of an at risk group identified in grade 7. This has resulted in improved behavior that supports academic achievement. A social worker and an assistant principal who regularly monitor student progress and a dean who teaches part of the program support this targeted group effectively.
- Two teachers are assigned to the majority of math classes, thus reducing the student/teacher ratio and enabling more direct instructional support. In addition, English language learners are supported by an additional teacher who attends their content area classes.

The school makes good use of assessments and diagnostic measures to plan improvement strategies.

- Teachers have been assigned laptops resulting in greater use of ARIS to track student achievement. In addition, staff utilizes *Google docs* to provide timely communication, resulting in more effective school-wide planning.
- Analysis of school data trends based on report cards and interim reports in-between marking periods are identified to inform future school-wide planning.

The school’s effective curriculum development in English language arts has resulted in improved student outcomes.

- The school has created an “instructional dean” position to support curriculum development resulting in a cohesive English language arts instructional program. Student work analysis by the English language arts inquiry team in grade 7 is strongly aligned to curriculum development.
- The school’s pre-assessment and analysis protocol has led to targeted English language arts instruction, resulting in improved achievement, especially for students performing in the bottom third of their peer group.

The school has effective and regular communication with families about student progress.

- The school provides interim progress reports to parents between formal reporting periods. These reports effectively help students to identify subject areas they need to improve upon before the quarterly marking period of record.
- Parents state that the school regularly contacts them via phone calls or email regarding academic, attendance and behavioral concerns. They also note that they can visit classrooms to see what is expected of their children without difficulty.

The school offers youth services, which provide effective supports for students’ academic and social development.

- The school’s advisory program is supported by an advisory coordinator who adeptly develops an advisory curriculum which supports students socially and academically. Math has been the current main instructional focus to promote improved achievement.
- The school’s partnership with Lehman College enhances youth development support through an extension of counseling services. Social worker interns support students

with their social and emotional development in collaboration with the two social workers and the guidance counselor on the staff. This is already having a measurable positive impact

However, the Quality Review for the 2009 – 2010 school year also pointed out areas of concern that we have begun to address. After reviewing the report, we determined the school needs to work on the following;

strengthen the alignment between school mission and teacher practice to promote engagement, effective pacing, and differentiated strategies to meet the

needs of diverse learners.

We need to move away from the lecture style of teaching and delivering instruction and move into the workshop model which is more in line with the philosophy of the school. By using the lecture model we limit scaffolding for some students, and slow pacing and provide insufficient rigor for others.

We need to streamline assessment of learning during lessons because it is inconsistent. As a result, we miss opportunities to provide students with meaningful on-going feedback to aid them to reach their achievement potential.

expand the use of measurable and differentiated learning goals for subgroups as well as students in need of support.

Our teachers need to show the use of data to drive instruction, especially with subgroups which will help inform lesson planning and reduce the uneven levels of student engagement.

We need to take a harder look at how we help our students set goals in all content areas as well as set timeframes and monitor the effectiveness of this system and refine it as necessary and communicate such findings with all members of the team and school community.

formalize the process of providing teachers with formal feedback from observations and support for inquiry, with specific next steps for improving practice.

The school leaders prioritize teachers up for tenure for support rather than the entire team as a whole. Written feedback is not regularly provided to all individual teachers with indications of the next steps to improve practice or develop their leadership potential and all teachers are in need of consistent feedback.

We need to apply the inquiry approach across all grade and content team meetings so we are able to focus on and link the student work and teacher practice.

formalize teacher professional development plans to allow for targeted and continual progress monitoring and appropriate support when required.

At present we do not have a clear indication of who supports whom, for what, when, and for how long. Currently, there is no clear procedure for monitoring the effectiveness of professional support strategies.

We have acknowledged the benefit to be gained from realigning the English language arts group to serve as capacity builders. However we are still in the stages of determining the best way to do so. One such plan is to move ELA teachers into content areas to increase English Language arts in Science and Social Studies.

We need to ensure that all improvement plans have responsibilities identified, suitable time scales, and specific success criteria linked to goals.

We need to develop a system for all targeted initiatives that enables us to monitor and revise school improvement plans, and includes interim benchmarks for Comprehensive Education Plan goals and teacher development plans for improving student outcomes.

We need to create a system for evaluating the curricular and instructional decisions in all subjects, not just English Language Arts.

### Results from the 2009-2010 NYC SCHOOL SURVEY

Another area that we focused on to improve the school culture and community was based on the results of the "Learning Environment Survey" for the 2009-2010. The cabinet had the time to come together to analyze the results. We recognize that these results provide useful information about the learning conditions of our school and can help us identify improvement goals. The survey results were somewhat indicative of the fact that the school was in need of a change and the responses indicated such. It is important to note that only 23% of our parents, 85% of our teachers, and 64% of our students participated in the survey. After carefully studying responses from parents, teachers and students, we have found the following to be true:

- 89% of our parents were satisfied with the education that their child has received this year which was a slight trend downward from 91% the previous year but still better than the 77% during the 2007 - 2008 school year.
- 90% of our parents felt they had opportunities to participate in their child's education which is down 2% from the previous year but still up from the 88% from the 2007 - 2008 school year.
- 90% of our parents are satisfied with communication which was up 3% from the year prior.
- 54% of our staff feel School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school which is down from a high of 65% the year prior and an indication that the staff was not happy with the way the school was working with them.
- However 64% of the staff do feel they know what is expected of them which was up 8% from the previous year.
- 87% of the students felt that most of the adults at the school knew they by name and another 79% felt challenged by their learning.

One of the most interesting results of the survey and one that was very telling in terms of a change needed to be made in teacher's role in the school community and decision making as well as the safety and security of the school was the results of order and discipline. While 76% of the students felt safe at the school only 15% of the staff members felt that there was a level of order and discipline maintained at Bronx Green. In an effort to see that these numbers increase during the 2010 – 2011 school year the school cabinet as well as the administrative team have looked carefully at ways in which we can increase order during transitions in the hallway, promote a safe and positive environment during lunch periods, provide the students with additional incentives for appropriate behaviors including field trips to sporting events and after school movie and pizza rewards, and school dances. Additionally, the cabinet and the administration has reached out to the teachers for their feedback, in terms of what additional ways they feel order and discipline can be addressed at the school and what additional support they need inside their classrooms to promote a safe and positive learning environment.

#### ATTENDANCE:

Our school rate of attendance is consistently high and this year student attendance is at 93.3 %. Attendance is celebrated with the students at Bronx Green Middle School with incentives for students being in school including a Broadway play trip for students who have not been absent. However, student lateness continues to be a concern at Bronx Green Middle School and we are still working on ways to address student lateness. One trend we did notice was that homeroom before first period added to student lateness so for the 2010 – 2011 school year we have eliminated homeroom starting the day with first period where attendance is taken for ATS.

#### TECHNOLOGY

One of the major pieces that Bronx Green Middle School has been lacking over the last couple of years is the continued implemented use of technology in the classroom. Students have been limited in the amount of time that have in front of computers or other smart technology. Often times students demonstrated concerns or were quite unfamiliar with typing, navigating the internet or other 21<sup>st</sup> century necessities. In order to meet their needs, changes to the 2010 – 2011 school year include new Mac lab. Distribution of computer stations in all ELA classrooms, smart technology in most classrooms and continued professional development for teachers integrating these systems.

Our school rate of attendance is consistently high and this year student attendance is at 93.3 %. Attendance is celebrated with the students at Bronx Green Middle School with incentives for students being in school including a Broadway play trip for students who have not been absent. However, student lateness continues to be a concern at Bronx Green Middle School and we are still working on ways to address student lateness. One trend we did notice was that homeroom before first period

added to student lateness so for the 2010 – 2011 school year we have eliminated homeroom starting the day with first period where attendance is taken for ATS.

#### Great accomplishments over the past year:

All classrooms are equipped with LCD projectors and many of them have SMARTBOARD Technologies

All teachers were provided with professional development in their content area with several others participating in yearlong programs for differentiated instruction.

Study met with teachers in small group sessions on a weekly basis for additional support.

- Teacher Teams meeting time included in the schedule and fully supported through professional development.
- Math teacher team was provided additional time together for additional support.
- A well-equipped professional resource library is available to all teachers for additional resources, e.g. pedagogical guides, assessments, guides, big books.
- School reaches out the parent community through written and oral communication and utilizes school messenger on a regular basis for updates and announcements.  
Alignment of schedules for ELL's for additional support.

Incorporation of collaborative practice methods during teacher team meetings to analyze student work and teacher instruction for effectiveness.

Cross-curricular planning to support subject integration in content areas.

Implementation of an internal website for teacher references support and communication.

Creation of individual web pages for content areas as a place to collect and share resources

Creation of a state of the art Mac lab for student use

Integration of the i-pad in targeted classrooms

Additional programs for incentives for students for behavioral and academics purposes.

- Use of feedback forms and surveys for continually analysis of programs and policies
- Use of town-hall meetings as a place to share successes and inform students of important information
- Continued relationships with outside agencies such as Lehman college to support social and emotional issues

#### Significant Aids:

- New Teacher mentor
- Staff that had at least one year of experience (expectone)

- Data Specialist to train staff to use data management systems and analyze school, grade and class data to inform instruction.
- Use of Acuity on the classroom to drive data informed instruction.
- AIS to support literacy and math instruction
- After school and Saturday Academy to support content area learning and mathematics
- Teacher analysis of student work across teams and contents
- Common planning periods
- Parent conferences

Hands-on Science program for all students that allow students to use their problem-solving skills, critical thinking, logical thinking skills, scientific thinking as well as other academic skills.

Social studies planning with ELA to promote cross curricular studies.

Standards-based arts program which follows Blueprint for the Arts

Faculty conferences and professional development time used for curriculum revision based on data analysis

Math and English AIS

#### Barriers:

- Low attendance and participation of parent workshops and parent teacher conferences as the year progresses.
- Low parent support for students with behavioral issues.
- Limited technology resources for students to help them in 21<sup>st</sup> initiatives.
- Limited additional support for our ELL's due to budget.
- Teachers teaching across content and grade making consistency in instruction difficult and preventing them from becoming "expert" instructors.

The School Cabinet, The School Leadership Team and teacher teams, reviewed the Quality Review, the NYC Learning Environment Survey, analysis of student data, and the other aforementioned reports and data and agreed that the following set of five goals be the focus for the academic school year. Many of these goals are directly a result of the 2009 – 2010 State Assessments and changes to the Assessment scale scores and format for scoring.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) *In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section.* (2) *Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.* (3) *When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.*

<b>Annual Goal</b>	<b>Short Description</b>
1. M.S. 326 will increase student performance in ELA, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS ELA Exam in 2011.	1. M.S. 326 will increase student performance in ELA, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS ELA Exam in 2011.
M.S. 326 will increase student performance in math, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2011.	M.S. 326 will increase student performance in math, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2011.
M.S. 326 will increase the performance of ELL students in ELA and Mathematics, as measured by a 10% increase in the number of proficient students (level 3 and 4) on the NYS ELA Exam in 2011, and a 10% increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2011.	M.S. 326 will increase the performance of ELL students in ELA and Mathematics, as measured by a 10% increase in the number of proficient students (level 3 and 4) on the NYS ELA Exam in 2011, and a 10% increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2011.
M.S. 326 will increase the number of students with disabilities scoring proficient in ELA, as measured by a 5% increase in performance on the NYS ELA Exam in 2011.	M.S. 326 will increase the number of students with disabilities scoring proficient in ELA, as measured by a 5% increase in performance on the NYS ELA Exam in 2011.
5. M.S. 326 will use data from NYS Exams, Acuity diagnostic and predictive exams, baselines, and teacher generated assessments to monitor student progress and provide each student with an action plan and strategies to improve their current academic abilities throughout the school year.	5. M.S. 326 will use data from NYS Exams, Acuity diagnostic and predictive exams, baselines, and teacher generated assessments to monitor student progress and provide each student with an action plan and strategies to improve their current academic abilities throughout the school year.
6.M.S. 326 will introduce common core standards to teachers in all subject areas through no less than two different experiences during the 20101 – 2011 school year.	6.M.S. 326 will introduce common core standards to teachers in all subject areas through no less than two different experiences during the 20101 – 2011 school year.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area**  
**(where relevant) :**

**ELA**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. M.S. 326 will increase student performance in ELA, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS ELA Exam in 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ During the 2009-2010 school year 18% of students were proficient in ELA, demonstrating a Level 3 or Level 4 performance on the NYS ELA exam. The goal is to decrease the percentage of level 1 students by 3% for the 2010-2011 school year (from 21% to 18%) and increase the percentage of level 3/4 students by 5% (from 17-22%) for the 2010-2011 school year. Actions/Strategies/Activities Actions in ELA classes targeting all students: • Implementation of readers and writers workshop along with initial TC reading assessments (timeline: ongoing) • Teacher collaboration used to create unit plans in the framework of the TC teaching model including: teaching point, mini-lesson, modeling, independent or partner practice, and share (Timeline: Ongoing – weekly ELA teacher meetings supervised by literacy coach) • Professional Development will be given to all teachers around analyzing data and how the data is used to inform instruction. Departments will meet weekly to strategize and look at data together and make informed decisions about instruction, specifically to meet the needs of the most struggling students. (Timeline: Ongoing; data specialist will meet monthly with content team leaders to assist in analyzing data) • Collective assessment and analysis of published writing consistent with the TC Unit and CCS standards, e.g., Text Types and Purpose, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing (Timeline: Approximately once per month, at the conclusion of each ELA unit of study) • Assessment and collection of “On Demand Writing” before and after each unit of study. • Introduction of structured writing and outlining as part of a “writing for the test” strategy for student growth (Timeline: Introduced in October and reinforced in each unit throughout the year). • Intensified focus on skills and strategies in both reading and writing designed to help students prepare for the state exam (Timeline: Reinforced throughout the</p>

year with specific test preparation sessions during Vacation and Saturday Academies) • Continued literacy celebrations to recognize student accomplishments in both reading and writing (Timeline: Once per unit in each ELA class) Actions targeting specific groups of students: • Creation of strategy based lessons to meet individual areas of need for each student; based on Acuity and in-class assessments (Timeline: ongoing) • Implementation of reading programs such as Read 180, Wilson. These programs will target students specifically in the 6th, 7th and 8th self-contained special education classes, as well as students receiving resource room (SETTS) services in ELA. (Timeline: Introduced in October 2010, continued through final assessment in June 2011) • ELL Academy for students receiving ESL services providing intensified focus on skills and strategies in both reading and writing designed to help students prepare for the state exam. (Timeline: 2 days/week after school and 15 Saturdays, October to May) Actions across all content areas: • Increase focus on use of technology in the development, growth and ongoing assessment of our readers. This will be accomplished with Smart Board technology (all students) and other technology. • Provide Professional Development for teachers who service ELLs consisting of language development and increasing vocabulary skills. • Semester field trips such as trips to the public library and interdisciplinary museum trips. • Utilize Bloom's taxonomy to sustain student engagement and differentiated instruction to meet student needs adjusting to student growth throughout the year. • Establishment of monthly reading running records with data accumulated from Acuity, Scantron, TC assessments. • All teachers will conduct test sophistication on a continuous basis throughout all 4 quarters of the academic school year. • Incorporation of technology, e.g. interactive websites, Acuity, and Scantron to target specific academic student needs Ongoing staff responsibilities: • Continued use of the collection of data to increase our ability to teach each individual student. • Ongoing staff collaboration to share effective classroom practices. • Increased focus on sharing of information helpful in achieving our goal with regard to student reading growth. • Analysis of current years plan across content areas and its effectiveness and recognition of areas of strength and weakness. • Creation of a summer reading program to best suits the needs of our learners. Implementation Timeline/Responsible Staff Members: • Continued implementation of all programs in semester one in order to allow growth through continuity throughout the school year • Timeline for specific action plan items is described above • Content area teams meet once per month to assess effectiveness of specific interventions with students (e.g., Wilson). • Literacy coach will meet with ELA/ELL teachers once per week to plan strategically, with classroom visits at least once per month. • The Assistant Principal, literacy coach and Principal will be responsible for overseeing the implementation of the action plan by June 2011

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Weekly department-wide planning – per session</li> <li>• Continuous training on technological applications such as SMART Boards and school website-Title 1</li> <li>• Interdisciplinary planning, specifically targeting ELA, Social Studies and Technology</li> <li>• Continued development of classroom libraries</li> <li>• Wilson training-Title 1</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ □ □</p>

**Subject Area**  
**(where relevant) :**

**Math**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>M.S. 326 will increase student performance in math, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2011.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ □ During the 2009-2010 school year 26% of students were proficient in Mathematics, demonstrating a Level 3 or Level 4 performance on the NYS Math exam. The goal is to decrease the percentage of Level 1 students by 3% for the 2010-2011 school year (from 19% to 16%) and increase the percentage of level 3/4 students by 5% (from 26-31%) for the 2010-2011 school year. The following strategies and activities are school wide and grade specific:</p> <ul style="list-style-type: none"> <li>• All mathematics teachers will conduct test sophistication on a continuous basis throughout all 4 quarters of the academic school year.</li> <li>• End-of-quarter assessments across all grades</li> <li>• Each grade level will adhere to a specific standards-based pacing calendar.</li> <li>• Incorporation of technology, e.g. interactive websites, Acuity, and Scantron to target specific academic student needs, as well as professional development focused on differentiation in mathematics for students with special needs and ELLs</li> <li>• Language will be infused throughout lesson planning/instruction and student assignments by using Bloom’s Taxonomy, the use of terminology, and through written applications. Math teachers in all grade levels will focus this year on an inquiry initiative addressing students' math vocabulary.</li> <li>• The Assistant Principal,</li> </ul>

	<p>and Principal will be responsible for overseeing the completion of the action plan by June 2011. Responsible staff members: Math teachers will conduct test sophistication throughout the school year. A math content leader will facilitate all professional development sessions. Math staff will focus on interventions with specific groups of struggling students (e.g., SWDs, ELLs) during AIS periods. Implementation timeline: Math teachers will meet weekly throughout the year to plan test sophistication and to better differentiate instruction. Inquiry initiative will be planned from October to December and will be implemented in all 3 grade levels by January. AIS program targeting students' specific needs will be finalized by October 1st 2010 and fully implemented beginning in October.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Weekly department-wide planning, including resources and per session for the math team, will be funded using Title I allocations.</li> <li>• Continuous training on technological applications such as SMART Boards, and school website will be funded using Title I funding.</li> <li>• Use of standards-based, grade appropriate textbooks and other materials will be funded by Title I/Arra</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p>

**Subject Area**  
 (where relevant) :

**ENGLISH LANGUAGE LEARNERS**  
**(ELA / MATHEMATICS)**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>M.S. 326 will increase the performance of ELL students in ELA and Mathematics, as measured by a 10% increase in the number of proficient students (level 3 and 4) on the NYS ELA Exam in 2011, and a 10% increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2011.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ During the 2009-2010 school year the ELL sub-group had the least amount of students with proficient performance in ELA and Mathematics. On the 2010 NYS ELA test, 0% of grade 6 students, grade 7 students, and grade 8 students in this subgroup scored a level 3 or 4. On the 2010 NYS Math exam, 4% of grade 6 students scored a level 3 or 4 on the 2010 NYS Math exam, 0% of grade 7 students, and 3% of grade 8 students. The goal is to increase the percentage of proficient students by 10% for each grade, in both subject areas. Target Population: The target population is ELL students in grades 6, 7 and 8. Students participate in general education classes with ESL services. Actions/strategies/activities: ESL students for each grade will be grouped in the same classes when possible. This will ensure ESL services will address both ELA and Math. The ELL Saturday Academy will continue to operate and it will address individual areas of concern related to student performance in ELA and Mathematics .The ELL Saturday Academy will operate Tuesday-Thursday afternoons, as well as on Saturdays for 15 weeks. Professional development will be provided for students Responsible staff members: The ESL teacher will continue to assist students in general education classes with a push-in/pull-out program. 2 teachers servicing ELL students will operate the ELL Academy on weekday afternoons and on Saturdays. The Inquiry Team, comprised of the Assistant Principal, Literacy Coach, 2 ELA teachers, ESL teacher, and data specialist will oversee ELL students' progress with their 2010-2011 inquiry initiative for ELA. The ELA Coach and ESL teacher will focus on providing professional development for teachers who service ELLs during the school day, including specific strategies for math and WLA teachers and methods of differentiation. Implementation Timelines: ESL pull-out program will begin by October 15th and continue for the duration of the school year. Afternoon/Saturday ELL Academy will begin October 15th and operate for 24 weeks. Inquiry team meetings will be held once per month, with baseline assessments completed in October and a final assessment administered in June.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Funding the Saturday ELL Academy was a priority when creating the budget for this year. The ELL Academy will also employ an ELA teacher using Title I funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p>

**Subject Area**  
(where relevant) :

**ELA**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>M.S. 326 will increase the number of students with disabilities scoring proficient in ELA, as measured by a 5% increase in performance on the NYS ELA Exam in 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>4. During the 2009-2010 school year this sub-group did not meet AYP targets for the year in ELA. Approximately 4% of 6th grade students, 0% of 7th grade students, and 3% of 8th grade students scored at a level 3 or 4 on the 2010 NYS ELA Exam. The goal is to increase the percentage of these students by 5% for each grade, in order to increase the performance index to meet AYP and AMO targets for 2010-2011. Target population: Students with disabilities in grades 6, 7 and 8. The following strategies and activities are school wide and grade specific:</p> <ul style="list-style-type: none"> <li>• All special education mathematics teachers will conduct test sophistication on a continuous basis throughout all 4 quarters of the academic school year.</li> <li>• End-of-quarter assessments across all grades</li> <li>• Each grade level will adhere to a specific standards-based pacing calendar.</li> <li>• Incorporation of technology, e.g. interactive websites, Acuity, and Scantron to target specific academic student needs, as well as professional development focused on differentiation in mathematics and ELA for students with special needs</li> <li>• Language will be infused throughout lesson planning/instruction and student assignments by using Bloom’s Taxonomy, the use of terminology, and through written applications. Math teachers in all grade levels will focus this year on an inquiry initiative addressing students’ math vocabulary.</li> <li>• The Assistant Principal, literacy coach and Principal will be responsible for overseeing the completion of the action plan by June 2011. Responsible staff members: Special education teachers (one for grade 6 and one for grades 7 and 8) will conduct test sophistication throughout the school year. The Literacy Coach will facilitate professional development sessions/ ELA staff will focus on interventions with SWDs during AIS periods. Implementation timeline: Teachers will meet weekly throughout the year to plan test sophistication and to better differentiate instruction. AIS program targeting students’ specific needs will be finalized by October 1st 2010 and fully implemented beginning in October.</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> • Weekly department-wide planning, including resources and per session, will be funded using Title I allocations. • Continuous training on technological applications and interventions such as SMART Boards, Wilson Reading, Read 180 school website will be funded using Title I funding. • Use of standards-based, grade appropriate textbooks and other materials will be funded by NYSTL.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p>

**Subject Area**  
**(where relevant) :**

**Data**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>5. M.S. 326 will use data from NYS Exams, Acuity diagnostic and predictive exams, baselines, and teacher generated assessments to monitor student progress and provide each student with an action plan and strategies to improve their current academic abilities throughout the school year.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>5. Using a collection of reports on each student, teachers will work with students in all subject areas to determine where students need the most improvement and create a plan with interim benchmarks for students to monitor and measure their progress. During the course of the 2010 – 2011 school, the student goals will be re-evaluated based on student progress and demonstrated proficiency on state, city, and school assessments. The following strategies and activities are school wide and grade specific: • Teachers will be responsible for meeting with the Academic Coach, Network achievement coach and other support staff to further develop ways in which they can differentiate their instruction to meet the varying needs of their individual students. • Teachers will meet with students on a regular basis to monitor student goals and make changes to further push student’s academic ability. • End-of-quarter assessments across all grades will be used to reassess student goals and drive individual student and teacher meetings • Each grade level will adhere to a specific standards-based pacing calendar. • Incorporation of technology, e.g. interactive websites, Acuity, and Scantron to target specific academic student needs, as well as professional development focused on</p>

	<p>differentiation in all subject areas with specific targeting of Students with disabilities and English Language Learners • Language will be infused throughout lesson planning/instruction and student assignments by using Bloom’s Taxonomy, the use of terminology, and through written applications so students will better be able to speak about their current academic levels and the goals they have for progress. • The Assistant Principals, Academic Coach, Dean and Principal will be responsible for overseeing the completion of the action plan by June 2011. Responsible staff members: All staff will be responsible for analyzing individual student reports, state exam scores, and baseline assessments of the students to determine the student’s current academic levels of abilities. Staff will meet with each other in grade teams and content areas to share results, reflect on progress, and makes changes based on peer and support staff feedback. The Academic coach will facilitate all professional development sessions on tracking student data and goal setting. Implementation timeline: Content area teachers will meet weekly throughout the year to plan assessments to facilitate student goal setting, revise curriculum and reflect on student progress based on assessments. All students will know their reading level by October 15th . Implementation of student goal setting will be in place in all three grade levels by late October with revisions to the plan based on progress in January and finalized plans for student goal setting and data initiatives in place by February 1st.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Weekly department-wide planning, including resources and per session for content teams, will be funded using Title I allocations.</li> <li>• Continuous training on academic achievement programs, website will be funded using Title I funding.</li> <li>• Use of standards-based, grade appropriate textbooks and other materials will be funded by NYSTL.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p>

**Subject Area**  
**(where relevant) :**

**Data**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>6.M.S. 326 will introduce common core standards to teachers in all subject areas through no less than two different experiences during the 20101 – 2011 school year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>□6. With the New York State adoption of the Common Core Curriculum, our goal is to ensure that the teachers have access to the new standards and are introduced them in phases to allow for them to experience and reflect on the new state expectations while making connections to their current teaching practices and existing state standards. The following strategies and activities are school wide and grade specific: • All teachers will be giving copies of the Common Core Standards to allow them the opportunity to familiarize themselves with the standards, text exemplars, and performance tasks. • All teachers, by content will provide their students will a baseline writing activity • Two baselines will be used as blind samples along with an exemplar from the common core for the teachers to assess the writing based on the standards and determine which grade level they feel each piece is. • Teachers will reflect on the activity and using the exemplar models will find differences between standard expectations and their student work. • Teachers along with the Principal, Assistant Principal, and Academic Coach will work with teachers to implement on strategy that will provide additional support for their students to ensure they are meeting at least one Common Core Sub Standard. • Teachers will meet with Principal, Assistant Principal, or Academic coach and using a current project or lesson will determine what ways their current area of study already aligns with the Common Core Standards. • Teachers will then reflect on ways in which they can change their current project to be more aligned with the Common Core Standards. • Having two introductory experiences to the Common Core Standards teachers will then create their own experiences and bring back their successes and areas of need to content areas meetings. Responsible Staff Members: All teachers will be responsible for participating with and reflecting upon two different experiences with the common core standards. Implementation Timeline: The Principal, Assistant Principal, and Academic coach will provide professional development introducing the staff to the common core standards during the month of September. All teachers will provide their students with a baseline writing activity by September 30th to be used for the first experience with the Common Core standards during professional development session. The Principal, Assistant Principal, and academic coach will provide two additional professional development workshops to content area teams by January 30th. Teams will reflect on the common core standards and their experiences with them and then create their own experience with the common core standards and begin to implement at least one sub standard into their daily practice by May 1st.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> • Bi-weekly department-wide planning will be funded with Title I allocations. • Per-session funding for Saturday workshops and professional development will be provided using Title 1 allocations • Use of standards-based, grade appropriate resources, including videos, textbooks and other test sophistication curriculum/materials will be funded with NYSTL allocations.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	55	36			118	25	27	20
7	45	45			124	25	34	20
8	46	45	40	20	156	25	23	
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><input type="checkbox"/> <b>Focus:</b>  Bronx Green Middle School will provide Academic Interventionservices for all at-risk students (as identified by test scores, teacherrecommendations, and data tracking of student progress) holdovers, students whoare overaged and students who (as identified by their teachers throughobservations and current student work) indicate deficiencies in EnglishLanguage Arts)</p> <p>What:</p> <p>Students will be leveled four times a year using Teachers College(TC) reading assessment to monitor progress and then provided additionalreading and writing strategies from the TC model for additional support</p> <p>When:</p> <p>The AIS program will be implemented three times a week for 50minutes on a weekly basis.</p> <p>How:</p> <p>Teachers will work in team teaching models to focus theinterventions based on student need as per their reading assessment. Programs that will be used to support the students include Teacher College Reading and Writing Project, Wilson and Reading A - Z.</p> <p>Next Steps:</p> <p>Adjustments to the small groups or the strategies taught will bere-evaluated based on updated student reading assessments.</p>

	<p>Trends:</p> <p>Based on student test scores and the first round of reading assessments targeted instruction will focus on;</p> <ul style="list-style-type: none"> <li>• Drawing conclusions and making inferences</li> <li>• Using content clues</li> <li>• Increased reading stamina</li> <li>• Increased writing stamina and specific strategies for comparative essay writing.</li> </ul>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> <b>Focus:</b>  Bronx Green Middle School will provide Academic Interventions services for all at-risk students (as identified by test scores, teacher recommendations, and data tracking of student progress) holdovers, students who are overaged and students who (as identified by their teachers through observations and current student work) indicate deficiencies in Mathematics)</p> <p>What:</p> <p>Students will be administered assessments during the course of the year either to assess end of unit understanding and comprehensive assessment which will be analyzed to determine which students need additional support based on strands in which they indicate deficiencies.</p> <p>When:</p> <p>The AIS program will be implemented three times a week for 50 minutes on a weekly basis. Additionally, students will have the opportunity to attend mathematics academies on Saturday's with additional targeted instruction.</p> <p>How:</p> <p>Teachers will work in team teaching models to focus the interventions based on student need as per their mathematics assessments. Programs that will be used for the support will include Impact Mathematics, Connected Math, and Kaplan.</p>

	<p>Next Steps:</p> <p>Adjustments to the small groups or the strategies taught will bere-evaluated based on updated interim student mathematics assessments.</p> <p>Trends:</p> <p>Based on student test scores and the first round of baseline mathematics assessments targeted instruction will focus on;</p> <ul style="list-style-type: none"> <li>• Increasing test stamina</li> <li>• Basic mathematical skills</li> <li>• Additional support in each of the following strands as per student analysis of data (Algebra, Number sense and operation, Geometry, Measurement,</li> </ul>
<p><b>Science:</b></p>	<p><input type="checkbox"/> <b>Focus:</b> Bronx Green Middle School will provide Academic Interventionservices for all students who indicate deficiencies in science based on their diagnostic assessment.)</p> <p>What:</p> <p>Students will assessed with science diagnostic assessments to determine who would most benefit from additional support in content area.</p> <p>When:</p> <p>The AIS program will be implemented during Saturdays in academy format. Project based inquiry approach to learning will be used.</p> <p>How:</p> <p>Teachers will work with students in small group and larger group instruction on scientific labs</p>

	<p>focusing on the scientific process.</p> <p>Next Steps:</p> <p>Adjustments to instruction will vary based on students enrolled in the program.</p> <p>Trends:</p> <p>Based on student test scores and the first round of science diagnostics targeted instruction will focus on;</p> <ul style="list-style-type: none"> <li>• Scientific method</li> <li>• Use of unit measurement when performing calculations</li> </ul>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> <b>Focus:</b> Bronx Green Middle School will provide Academic Intervention services for all students who indicate deficiencies in social studies based on their diagnostic assessment with a focus on non-fiction writing.</p> <p>What:</p> <p>Students will assessed with science diagnostic assessments to determine who would most benefit from additional support in content area.</p> <p>When:</p> <p>The AIS program will be implemented three times a week for 50 minutes on a weekly basis.</p> <p>How:</p>

	<p>Teachers will work with students in small group and larger group instruction on non-fiction writing using primary sources and other non-fiction text.</p> <p>Next Steps:</p> <p>Adjustments to instruction will vary based on students enrolled in the program and their data analysis.</p> <p>Trends:</p> <p>Based on student test scores and the first round of Social Studies diagnostic (Data Based Question Writing) targeted instruction for the students will focus on;</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Essay Structure</li> <li>• Use of unit measurement when performing calculations</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> <b>Focus :</b> YouthCounseling</p> <p><b>Process :</b> Outside agency will provide the curriculum for 7 habits of a highly effective teenager during the course of the school year for three 50 minutes blocks on a weekly basis.</p> <p><b>Who Is Involved :</b> Students in grade 8 identified as at-risk based on IEP's, teacher observation, and SST recommendations.</p> <p><b>Outcome :</b> Students will be provided additional life skills support and strategies.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> <b>Focus :</b> YouthCounseling</p>

	<p><b><u>Process</u></b> : Outside agency will provide the curriculum for 7 habits of a highly effective teenager during the course of the school year for three 50 minutes blocks on a weekly basis.</p> <p><b><u>Who Is Involved</u></b> : Students in grade 8 identified as at-risk based on IEP's, teacher observation, and SST recommendations.</p> <p><b><u>Outcome</u></b> : Students will be provided additional life skills support and strategies.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> <b><u>Focus</u></b> : Youth Counseling</p> <p><b><u>Process</u></b> : Guidance counselor and social workers will provide AIDS education to students on a rotating schedule for 1 period a week for 6 periods.</p> <p><b><u>Who Is Involved</u></b> : Students in grade 6 – 7 identified as at-risk based on IEP's, teacher observation, and SST recommendations.</p> <p><b><u>Outcome</u></b> : Students will be provided additional life skills support and strategies.</p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> <b><u>Focus</u></b> : AIDS Education</p>

**Process** : Guidance counselor and social workers will provide AIDS education to students on a rotating schedule for 1 period a week for 6 periods.

**Who Is Involved** : All students in grades 6 – 8 will receive AIDS education during the course of the school year through push in or pull out support.

**Outcome** : Students will learn practical health behaviors that they can apply to every day life, specifically revolving around AIDS and sexually transmitted diseases

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**6 - 8**

**Number of Students to be Served:**

**LEP 67**

**Non-LEP 333**

**Number of Teachers 2**

**Other Staff (Specify) 1 (bilingual education instructor)**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

To service the unique and diverse needs of our ELL population, our ESL department utilizes different organizational models; the *Pull-Out* and *Self-Contained*. There are different programs available for the different grades: for grades 6 – 8 we offer *Self Contained* model for all of our ELL students. In addition to this model, the ELL teachers also pull out select students for additional support in the *Pull-Out* model.

The rationale for the selection of the program models for our ELLs is based on previous years' data of the ELL population and the model that seems to have offered the best results for the students' success. Using a combination of reflection on previous models for ELL support, a pilot program with a select group of students concentrated in one class, parental feedback and assessment data, the decision to offer students a setting that is modeled on the principals of self-containment has proven to be the most successful in providing mandated services and moving the students' progress the most.

In order to ensure that parents of ELLs are aware of their program choice, there are systems in place to make sure that they understand the setting that their son or daughter is being placed in as well as understanding the program choices as per the mandates of CR Part 154. Initially the Home Language Survey forms are reviewed at registration. Parents of ELLs are identified and asked to participate in an orientation meeting. The ESL teachers conduct the orientation meetings when the student is being processed for intake, where the DOE videotape is shown to parents and choices are explained to them (including in their home language if possible). In cases where a parent's choice is not available, we inform them of their option to have their child transferred to a school within the district that offers their selection.

In accordance with CR Part 154, we ensure that the mandated number of instructional minutes is being provided according to *proficiency levels* in each program model. Currently, we have 67 ELLs who are divided into groups by grade that are serviced within the aforementioned model;

For our different program models we use English in the ESL program and Spanish/English on a 60/40% in our bilingual programs. Below is a detailed analysis of instructional methodology and contact hours per week, for each program type.

**ESL (Self contained class):** In this class, all instruction is delivered using ESL methodology and strategies *throughout the day*, including explicit teaching of content vocabulary to assist the students in making content comprehensible. The school day consists of explicit English Language instruction through a Literacy Block which includes a Readers' and Writers' Workshop, as well as content area instruction i.e. Math, Science and Social Studies, also done in English. In this program, the ELLs get English Language support through *the whole day*. When necessary, additional translation services are provided to the students on a limited basis who are mainstreaming into the country with no previous English language experience. This additional language support is mostly provided in mathematics to help ensure the students have a better understanding of the concepts by using their home language instead of one they are still learning.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

1. Parents are a vital part of the BGMS learning community. Beyond quarterly report card conferencing, parents are kept in touch on a weekly basis through communication with student advisors. BGMS features semi-monthly open house activities, PTA functions, high school fairs, international culture days, high school orientation sessions, and is open to parents for any counselling, behavioral, or academic needs their children might have.

2. Different communities have different needs. The parent coordinator uses the printed NYC directory to community based organizations to refer clients to populations for a variety of services. BGMS often refers parents to St. Ritas for Albanian and Spanish speaking parents. Vietnamese and Cambodian parents are referred to The Vietnamese School of Manhattan for assistance outside of the school's resources. The parent coordinator also uses the Manhattan branch of the Asian family organization for family issues.

In the 2010 school year, BGMS offered night classes for parents in ESL on a weekly basis. It is the expectation that these classes will be continued in 2011.

3. The parent coordinator composes translated surveys to evaluate the needs of ELL families. For illiterate parents are called using a translation service.

4. Based on the responses of surveys, the parent coordinator tailors workshops, referrals and print materials. As many immigrant parents are working extended hours, it is not always possible for them to attend workshops at school. Parents have remarked that as there was little outreach on the elementary level, they were surprised and enthusiastic about the outreach efforts of the BGMS parent coordinator.

**Section III. Title III Budget**

School: **11x326**  
 BEDS Code: **321100010326**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$8320.00	<input type="checkbox"/> 200 hours of per session for ESL and General Edteacher to support ELL Students: 200 hours x \$41.60 an hour
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$3680.00	<input type="checkbox"/> Consultant, Teachers College Readers and Writers Project ,2 sessions
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2500.00	<input type="checkbox"/> Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books and test prep supplemental materials
<b>Educational Software (Object Code 199)</b>	\$500.00	<input type="checkbox"/>

		I-pad software and hardware
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

□

We used the Home Language Survey Form to determine the various languages of our school population. Based on the data from the home language survey and informal polling of parents through open houses, conferences, teacher interaction, phone calls and emails we determined what ways in which the parents would like to communicate and the language in which meets their needs. This data helped drive appropriate methods to ensure interpretation needs, i.e. written, oral, or both are met. We also assess translation needs through the use of in-house translators on an ongoing basis.

Ø Bronx Green Middle School determined that communication will need to be translated into the following languages;

- o French Creole
- o Arabic
- o Urdu
- o Spanish
- o Vietnamese

Ø Based on the above data Bronx Green Middle School will continue to provide parents both written and oral communication in language they can understand.

Ø Bronx Green Middle School will continue to sub-contract through state contracted agencies to provide parents with the communication in a language they can understand.

Ø Bronx Green Middle School will continue to provide oral translation services to our parents both written and oral on an on-going basis as needed through in-school interpreters, written translated communication and the use of school messenger in a language they can understand.

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

□

After reviewing the Home Language Survey and the informal data collection through in school and written contact, we found that most of our parents needed both oral and written translations. Findings were reported to the school community at the Parent Association Meetings, Parent Workshops, School Leadership Team Meetings and Faculty Meetings

- Ø Our Arabic and Hispanic parents need more consistent translation services. This was reported to the school community via the parent coordinator and School Leadership Team Meetings. We plan to continue to report this information and other translation needs of our parents to the staff during faculty conferences so that all staff members can become aware of the need to translate in Spanish and other languages.
- Ø During one to one meetings with parents, a translator is present most of the time when needed. Our parent coordinator is able to access staff members who speak Spanish on an as needed basis to ensure parent meetings are translated properly.
- Ø An allocation was used for language translation services and will continue to be used
- Ø Report Cards will be translated in Spanish as needed.
- Ø Other translations of report cards will be available as needed.
- Ø A bilingual school aide was hired to support Spanish speaking parents when they are on the school premises as well as on the phone.

## **Part B: Strategies and Activities**

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

□

In order to communicate effectively with the parents of ELLs, BronxGreen Middle School will continue to send home notices to parents in their native language, when available. Written translation is provided by our in-house school staff. When written translation is not available and the school needs to ensure translation, funds allocated for said translation will be used to translate written communication into all appropriate languages.

All materials are translated to Spanish through a translation software program and through staff members who assist in the process of translation for written communication.

Ø Continue use of the implementation of translation services at all meetings i.e. (PA, Open House, etc), the school's answering machine, and all communications home to families.

Ø Use of DOE translation services as needed through phone calls to insist in translation.

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

□

Ø Translation for parents using Department of Education translation services as needed.

Ø Use of Spanish speaking staff members to help with translation as needed

Ø Use of translation services as needed by state contracted agencies

Ø Use of written translation services through the outside agencies and inhouse staff as needed for communication

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

□

In order to meet the Chancellors Regulations for parental notification we will ensure all materials distributed to parents, students and staff members are translated into Spanish. Including parent handbook, student handbook, staff manual and school safety plans.

We will do the following in notifying parents of their rights;

- We will provide written notification and will also present orally at our Fifth grade Parent Orientation/ Curriculum Night on September 1, 2010.
- We will continue to use the phone messenger to inform parents in the language that is best suited for them

- We will post a sign near in the Main Lobby near our sign in desk indicating where a copy of such written notification can be obtained.
- Our main office is staffed by Bilingual personnel and in the case of an emergency parent will be able to communicate with the school.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$317, 470.00	\$142, 719.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3174.70		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,873.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$14, 271.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
75%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

- At Bronx Green Middle School, the following actions will be taken to ensure that all staff members are highly qualified in their certification areas by the end of the 2010 - 2011 school year.
- Teacher who have not already done so will complete the HOUSSSE Application to demonstrate subject matter competency.
  - Additional professional development will be provided to teachers who are not highly qualified in their content area to assist them in the process of becoming highly qualified.

- Additional administrative support will be provided to teachers that are not highly qualified during the course of the year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

We, as parents of a student at Bronx Green Middle School, will support our children’s learning in the following ways:

- Monitoring attendance.
- Reviewing homework and making sure that it is completed.
- Supporting the school’s discipline policy
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Express high expectations and offer praise and encouragement for achievement
- Making education a priority in the home
- Talking with my child daily about his/her classes, including what they learned and school activities they enjoyed
- Making sure my child is prepared everyday for school
- Making sure my child is well rested and prepared to learn

Name

Date

Signature

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Listen and follow directions
- Come to school with the necessary tools of learning- pens, pencils, books, etc.
- Study for tests and assignments
- Make sure that I receive adequate sleep every school night
- Follow the school's/class' rules of conduct
- Follow the school's dress code
- Come to school on time ready to do our best and be the best
- Be honest and respect the rights of others

### **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and

strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

The Bronx Green Middle School will implement the following methodologies to ensure that a parental involvement policy meets the needs of all parents and families who have a child at Bronx Green Middle School. The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

The school will make the School Parental Involvement Policy available to the local community.

The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- a) that parents play an integral role in assisting their child's learning;
- b) that parents are encouraged to be actively involved in their child's education at school;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

After reviewing our data from the New York State Education Department, the DOE Progress Report, the findings from the SURR team and the findings from the Quality Review and the findings of our Children's First Inquiry Team work, we have determined that our school exhibits many areas of strength as well as has several areas that continue to need strengthening. (Please see Section IV for a description of these needs).

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Bronx Green Middle School will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement in the following ways:
- Bronx Green Middle School will continue to implement the following organizational changes implemented last year.
  - o reduce all class size to 25 (as per enrollment when possible)
  - o will continue to use the 6th, 7th and 8th grade model
- Bronx Green Middle School will adhere to state regulation by adhering to state standards using performance indicators to gauge success.
- Bronx Green Middle School will increase in academic rigor through the professional development and implementation of the following school wide instructional strategies:
  - o Content Area Vocabulary
  - o Writing in the Content Area
  - o Use of Bloom's Taxonomy in planning lessons and activities.

- Bronx Green Middle School will increase the use of Technology that is useful in class activities. This includes: focused research techniques, use of spreadsheets to record information and represent the information in graphical form.
- Bronx Green Middle School will improve student behavior by heightened student engagement and accountability- with a focus on delivery styles, group work with student group leaders, where the use of content specific language and written reflections that show understanding. Writing of academically rigorous marking rubrics so learning expectations are clearly stated for students to track and assess their own efforts will also improve student engagement.

Bronx Green Middle School will improve its school image by increased outreach to parents and community organizations.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- All students will participate in small group instruction for 30 minutes each day for AIS. Bronx Green Middle School will offer after school tutoring, a twice weekly Homework Club, Saturday and Vacation test sophistication, and ELL Academies in order to improve student academic performance. Partnerships with after school CBOs will focus on academic enrichment and homework help.
  - o Help provide an enriched and accelerated curriculum.
- During the 2009-2010 school year, Bronx Green Middle School identified 32 8th grade students who participated in an enriched and accelerated curriculum during the 2010 –2011 school year. In addition we identified 32 7<sup>th</sup> grades who will also participate in enriched and accelerated curriculum in the advance of regents curriculum in grade 8 during the 2011 – 2012 school year.
  - o Meet the educational needs of historically underserved populations.
- Bronx Green Middle School will continue to purchase high-interest literature for classroom libraries. Teachers in all content areas will also integrate technology into classwork, lessons and homework assignments in order to increase student engagement.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

BronxGreen Middle School will implement the academic enrichment programs and AIS pull-out programs described above. Additionally, all students will complete a series of workshops that focus on college readiness. This will be implemented in the spring and will continue into the following school year in advance of the high school selection process.

o Are consistent with and are designed to implement State and local improvement, if any.

MS224 will continue partnerships with local organizations like the Sylva center and farm to table initiatives. BronxGreen Middle school is also in partnership with Lehman College for additional counseling services as well 7 Habits of highly effective teenager programs.

3. Instruction by highly qualified staff.

All teacher licenses are being reviewed and teachers are being reassigned to ensure highly qualified staff are in place.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional Development in areas identified through Quality review have been programmed for this year and next year. This includes:

- Professional development to support literacy in every content area
- professional development for the implementation of monthly, school wide instructional strategies
- professional development for the integration of technology into all content areas
- weekly professional development by content area
- study groups by content area

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- a. Attendance at Hiring Halls
- b. Reach out to Universities
- c. Teach for America
- d. Teaching Fellows
- e. DOE Open Market

6. Strategies to increase parental involvement through means such as family literacy services.

- Invite parents to class celebrations of literacy
- Invite parent to periodically attend afterschool Title ELL programs
- Invite parents to workshops

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Teachers will be members of the School Inquiry Team across all grades and content areas
  - Teachers will use DOE Predictive and Scantron assessments to identify strengths and weaknesses and plan accordingly
  - Departments will create their own pacing calendars, curriculum maps and unit quarterly assessments.
  - Teachers will work in teams to help student set and meet SMART goals.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- o Tier 1-
    - o Following the 2nd and 3rd reportcard-Teachers are review student data with AP and come up with Tier I strategies that will help the struggling student.
    - o Students receive an Interim Progress report halfway through each marking period in October, January and March. Parents are asked to come to conferences with teachers.

o Tier 2

- o Holdover students, or students who continue to struggle, despite Tier 1 interventions, are referred to the Academic Intervention Team.
- o The team proposes other Tier 1 interventions that can be tried or suggests Tier 2 interventions such as Wilson, Read 180, Great Leaps
- o Teachers will use extended time to meet student needs via various interventions.
- o Parents are invited to attend planning session

Students with attendance issues are referred to the Principal.

Students with at risk behaviors are referred to our Deans, counselors and social workers.

The team maintains a Pupil Intervention Profile (PIP) for each student

Tier 3

- o Our Pupil Personnel Team meets monthly to address those issues that require social/emotional interventions.

Mel Levine's Schools Attuned Model are used to develop Behavior Intervention Plans

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

Bronx Green Middle School is coordinating our efforts with the following programs to provide our students with the best support services possible :

1. Lehman College
2. 21<sup>st</sup> Century Grant
3. Junior Energy

## Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

### Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.  
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
 N/A
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
 N/A
  - c. Minimize removing children from the regular classroom during regular school hours;  
 N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
12

2. Please describe the services you are planning to provide to the STH population.

- For students in temporary student housing we at Bronx Green Middle School ensure the following;
- Students have the supplies they need to be an active participant in class instruction.
  - Students have the supplies they need to complete all assigned homework
  - Students are provided counseling on an as-needed basis
  - Students are provided uniforms from the school on an as-needed basis
  - Students are provided funding for any field trips or extra school related activities.

### **Part B:**

**Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_11X326\_110210-193931.docx

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>Empowerment</b>	District <b>11</b>	School Number <b>326</b>	School Name <b>Bronx Green Middle S</b>
Principal <b>Charles A. Johnson</b>		Assistant Principal <b>Victor Rodriguez</b>	
Coach		Coach <b>type here</b>	
Teacher/Subject Area <b>Robert Gaulke/ESL</b>		Guidance Counselor <b>Denise R. Bobcombe</b>	
Teacher/Subject Area <b>Carmen Sandoval/ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Lia Martynova/ELA</b>		Parent Coordinator <b>Zarifa Muhammad</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Emily Sharrock</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>12</b>

#### C. School Demographics

Total Number of Students in School	<b>401</b>	Total Number of ELLs	<b>67</b>	ELLs as Share of Total Student Population (%)	<b>16.71%</b>
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### Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Bronx Green Middle School provides parents with program choices consistent with New York City and New York State guidelines. Educational delivery options are explained to parents during student intake and parents are assisted with completion of the HLIS by the Bronx Green parent coordinator Zarifa Muhamad and licensed pedagogues.

Translators or translation services are provided parents to assist in the admissions process. Parents are provided with the ELL Parent Brochure and Survey and Program Selection Form in their native language and view a video about program options for their child. The parents will be told about their right to choose an instructional delivery mode for their child when L1 populations are significant enough to affect instructional model choice.

During intake, parents are interviewed by ESL staff to ascertain if students possess gaps in their formal education and will be administered the ALLD diagnostic when needed. The student will be given the Lab-r (and Spanish Lab) exam within 10 days of registration and placed in a class that contains other students of his/her learning level and L1 background whenever possible.

Contact is maintained with parents throughout the screening process and will be informed by mail of the results of their child's Lab-r scores and their entitlement/non-entitlement for ESL and Title III services.

2. Parents are assisted during the intake process and HLIS completion with the presence of the ESL coordinator with the assistance of a native language translator. Parents are shown the NYC DOE DVD, "NYC Orientation Video for Parents of Newly Enrolled English Language Learners." The ESL coordinator follows up with the parents to answer any questions and to assess if the parents understand their options. After parents chose the program model that they feel best suits the needs of their children, the ESL coordinator works with parents and the coordinator to find a district school that best meets the needs of the family.

3. After LAB-R testing has occurred, the ESL coordinator works with front office staff to send entitlement, start of service, non-entitlement, and end of service letters to the families of ELLs. To ensure that all Program Selection forms are returned, parents are called by the ESL and parent coordinators.

4. Upon intake after parents have completed the HLIS, students are interviewed by the ESL coordinator using the ALLD screener to determine if the student qualifies as a SIFE. After program selection letters are received and students have been screened with the LAB-R diagnostic, The student is placed in a designated ESL class wherein he/she will receive the state mandated number of instructional minutes per week in the form of push-in and pull out instruction.

5. After being presented with the NYC orientation DVD, 7 out of 10 parents chose to enroll their children at BGMS. Parents have chosen to support the push-in model offered by Bronx Green. Parents who have opted for a TBE or dual language school revisit their decision when presented with travel times and locations of the few schools that maintain these programs in the North Bronx.

6. Parents consistently chose to enroll their children at BGMS after being made aware of their rights to select program models for language instruction. BGMS strives to build an engaged learning community that relies on parents as equal partners in their child's educational process.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>							10	10	10					30
<b>Total</b>	0	0	0	0	0	0	10	10	10	0	0	0	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)		15	Special Education	12
SIFE	4	ELLs receiving service 4-6 years		12	Long-Term (completed 6 years)	24

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

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

<input type="checkbox"/>	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 31	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 12	<input type="checkbox"/>	<input type="checkbox"/> 7	<input type="checkbox"/> 24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 67
Total	<input type="checkbox"/> 31	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 12	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 24	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 67

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

<b>Freestanding English as a Second Language</b>														
<b>Number of ELLs by Grade in Each Language Group</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	14	22					57
Chinese														0
Russian								1						1
Bengali								1						1
Urdu									1					1
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	1						2
Other							1	1	2					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>18</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>67</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1.
  - a. ESL services are delivered through a push-in model during literacy periods, supporting the continued development of skills in both the native and target language through CALLA and SIOP-derived strategies. Identified SIFE students receive the mandated units of study during the regular school hours with an emphasis on bilingual (English/Spanish, English/French) support so that they may transfer literacy skills acquired in L1 to L2.
  - b. BGMS ESL students are grouped heterogeneously (mixed proficiency levels). We coordinate with content teachers to ensure that ELLs have the benefit of peer support in their seating arrangements and during group activities.
2. BGMS staff is organized around grade and content teams with ESL instructors participating in all instructional decisions as equal team members.
  - a. ESL instruction is delivered explicitly during literacy periods. ESL teachers are working as team teachers with content teachers to ensure comprehensive re-teaching material, and assessing ELLs formally and informally during class periods. Explicit ESL instructional minutes are delivered as push-in units, pull-out sessions and dedicated periods. ELLs are grouped in one class per grade level. BGMS is in compliance with all State and City mandates in regards to time allotments for literacy instruction.
3. Content is delivered in general education classes through differentiated instruction supported by push-in ESL staff and content teachers well-versed in differentiation strategies for language learners. Content is enriched through the use of socially constructed project-based learning activities, capable of addressing variations in learning styles and modalities through a variety of SIOP and CALLA-based strategies.
4.
  - a. Bronx Green ESL Instructors supplement ESL strategies for SIFE students primarily through targeted group and individual pull-out sessions. During this time, ESL teachers work with SIFE students individually and in small groups with content teachers to bridge gaps in their skill base using a variety of Q-Tel-derived differentiation strategies and Wilson phonics skill building exercises.
  - b. Newcomer instruction focuses on developing the literacy skills in the native language and mathematics. Instruction is consistent with New York State and New York City performance guidelines and standards. Supplementary materials supported instruction: quality high-interest, lower reading level, age appropriate books and additional materials are purchased. Additionally, ELLs are given specific focus in developing literacy skills through extended day programs in order to better prepare them for State ELA and Math exams.
  - c. ELLs within the 4-6 year window receive additional tutoring in the form of A.I.S. sessions and in-class conferencing with content teachers and ESL providers. Diagnostic assessments are used to target specific modalities and skill gaps that students will focus on during class and homework assignments.
  - d. Long Term ELLs receive additional instruction during lunch hour and extended-day programs with the assistance of both content and ESL instructors. Special efforts are made to assist long-term ELLs with comprehension strategies, based on Q-Tel derived strategies.

e. ESL instructors push into self-contained Special Ed classes during daily literacy periods, providing support with the same level of coordination and supported enjoyed by General Ed classes. ESL staff coordinate scaffolding strategies and differentiation plans with Special Ed staff during weekly planning sessions throughout the school year.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

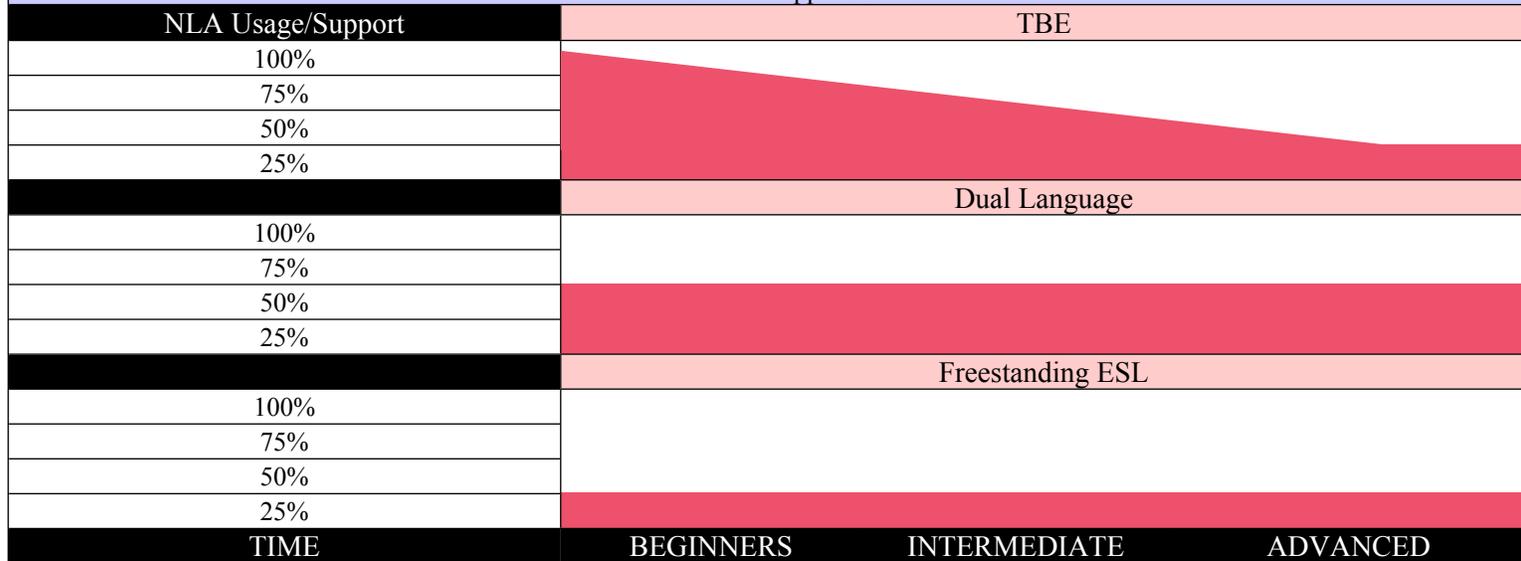
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## **B. Programming and Scheduling Information--Continued**

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

5. Bronx Green ELLs receive State-mandated number of ESL services in the form of push-in support during literacy, math, social studies, and science blocks. Students are encouraged to work cooperatively on learning projects and are grouped heterogeneously by ability within their L1 cohort. Push-in teachers sit with newcomer and beginning students during class-wide instructional delivery and provide additional support materials to students to assist with comprehension. During independent work blocks, ELLs work with the ESL instructor to review learning goals. Content is re-taught when needed and supported through L1 support and translation.

Intervention strategies to assist struggling ELLs, SIFE students, and newcomers include one-to-one tutoring opportunities before school, at lunch, and extended day. Content teachers and ESL staff are available during extended day to assist students with skill building activities and specific comprehension issues.

6. ELLs who have tested out on the NYSESLAT exam receive additional support in the form of push-in instruction and extended day tutoring and skill-building opportunities. ESL staff confer regularly with content teachers about the academic progress of ELLs who have passed the NYSESLAT exam. Content teachers are made aware of ELLs who have achieved "P" status and the flexibility that should be shown towards them for assessment purposes.

7. The 2010-2011 school year sees the continuance of dedicated ELL classrooms with ESL staff consulting with students into both periods of daily Math and Literacy blocks.

8. In the 2010-2011 school year, no BGMS ELL programs will be discontinued.

9. ELLs are in no way discouraged or prohibited from participating in any afterschool activities. Currently the entirety of the BGMS ELL population attend extended-day programs.

10. BGMS teachers strive to create lessons that address all learning modalities through the use of software technology, visual aids, audio and video materials, kinesthetic activities, and relevant field trips. ESL materials include newcomer text books and work books, bilingual

libraries, dictionaries, and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.

ESL and content teachers regularly attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated, project-based instruction. Members of the ESL staff have attended Q-Tel trainings, workshops on diagnostics, BESIS trainings and other skill-building seminars.

Content area staff will be sent to a minimum of 7.5 hrs BGMSs of ESL strategy training during the 2010-2011 school year.

11. Native language is supported in each content area by the existence of bilingual libraries in each classroom.

12. Required services and support correspond to ELLs ages and grade levels.

13. Newly-arrived ELLs are assisted by the BGMS parent coordinator, BGMS social workers and guidance counsellor, and the ESL coordinator before the beginning of the school year. Students and families are connected to community-based support organizations, local and State assistance programs, as well as advocacy organizations, based on need. The parent coordinator maintains an active relationship with local groups to ensure that newly-arrived students and families will receive a minimum level of support during the newcomer process.

14. ELLs are not currently offered language electives during the school day, however there is a possibility of programs being offered as an afterschool option.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

1. During the 2010-2011 school year, ESL staff will attend off-site pd's offered by the DOE including but not limited to sessions on SIFE strategies, NYSESLAT preparation, and differentiated instruction.

2. ELLs transitioning from elementary to middle school attend a summer orientation program conducted by the school parent coordinator. ELLs are grouped by grade level into advisory sessions led by licensed ESL teachers. These advisory sessions offer additional academic support and aid the transition process (from elementary school and to high school) through the use of numerous skill and team-building activities as well as explicit sessions aimed at assisting the high school transition process.

3. For the 2010-2011 school year, staff will receive a minimum of 7.5 hours in PD sessions to help content teachers with strategies for ELLs. Staff will attend off-site work shops in differentiation, SIFE students, and Q-Tel strategies.

### **E. Parental Involvement**

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

1. Parents are a vital part of the BGMS learning community. Beyond quarterly report card conferencing, parents are kept in touch on a weekly basis through communication with student advisors. BGMS features semi-monthly open house activities, PTA functions, high school fairs, international culture days, high school orientation sessions, and is open to parents for any counselling, behavioral, or academic needs their children might have.

2. Different communities have different needs. The parent coordinator uses the printed NYC directory to community based organizations to refer clients to populations for a variety of services. BGMS often refers parents to St. Ritas for Alabian and Spanish speaking parents. Vietnamese and Cambodian parents are referred to The Vietnamese School of Manhattan for assistance outside of the school's resources. The parent coordinator also uses the Manhattan branch of the Asian family organization for family issues.

In the 2010 school year, BGMS offered night classes for parents in ESL on a weekly basis. It is the expectation that these classes will be continued in 2011.

3. The parent coordinator composes translated surveys to evaluate the needs of ELL families. For illiterate parents are called using a translation service.

4. Based on the responses of surveys, the parent coordinator tailors workshops, referrals and print materials. As many immigrant parents are working extended hours, it is not always possible for them to attend workshops at school. Parents have remarked that as there was little outreach on the elementary level, they were surprised and enthusiastic about the outreach efforts of the BGMS parent coordinator.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	3	8					19
Intermediate(I)							5	4	11					20
Advanced (A)							10	11	7					28
Total	0	0	0	0	0	0	23	18	26	0	0	0	0	67

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6			5	5	30		5		45
7			6	7	30		1		44
8			14	7	14		1		36
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7		10		3				20
7	6		6		3				15
8	7		11		1		1		20
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

comprehensible for ELLs.

2. NYSESLAT and LAB-R reports validate BGMS's emphasis on literacy building through project based learning that emphasizes content-rich multi-modal instruction. ESL teachers . Students are taught explicit strategies to improve reading endurance and writing volume. Patterns reveal the challenge BGMS has to improve reading and writing levels across all grade levels.

3. Modality results from ATS RNMR/NYSESLAT is shared with content teachers during PD sessions and grade team meetings at the start of the school year. Results help content teachers focus on differentiation strategies and scaffolding techniques that are incorporated into lesson planning and delivery through weekly content meetings. ESL teachers assist content teachers at these meetings with CALLA and SIOP based strategies and other material assistance. Reading and writing support is further emphasized through school-wide AIS sessions in conferencing and homework sessions with ELLs.

4. NYSESLAT modality reports show a majority of BGMS ELLs as having scored higher on the 2010 exam as compared to the previous year. A majority of ELLs preferred to have the Math Exam administered in English, with 5-6 lower intermediate ELLs on each grade level requesting a second exam book in their native language as a safeguard. BGMS in 2010-2011 will continue to work to build reading and writing stamina through a variety of TC-based activities and technological support (Achieve 3000, listening stations, adapted readers, etc. ).

B. School leadership uses interim assessments to help content teachers with instructional pacing and emphasis during unit planning and implementation. Assessments are shared during PDs and weekly grade team and content planning meetings.

C. BGMS is learning a great deal from the interim and periodic assessments. These assessments point to the needs of ELLs for support and the need for direct instruction to supplement the TC pacing calendars.

Modality reports suggest that BGMS beginners could benefit from more direct instruction, practice, and application of classroom skills through extension activities. The ESL department and administration are hoping to further incorporate technology and software in a manner to assist beginners with skill-building activities.

BGMS intermediate ELLs struggle with a variety of higher-learning skills, including inferencing, summarizing and synthesizing of grade-level content. Content teachers are using a variety of strategies, including differentiated instruction, re-teaching, and sheltered approaches in an effort to meet the needs of this sub-group.

BGMS advanced ELLs are further supported in their efforts of achieving fluency through an emphasis on independent reading, journaling, peer work, conferencing, and frequent assessment in a variety of project-based learning activities.

5. (for dual language schools only)

6. At BGMS, ELL success is measured through a variety of formal and informal assessments, including, but not limited to Pearson interim assessments, reading conferences, weekly quizzes and exams, progress reports, classwork, homework, and participation scores. Project-based learning is assessed through a system of rubrics and reflective evaluations that emphasize higher-ordered metacognitive abilities. Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) are assessed on a daily basis in the course of push-in instruction through conferencing and oral assessment activities.

## **Additional Information**

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

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Bronx Green Middle School					
<b>District:</b>	11	<b>DBN:</b>	11X326	<b>School</b>		321100010326

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.4	92.2	91.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	134	113	119				
Grade 7	157	143	122				
Grade 8	181	165	158				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	3	1				
<b>Total</b>	<b>473</b>	<b>424</b>	<b>400</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	93.1	91.0	93.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.0	64.9	76.4

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	10	19	8

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	14	15	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	35	31	Principal Suspensions	79	178	148
# in Collaborative Team Teaching (CTT) Classes	23	32	34	Superintendent Suspensions	15	20	16
Number all others	19	19	16				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	22	36	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	8	7
# receiving ESL services only	64	67	TBD				
# ELLs with IEPs	8	16	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	25	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	0.0	19.4	42.4
				% more than 5 years teaching anywhere	13.6	19.4	33.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	64.0	72.7
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	71.4	88.6	92.3
Black or African American	23.3	21.7	21.0				
Hispanic or Latino	60.5	63.7	66.8				
Asian or Native Hawaiian/Other Pacific	6.6	5.4	3.8				
White	9.3	9.2	8.3				
<b>Male</b>	52.4	50.9	51.3				
<b>Female</b>	47.6	49.1	48.8				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					UPF
<b>Overall Score:</b>	31.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	3.5	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	4.2	Quality Statement 4: Align Capacity Building to Goals					UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	23.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

SCHOOL DBN: 11X326

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$317,470	\$142,719	\$460,189
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,175	\$1,427	\$4,602
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,874	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,747	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 75%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

At Bronx Green Middle School, the following actions will be taken to ensure that all staff members are highly qualified in their certification areas by the end of the 2010 - 2011 school year.

- Teacher who have not already done so will complete the HOUSSE Application to demonstrate subject matter competency.
- Additional professional development will be provided to teachers who are not highly qualified in their content area to assist them in the process of becoming highly qualified.

- Additional administrative support will be provided to teachers that are not highly qualified during the course of the year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **PARENT RESPONSIBILITIES**

We, as parents of a student at Bronx Green Middle School, will support our children's learning in the following ways:

- Monitoring attendance.
- Reviewing homework and making sure that it is completed.
- Supporting the school's discipline policy
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Express high expectations and offer praise and encouragement for achievement
- Making education a priority in the home
- Talking with my child daily about his/her classes ,including what they learned and school activities they enjoyed
- Making sure my child is prepared everyday for school
- Making sure my child is well rested and prepared to learn

Name

Date

Signature

### Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Listen and follow directions
- Come to school with the necessary tools of learning- pens, pencils, books, etc.
- Study for tests and assignments
- Make sure that I receive adequate sleep every school night
- Follow the school’s/class’ rules of conduct
- Follow the school’s dress code
- Come to school on time ready to do our best and be the best
- Be honest and respect the rights of others

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major

languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### ***SCHOOL PARENT COMPACT***

The Bronx Green Middle School will implement the following methodologies to ensure that a parental involvement policy meets the needs of all parents and families who have a child at Bronx Green Middle School. The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
  - The school will make the School Parental Involvement Policy available to the local community.
  - The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
  - The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
  - The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - a) that parents play an integral role in assisting their child's learning;
    - b) that parents are encouraged to be actively involved in their child's education at school;
    - c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
1. The Bronx Green Middle School will ensure that parents are involved in joint cooperation in their child's education by putting in place the following systems and/or methodologies. These will be developed and revised jointly as necessary based on parent feedback and agreement as

per the School Parental Involvement Policy and its school wide plan and if applicable, in an organized, ongoing, and timely way under section 1112 of the ESEA:

- a. Will seek additional parent members of the School Leadership Team
- b. Provide incentives for parental involvement
- c. Increase Parental involvement by holding Town Hall Meetings
- d. Presentation by Principal at Parent Association Meeting

2. The Bronx Green Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- a. Copies of the School Parent Compact will be available in the Main Office.
- b. The school will provide monthly workshops to address the needs of parents.
- c. The school will present a survey to parents about their opinion on improving the school.
- d. School Parent Compact will be reviewed annually by the School Leadership Team.
- e. Compact will be amended based upon need (i.e. school improvement status, safety concerns, innovative ideas)

3. The Bronx Green Middle School will provide the coordination, assistance and planning of effective parental involvement activities under Title I, Part A to improve student academic achievement and school performance:

- a. Coordinate workshops to discuss ways parents can help their children succeed in school.
- b. Create a brochure that provides after-school tutoring programs in school and community.
- c. Programs, such as Saturday Academy and Homework Help will be provided and parents will be notified of such programs through mailings in both Spanish and English, as well as Parent meetings

4. The Bronx Green Middle School will coordinate and integrate parental involvement strategies and activities under Title I, Part A to improve student academic achievement and school performance:

- a. The school will present power-point presentations to inform parents about Title I parental involvement
- b. The school will coordinate educational trips for parents and children.
- c. The school will establish a resource center that will be available for parents and children.

5. The Bronx Green Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the

evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- a. The school will survey the needs of parents and children.
- b. Parent surveys will be mailed to parents in English and Spanish as well as being distributed at Parent Association meetings.
- c. Parent coordinator, parents and members of the School Leadership Team will develop a parent survey as well as coordinate the distribution of this survey.
- d. Parents and members of the School Leadership Team will coordinate the collection and analysis of said survey sheets.

6. The Science School for Exploration and Discovery will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. Parent volunteer-coordinator activities.
- b. Parent invitations to participate in Classroom Walk Throughs (CWT's)
- c. The school may create a school-parent compact as a component of its School Parental Involvement Policy
- d. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State's academic content standards
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
    - a1. The school will provide parent conferences that will address the State's academic standards
    - a2. The school will create a parent book of State's academic standards.
    - a3. The school will provide parents with monthly academic progress reports
- e. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - i. The school will engage parents and students in hands on activities that will provide a better understanding of what their children are learning.
  - ii. The school will provide computer training bi-monthly for parents and children.
  - iii. The school will provide monthly workshops for students and parents to address academic success and strategies for improvement..
  - iv. The school will recruit parents to provide parent assemblies.
  - v. The school will invite parents to attend professional development.

- f. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - i. The school will host Town Hall Meetings to address concerns about their children’s educational experiences.
  - ii. The school will communicate with outside agencies to provide support to the students, parents and the entire school community.
  - iii. The school will conduct meetings with parents outside of school building.
  - iv. The school will offer after school Science Fair, talent shows, and other engaging activities to increase number of parents who visit the school
  - v. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - vi. Written correspondence shall occur in both English and Spanish, including all notices and letters pertaining to Title I funded activities.
  - vii. The school will provide easy-to-understand monthly newsletters in both English and Spanish.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

After reviewing our data from the New York State Education Department, the DOE Progress Report, the findings from the Quality Review and the findings of our Children’s First Inquiry Team work, we have determined that our school exhibits many areas of strength as well as has several areas that continue to need strengthening. (Please see Section IV for a description of these needs).

### **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 266,675	✓	19,20,22-34
Title I, Part A (ARRA)	Federal	✓			\$ 141,292	✓	19,20,22-34
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			\$ 15,000	✓	19,20,45-48
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 60,776	✓	19,20,22-34
Tax Levy	Local	✓			\$ 2,102,822	✓	19,20, 22-48

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;  
N/A
5. Provide instruction by highly qualified teachers;  
N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
N/A
7. Provide strategies to increase parental involvement; and  
N/A
8. Coordinate and integrate Federal, State and local services and programs.  
N/A