



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** BRONX GREEN MIDDLE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X326

**PRINCIPAL:** CHARLES JOHNSON

**EMAIL:** CJOHNSO20@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELIZABETH WHITE

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Charles Johnson	*Principal or Designee	
Rosemarie Cifelli-Leviness	*UFT Chapter Leader or Designee	
Tyrone Ferguson	*PA/PTA President or Designated Co-President	
Vicky Savelidis	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Kristin Crowley	Member/UFT	
Mercedes Vazquez	Member/UFT	
Erica Newsome	Member/Parent	
Brenda Adger	Member/Parent	
	Member/	
	Member/	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- MS 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 2012.

### **Comprehensive needs assessment**

- Based on student data from formal and informal school based assessments as well as the NYS ELA Exams from 2011 students at M.S. 326 showed a deficiency in ELA scores compared to peer schools and state averages. Student scores in the ELL and SpEd subgroups indicated the greatest deficiency based on peer and subgroup data.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups,
    - Continued implementation of Readers and Writers Workshop along with TC reading assessments based on September results (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 facilitated by Academic Coach and New Teacher Mentor)
    - 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 SWD and English Language Learners. (Timeline: Ongoing; Data Specialist and New Teacher Mentor will meet monthly with teachers to assist in analyzing data)
    - Collective assessment and analysis of published writing consistent with the TC Unit and NYCCLS standards, e.g., Text Types and Purpose, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing (Timeline: every 4 – 6 weeks, at the conclusion of each ELA unit of study)
    - Assessment and collection of “On Demand Writing” before and after each unit of study.
    - Implementation of structured writing and outlining as part of a “writing for the test” strategy for student growth (Timeline: Introduced in November 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 year with specific test preparation sessions during Vacation and Saturday Academies and the Test Sophistication unit in March)
    - Continued literacy celebrations to recognize student accomplishments in both reading and writing (Timeline: Once per unit in each ELA class)
    - Creation of strategy based lessons to meet individual areas of need for each student; based on Acuity and in-class assessments such as running records (Timeline: ongoing)
    - Implementation of reading programs such as Read Plus and Achieve 3000. These programs will target students specifically in the 6th, 7th and 8th self-contained SWD classes, English Language Learners as well as students receiving resource room (SETTS) services in ELA. (Timeline: Introduced in October 2011, continued through final assessment in June 2012)
    - 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 14 Saturdays, February to April)

- b) Staff and other resources used to implement these strategies/activities,
- Increase focus on use of technology in the development, growth and ongoing assessment of our readers. This will be accomplished with Smart Board technologies, continued implementation of iPads, and other technologies across grades 6 - 8.
  - 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 Norman L. Webb's Depth of Knowledge Levels to sustain student engagement and differentiated instruction to meet student needs adjusting to student growth throughout the year.
  - Establishment of quarterly 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, iPads, Achieve 3000, Reading Plus, and Scantron to target specific academic student needs
  - Continued use of the collection of data to increase our ability to teach each individual student (one-on-one conferences) and the formation small groups.
  - 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.
  - Continued analysis of current year's academic plan across content areas and its effectiveness and recognition of areas of strength and weakness.
  - Continued implementation of a leveled summer reading program to best meet the needs of our learners.
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Weekly meeting periods with the grade and content team teachers to assess progress and to make changes based on student needs
  - Individual administrative and teacher meetings twice during the year to monitor progress and to check that teacher and student goals are being met
  - Formal and informal lines of communication for feedback to ensure that teachers' opinions and suggestions are being met.
  - Ongoing teacher-created assessment and DOE mandated periodic assessments.
  - Running records will be performed on every student three times per year.
  - Writing-on-demand assessment will be given to every student at the beginning of each unit.
  - Use of Achieve 3000, Reading Plus, Scantron Performance Assessments and Acuity Predictive Assessments results: Data will be examined once per month, with projected gains of 2 percentage points each assessment
  - T.C. Running Records and Student Reading Logs: ELA teachers will collect this data 4 times throughout the school year (approximately every 2 months) using a reading tracker, with projected gains based on individual students' September reading level.
  - Grade-specific unit exams: Projected gains are 80% mastery on classroom assessments.
  - Literacy Celebrations (exit) projects.
  - Student progress reports and report card.
- d) Timeline for implementation.
- 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, Achieve 3000, Reading Plus).
  - Academic Coach and New Teacher Mentor will meet with ELA/ELL teachers once monthly to plan strategically, with classroom visits at least

once per month.

- The Principal, Assistant Principal and Academic Coach will be responsible for overseeing the implementation of the action plan by June 2012.

#### **Strategies to increase parental involvement**

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy and use of technology
- Conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations in literacy.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Host parent workshops to introduce and discuss NYS exams

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional development (based on areas of teacher need) provided to staff monthly and on an as needed basis.
- Regular presence at job fairs to meet with and interview potential Highly Qualified Teachers for possible position with the MS 326 staff
- Monthly network professional development sessions for staff members who are not HQT to gain the strategies needed to be HQT
- Professional Development outside of network to provide teachers additional training opportunities

#### **Service and program coordination**

- Lehman College interns support at-risk students during the academic day to ensure that are provided with the additional strategies to support their learning
- RAMAPO behavioral intervention program provides teachers with additional strategies to meet the behavioral challenges of individual classes and students
- 7 Habits of Highly Effective Behavior (an at risk intervention program) supports students academically, socially and emotionally to meet their individual based on their current behaviors
- Based on research the implementation of Dancing Classrooms for 8<sup>th</sup> grade students to support their domain knowledge, as well as their academic endeavors because of the practice discipline and focus needed to participate in a structured dancing program

#### **Budget and resources alignment**

- Weekly department-wide planning – built in teacher schedules using TL Student Funding
- Continuous training on technological applications such as SMART Boards and school website using Title I SWP
- Interdisciplinary planning, specifically targeting ELA, Social Studies and Technology through the use of iPads using TL Student Funding
- Continued development of classroom libraries through additional purchasing of lower level and non-fiction texts using TL NYSTL Textbook Funding
- Professional development in Reading Plus and Achieve 3000 using ARRA funding
- Professional development for HQT using Title I SWP
- Increase schools section of non-fiction reading texts using Title III LEP

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- MS 326 will increase student performance in mathematics, as measured by a 5% or greater increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 21012.

### **Comprehensive needs assessment**

- Based on student data from formal and informal school based assessments as well as the NYS Math exams from 2011, students at M.S. 326 showed a deficiency in Math scores compared to peer schools and state averages. Student scores in the ELL and SpEd subgroups indicated the greatest deficiency based on peer and subgroup data.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/Activities that encompass the needs of identified student subgroups
    - All mathematics teachers will conduct test sophistication on a continuous basis throughout all 4 quarters of the academic school year.
    - End-of-quarter assessments across all grades
    - 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 differentiation in mathematics for students with special needs ELLs.
    - Language will be infused throughout lesson planning/instruction and student assignments by using Norman L. Webb's Depth of Knowledge Levels, the use of terminology and through written applications.
    - Math teachers in all grade levels will focus this year on an inquiry initiative addressing the extended responses questions on the NYS Math Exam.
    - Continued implementation of the Test Prep Academy during vacations and 14 Saturdays (February – April).
    - The Principal, Assistant Principal and Academic Coach will be responsible for overseeing the completion of the action plan by June 2012.
  - b) Staff and other resources used to implement these strategies/activities
    - Math teachers will conduct test sophistication throughout the school year.
    - Math coach and New Teacher Mentor 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).
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
    - Weekly department-wide planning, including resources and per session for the math team, will be funded using Title I allocations.
    - Continuous training on technological applications such as, SMART boards, iXL, iPads and other technologies will be funded using Title I funding.
    - Use of NYCCLS grade appropriate textbooks and other materials will be funded by Title 1/ARRA
  - d) Timeline for implementation
    - Math teachers will meet weekly throughout the year to plan test sophistication, analyze student work, and better differentiate instruction.
    - Inquiry initiative will be planned from October to December and will be implemented in all 3 grade levels by January 2012.

- AIS program targeting students' specific needs will be finalized by October 1, 2011 and fully implemented beginning in October.

**Strategies to increase parental involvement**

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., math and use of technology
- Conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations in literacy.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Host parent workshops to introduce and discuss NYS exams

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional development (based on areas of teacher need) provided to staff monthly and on an as needed basis.
- Regular presence at job fairs to meet with and interview potential Highly Qualified Teachers for possible position with the MS 326 staff
- Monthly network professional development sessions for staff members who are not HQT to gain the strategies needed to be HQT
- Professional Development outside of network to provide teachers additional training opportunities

**Service and program coordination**

- Lehman College interns support at-risk students during the academic day to ensure that are provided with the additional strategies to support their learning
- RAMAPO behavioral intervention program provides teachers with additional strategies to meet the behavioral challenges of individual classes and students
- 7 Habits of Highly Effective Behavior (an at risk intervention program) supports students academically, socially and emotionally to meet their individual based on their current behaviors
- Based on research the implementation of Dancing Classrooms for 8<sup>th</sup> grade students to support their domain knowledge, as well as their academic endeavors because of the practice discipline and focus needed to participate in a structured dancing program

**Budget and resources alignment**

- Weekly department-wide planning, including resources and per session for the math team, will be funded using TL Fair Student Funding
- Continuous training on technological applications such as SMART Boards, IXL, ipads, and other technologies will be funded using Title I SWP
- Use of NYCCLS grade appropriate textbooks and other materials will be funded by Title I SWP, ARRA, and TL NYSTL Textbook
- Increase student materials to support differentiated materials to support mathematics instruction using Title III SWP

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- MS 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 2012, and a 10% increase in the number of proficient students (level 3 and 4) on the NYS Math Exam in 2012.

#### **Comprehensive needs assessment**

- Based on the NYS ELA and Math assessments, approximately 46% of Students with Disabilities did not meet promotional criteria for the year in ELA/Math. In order to meet AYP, MS 326 determined that additional focus and support needs to be placed on this subgroup across all three grades and in all content areas.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - 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 Afternoon/Saturday ELL 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 teachers.
  - b) staff and other resources used to implement these strategies/activities,
    - 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 2011-2012 inquiry initiative for ELA.
    - The Academic 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 ELA teachers and methods of differentiation.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - At least three mock NYS exams will be administered to students in the 3 months (March, April, May) leading up to the exam; projected gains are a 3.5% increase in the percentage of 3s and 4s for each successive exam.
    - Students in the target population who are not making improvement will be targeted for additional interventions by the classroom ELA and Math teachers, as well as the pull-out ESL program.
    - Acuity assessments once per month and in-class created assessments once per month will monitor individual student progress.
    - Data specialist and Academic Coach will notify ELA/AIS teachers and the AIS Coordinator of individual student progress so that they can focus on specific skills or strategies students are lacking. This will be monitored by the ELA teacher.
    - The inquiry team will meet once per month to assess the inquiry initiative's effectiveness and modify the above action plans if necessary.

d) timeline for implementation.

- 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.

**Strategies to increase parental involvement**

- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Supporting or Hosting Family Day events;
- Establish a Parent Resource Center/Area or lending library; instructional materials for parents;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional development (based on areas of teacher need) provided to staff monthly and on an as needed basis.
- Regular presence at job fairs to meet with and interview potential Highly Qualified Teachers for possible position with the MS 326 staff
- Monthly network professional development sessions for staff members who are not HQT to gain the strategies needed to be HQT
- Professional Development outside of network to provide teachers additional training opportunities

**Service and program coordination**

- Lehman College interns support at-risk students during the academic day to ensure that are provided with the additional strategies to support their learning
- RAMAPO behavioral intervention program provides teachers with additional strategies to meet the behavioral challenges of individual classes and students
- 7 Habits of Highly Effective Behavior (an at risk intervention program) supports students academically, socially and emotionally to meet their individual based on their current behaviors
- Based on research the implementation of Dancing Classrooms for 8<sup>th</sup> grade students to support their domain knowledge, as well as their academic endeavors because of the practice discipline and focus needed to participate in a structured dancing program

**Budget and resources alignment**

- Weekly department-wide planning, including resources and per session, will be funded using Contract for Excellence and TL Fair Student Funding
- Continuous training on technological applications and interventions such as SMART Boards, iPads, and IXL will be funded using TL Fair Student Funding.
- Use of standards-based, grade appropriate textbooks and other materials will be funded by TL NYSTL textbook.
- Funding the Afternoon/Saturday ELL Academy was a priority when creating the budget for this year. The ELL Academy will also employ an ELA teacher using TL Fair Student Fnding and Contract for Excellence

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- MS 326 will decrease the percentage of Students with Disabilities by 10% for each grade, in order to increase the performance index to meet AYP and AMO targets for 2011-2012.

### **Comprehensive needs assessment**

- Based on the NYS ELA and Math assessments, the ELL's did not meet promotional criteria for the year in ELA/Math. In order to meet AYP, MS 326 determined that additional focus and support needs to be placed on this subgroup across all three grades and in all content areas.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - All SWD ELA teachers will conduct test sophistication on a continuous basis throughout all 4 quarters of the academic school year.
    - End-of-quarter assessments will be administered across all grades
    - Each grade level will adhere to a specific NYCCLS -based pacing calendar.
    - Incorporation of technology, e.g. interactive websites, Acuity, iPads, IXL, Reading Plus, Achieve 3000 and Scantron to target specific academic student needs, as well as professional development focused on differentiation in Mathematics and ELA for SWD's
    - Language will be infused throughout lesson planning/instruction and student assignments by using Norman L Webb's Depth of Knowledge Levels, the use of terminology, and through written applications.
    - Math teachers in all grade levels will focus this year on an inquiry initiative addressing the math extended response questions.
    - The Assistant Principal, Academic Coach and Principal will be responsible for overseeing the completion of the action plan by June 2012.
  - b) staff and other resources used to implement these strategies/activities,
    - SWD teachers (one for grade 6 and one for grades 7 and 8) will conduct test sophistication throughout the school year.
    - The Academic Coach will facilitate professional development sessions.
    - The AIS Coordinator and ELA staff will focus on interventions with SWDs during AIS periods.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Weekly meeting periods with the grade and content team teachers to assess progress and to make changes based on student needs
    - Individual administrative and teacher meetings twice during the year to monitor progress and to check that teacher and student goals are being met
    - Formal and informal lines of communication for feedback to ensure that teacher's opinions and suggestions are being met.
    - Ongoing teacher-created assessment and DOE mandated periodic assessments. In addition, running records will be performed on every student four times per year. A writing-on-demand assessment will be given to every student at the beginning of each unit.
    - Use of Achieve 3000, Reading Plus, Scantron Performance Assessments and Acuity Predictive Assessments results: Data will be examined once per month, with projected gains of 2 percentage point each assessment

- T.C. Running Records and Student Reading Logs: ELA teachers will collect this data 4 times throughout the school year (approximately every 2 months) using a reading tracker, with projected gains based on individual students' September reading level.
- Grade-specific unit exams: Projected gains are 80% mastery on classroom assessments.
- Literacy Celebrations (exit) projects.
- Student progress reports and report card.

d) timeline for implementation.

- 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 1<sup>st</sup> 2011 and fully implemented beginning in October.

#### **Strategies to increase parental involvement**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional development (based on areas of teacher need) provided to staff monthly and on an as needed basis.
- Regular presence at job fairs to meet with and interview potential Highly Qualified Teachers for possible position with the MS 326 staff
- Monthly network professional development sessions for staff members who are not HQT to gain the strategies needed to be HQT
- Professional Development outside of network to provide teachers additional training opportunities

#### **Service and program coordination**

- Lehman College interns support at-risk students during the academic day to ensure that are provided with the additional strategies to support their learning
- RAMAPO behavioral intervention program provides teachers with additional strategies to meet the behavioral challenges of individual classes and students
- 7 Habits of Highly Effective Behavior (an at risk intervention program) supports students academically, socially and emotionally to meet their individual based on

their current behaviors

- Based on research the implementation of Dancing Classrooms for 8<sup>th</sup> grade students to support their domain knowledge, as well as their academic endeavors because of the practice discipline and focus needed to participate in a structured dancing program

**Budget and resources alignment**

- Weekly department-wide planning, including resources and per session, will be funded using Contract for Excellence and TL Fair Student Funding
- Continuous training on technological applications and interventions such as SMART Boards, iPads, and IXL will be funded using TL Fair Student Funding.
- Use of standards-based, grade appropriate textbooks and other materials will be funded by TL NYSTL textbook.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- MS 326 will implement one unit created and aligned with the NYCCLS (New York Common Core Learning Standards) to teachers in literacy through content and mathematics during the course of the 2011 – 2012 school year.

### **Comprehensive needs assessment**

- Based on new citywide expectations and the new state learning standards aligning to the Common Core Standards, MS 326 determined that a plan needed to be put in place to re-evaluate the curriculum and make changes within units to meet the new state expectations as well as develop new units that matched the expected rigor that the new standards and assessments demand.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - All teachers will be giving copies of the NYCCLS 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 or mathematics activity to inform the unit of instruction.
    - Two baselines will be used as blind samples along with an exemplar from the NYCCLS for the teachers to assess the writing and math at the culmination of the unit, based on the NYCCLS and determine which grade level they feel each students piece of work is.
    - Teachers will reflect on the unit at the end and provide constructive feedback, questions, and concerns to support further implementation of the NYCCLS.
    - Teachers along with the Principal, Assistant Principal, Academic Coach, and trained staff members will support teachers to make sure that they are meeting all of the NYCCLS that the unit addresses.
    - 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 NYCCL.
    - Teachers will then reflect on ways in which they can adapt their current units or create new ones so they align with the NYCCLS.
  - b) staff and other resources used to implement these strategies/activities,
    - SWD teachers (one for grade 6 and one for grades 7 and 8) will conduct test sophistication throughout the school year.
    - The Academic Coach will facilitate professional development sessions.
    - The AIS Coordinator and ELA staff will focus on interventions with SWDs during AIS periods.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - Training for several members of the leadership team on the faculty to be create model units of study through a summer intensive program in the network
    - Pre-school year professional development for all staff members on Common Core expectations and unit design

- Weekly content team meetings to turn key Common Core lessons and units
- Communication via email to update teachers on changes and adjustments to the common core units
- Planning sessions on a monthly basis for unit development with Common Core trained specialists
- Weekly leadership team meetings to determine where curriculum can be integrated across content
- Continuous lines of communications open between leadership and staff on ways to update and change the curriculum as needed to meet the student needs

d) timeline for implementation.

- 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 1<sup>st</sup> 2011 and fully implemented beginning in October.

#### **Strategies to increase parental involvement**

- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Professional development (based on areas of teacher need) provided to staff monthly and on an as needed basis.
- Regular presence at job fairs to meet with and interview potential Highly Qualified Teachers for possible position with the MS 326 staff
- Monthly network professional development sessions for staff members who are not HQT to gain the strategies needed to be HQT
- Professional Development outside of network to provide teachers additional training opportunities

#### **Service and program coordination**

- Network support and professional development programs planned monthly as well as quarterly.
- One on One support from achievement coaches and other network personnel for unit development and creation is being implemented.

#### **Budget and resources alignment**

- Weekly department-wide planning, including resources and per session, will be funded using TL Fair Student Funding
- Continuous training on technological applications and interventions such as SMART Boards, iPads, and IXL will be funded using TL Fair Student Funding ARRA RTTT Citywide Allocation.
- Use of standards-based, grade appropriate textbooks and other materials will be funded by Title I NYSTL and Title I SWP

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	54	41		13	5		9	106
<b>7</b>	66	35	14		9		7	128
<b>8</b>	73	50			5		2	120
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• <b>Focus:</b> Bronx Green Middle School will provide Academic Intervention 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 English Language Arts)</li> <li>• <b>What:</b> Students will be leveled four times a year using Teachers College (TC) reading assessment to monitor progress and then provided additional reading and writing strategies from the TC model for additional support</li> <li>• <b>When:</b> The AIS program will be implemented three times a week for 50 minutes on a weekly basis.</li> <li>• <b>How:</b> Teachers will work in team teaching models to focus the interventions based on student need as per their reading assessment.</li> <li>• <b>Next Steps:</b> Adjustments to the small groups or the strategies taught will be re-evaluated based on updated student reading assessments.</li> <li>• <b>Trends:</b> Based on student test scores and the first round of reading assessments targeted instruction will focus on;             <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> </li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Focus:</b> Bronx Green Middle School will provide Academic Intervention 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)</li> <li>• <b>What:</b> 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.</li> <li>• <b>When:</b> The AIS program will be implemented three times a week for 50minutes on a weekly basis. Additionally, students will have the opportunity to attend mathematic academies on Saturday's with additional targeted instruction.</li> <li>• <b>How:</b> 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.</li> <li>• <b>Next Steps:</b> Adjustments to the small groups or the strategies taught will be re-evaluated based on</li> </ul>

	<p>updated interim student mathematics assessments.</p> <ul style="list-style-type: none"> <li>• <b>Trends:</b> Based on student test scores and the first round of baseline mathematics assessments targeted instruction will focus on; <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> </li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• <b>Focus:</b> Bronx Green Middle School will provide Academic Intervention services for all students who indicate deficiencies in science based on their diagnostic assessment.</li> <li>• <b>What:</b> Students will be assessed with science diagnostic assessments to determine who would most benefit from additional support in content area.</li> <li>• <b>When:</b> The AIS program will be implemented during Saturdays in academy format. Project based inquiry approach to learning will be used.</li> <li>• <b>How:</b> Teachers will work with students in small group and larger group instruction on scientific labs focusing on the scientific process.</li> <li>• <b>Next Steps:</b> Adjustments to instruction will vary based on students enrolled in the program.</li> <li>• <b>Trends:</b> Based on student test scores and the first round of science diagnostics targeted instruction will focus on; <ul style="list-style-type: none"> <li>• Scientific method</li> <li>• Use of unit measurement when performing calculations</li> </ul> </li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• <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.</li> <li>• <b>What:</b> Students will be assessed with science diagnostic assessments to determine who would most benefit from additional support in content area.</li> <li>• <b>When:</b> The AIS program will be implemented three times a week for 50 minutes on a weekly basis.</li> <li>• <b>How:</b> Teachers will work with students in small group and larger group instruction on non-fiction writing using primary sources and other non-fiction text.</li> <li>• <b>Next Steps:</b> Adjustments to instruction will vary based on students enrolled in the program and their data analysis.</li> <li>• <b>Trends:</b> 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; <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Essay Structure</li> <li>• Use of unit measurement when performing calculations</li> </ul> </li> </ul>

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• <b>Focus:</b> Youth Counseling</li> <li>• <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.</li> <li>• <b>Who Is Involved:</b> Students in grade 8 identified as at-risk based on IEP's, teacher observation, and SST recommendations.</li> <li>• <b>Outcome:</b> Students will be provided additional life skills support and strategies.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p style="text-align: center;">N/A</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• <b>Focus:</b> Youth Counseling</li> <li>• <b>Process:</b> Guidance counselor and social workers will provide AIDS education to students on a rotating schedule for 1 period a week for 6 periods.</li> <li>• <b>Who Is Involved:</b> Students in grade 6 – 7 identified as at-risk based on IEP's, teacher observation, and SST recommendations.</li> <li>• <b>Outcome:</b> Students will be provided additional life skills support and strategies.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• <b>Focus:</b> Health and AIDS education</li> <li>• <b>Process:</b> Guidance counselor and social workers will provide Health and AIDS education to students on a rotating schedule for 1 period a week for 6 periods.</li> <li>• <b>Who Is Involved:</b> All students in grades 6 – 8 will receive Health and AIDS education during the course of the school year through push in or pull out support. Program will follow the HealthSmart Curriculum.</li> <li>• <b>Outcome:</b> Students will learn practical health behaviors that they can apply to every day life, specifically revolving around AIDS and sexually transmitted diseases</li> </ul>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- encouraging use of the school's website for communication with teachers and staff, [www.bgms.org](http://www.bgms.org);
- hosting parent workshops to introduce and discuss NYS exams

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

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;

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

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

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 11X326 **School Name:** Bronx Green Middle School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic                       Focused                       Comprehensive

**Intervention:**     School Quality Review (SQR)                       External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)                       Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*After a detailed analysis of last years ELA data for LEP and SwD students, at Bronx Green Middle School, the following academic issues were uncovered that caused the school to be identified as a School in Need of Improvement Year One:*

*For Students with Disabilities (SwD) 4% on grade 6, 13% on grade 7, and 8% on grade 8 met a level 3 or higher on the state ELA assessment.*

*For Limited English Proficient students, 13% on grade 6, 6% on grade 7, and 11% on grade 8 met a level 3 or higher on the state ELA assessment.*

*This proficiency rates were much lower then the other subgroups at Bronx Green Middle School and are indicative of several academic issues that led to the identification. These findings were identified in the SQR in areas in which we need to improve under several recommendations. Not all of the teachers of SwD's and LEP's were consistently implementing common pre-assessments and using the data to assess student progress. Teachers of these two sub-groups do not consistently analyze data limiting opportunities to differentiate instruction.*

*Additionally, these sub-groups did not have a clear plan for communication with the parents that provided them with their son or daughters current progress and current and future student goals.*

*Teachers also needed to be provided with additional professional development opportunities to help improve teacher effectiveness and ensure that areas identified as growth with in their practice were targeted and remedied.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

*First, the school has implemented a new system for ARRP using the Danielson framework under the year two NYC DOE and TNTP pilot. This system includes more teacher observation, a specific system for developing and providing feedback, as well as school created assessment to measure student learning which were developed around the schools data from the 2011 state ELA exam.*

*Second, professional development plans have been developed and implemented school wide and on an individual basis for teachers to provide an opportunity for the teachers to grow in the areas that they have show need of improvement based on data. Some of these professional development activities include off site sessions within the network as well as conferences and institutes.*

*Third, the school has created a more cohesive plan for the assessment and data analysis with specific intervals already planned with the school's pacing calendar. In addition, teachers have been provided professional development in how to analyze the data and use it in their classroom to increase classroom rigor and student achievement.*

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#### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

*In order to move the school from the improvement list, the school has made the decision to align with Teachers College for the 2012 – 2013 school year. By re-affiliating with Teacher's College we believe the school will be in a better position to meet the needs of our SwD's and LEP's through additional differentiation strategies and resources.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

*The school has hired a new teacher mentor to work with new teachers to help improve their teaching practices. The mentor works on goal setting with the teacher and meets with them regularly to make sure they are meeting their goals as well as providing strategies and support to do so. In addition, the school has hired an additional coach to work with math team which has allowed the schools other coach to support the ELA and content teams more effectively.*

*Teachers at Bronx Green also meet weekly with in their content and grade teams where focused professional development based on grade and content needs is provided. These professional development opportunities extend beyond these scheduled meetings with inter-visitation between teachers as well as additional professional development from network coaches.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

*Bronx Green Middle School will provide the schools parents with notification of our School in Need of Improvement Year one through written communication in the families' home language. Additionally, we will be providing the families of Bronx Green Middle School with the opportunity to attend a meeting which we will inform the parent of our status and address any questions they may have regarding the classification.*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Michael Alcott</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>326</b>
School Name <b>Bronx Green Middle School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Charles Johnson</b>	Assistant Principal <b>Victor Rodriguez</b>
Coach <b>Kristin Crowley/Coach</b>	Coach <b>Mercedes Vazquez/ESL Cdnt</b>
ESL Teacher <b>in process of hiring</b>	Guidance Counselor <b>Denise Bobcombe</b>
Teacher/Subject Area <b>Carmen Sandoval/Bilingual</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Mercedes Vazquez/Teacher</b>	Parent Coordinator <b>Zarifa Muhammad</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Michael Alcott</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>0</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>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>12</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>363</b>	Total Number of ELLs	<b>54</b>	ELLs as share of total student population (%)	<b>14.88%</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. 

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 Zarifa Muhammad, Bronx Green parent coordinator, and Mercedes Vazquez, ESL Coordinator.

Spanish translators or translation services are provided to parents in order to assist with 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 are 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 Carmen Sandoval, bilingual education teacher, or Mercedes Vazquez, ESL Coordinator, to ascertain if students possess gaps in their formal education and will be administered the ALLD diagnostic when needed. The ESL Coordinator, will administer the Lab-R (and Spanish Lab) exam within 10 days of registration and place students in a class that contains other students of his/her learning level and L1 background whenever possible.

Through the screening process, contact is maintained with parents and they are informed by mail of the results of their child's Lab-R scores and their entitlement/non-entitlement for ESL and Title III services.

Bronx Green Middle School annually evaluates ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT). At the end of the school year Mercedes Vazquez, ESL Coordinator, will pull students by grade to a separate location to administer the NYSESLAT. Students will complete the listening and/or writing portions of the exam.

2. Parents are assisted during the intake process and HLIS completion with the presence of Mercedes Vazquez, ESL coordinator, and 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.” Carmen Sandoval, bilingual education teacher and/or the ESL coordinator follow up with parents to answer any questions and to assess if the parents understand their options. After parents choose the program model that they feel best suits the needs of their children, the ESL coordinator works with parents and the parent coordinator to find a district school that best meets the needs of the family.

Mercedes Vazquez, ESL Coordinator, will outreach by phone or mail to inform parents who have previously chosen a TBE/DL program if the program becomes available.

3. After LAB-R testing has occurred, the ESL coordinator works with front office staff to send out entitlement letters by mail. Entitlement letters are maintained in a binder in the ESL Coordinator's office (rm 215).

Parent Survey and Program Selection Forms are given to parents after watching the NYC DOE DVD, "NYC Orientation Video for Parents of Newly Enrolled English Language Learners." The Parent Survey and Program Selection Forms will be collected by the ESL Coordinator and stored in the same binder as the entitlement letters.

In addition, start of service, non-entitlement, and end of service letters will be distributed to the families of ELLs by the ESL Coordinator.

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 instruction.

The ESL Coordinator maintains records of placement letters, distributes and maintains continued entitlement letters .

In order to honor parents' choice the ESL Coordinator refers parents to the appropriate program and/or district office. Translation services will be provided to any parent in need.

5. Based on Program Selection Forms, 7 out of 10 parents chose to enroll their children at BGMS. Their responses also indicate that 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. As a result, Bronx Green continues to offer the push-in model to provide ESL services.

6. Parents consistently choose 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

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% →</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
75%:25%)														
al Language (50%:50%) FORMTEXT													0	
ee-standing ESL														Self-Contained FORMTEXT
sh-In FORMTEXT						8	8	8					24	
tal =sum(TBEK,DLk,sc Ka,pika) !Syntax Error, SUM	0	0	0	0	0	8	8	8	0	0	0	0	24	

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	18
SIFE	8	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	23

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	26	7	2	13	1	1	15		4	54
Total	26	7	2	13	1	1	15	0	4	54

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

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
inese FORMTEXT													0	
Russian														0
ngali													0	



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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
her FORMTEXT																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ELLEPELLEPSspanish FORMTEXT																		0	0
EPLEPELLEPSspanish FORMTEXT																		0	0
inese FORMTEXT																		0	0
ssian FORMTEXT																		0	0
rean FORMTEXT																		0	0
itian FORMTEXT																		0	0
ench FORMTEXT																		0	0
her																		0	0
<b>TOTAL</b>			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_ Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):  
 African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino: \_\_\_\_\_  
 Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	21	13					42
inese FORMTEXT													0	
ssian FORMTEXT								1					1	
ngali FORMTEXT						1	1						2	
du FORMTEXT													0	
abic FORMTEXT						3							3	

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
itian FORMT EXT														0
ench FORMT EXT														0
rean FORMT EXT														0
njabi FORMT EXT														0
lish FORMT EXT														0
banian FORMT EXT						1		2						3
her FORMT EXT						1	1	1						3
<b>TAL FORM TEXT =eslspa k+eslchi k+eslru sk+eslb enk+esl urdk+es larak+e slhaik+ eslsfrek +eslkor k+eslpu nk+eslp olk+esla lbk+esl othk !Syntax Error, ESLSP AK0</b>	0	0	0	0	0	14	23	17	0	0	0	0		54

**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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.

a. ESL services are delivered through a push-in model during English Language Arts 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). ESL service providers coordinate with content area 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 the bilingual education teacher and ESL Coordinator participating in all instructional decisions as equal team members.

a. ESL services are delivered explicitly during English Language Arts periods, 90 minutes per day. Carmen Sandoval, bilingual education teacher, works with content area teachers to ensure comprehension, re-teaching material, and assessing ELLs formally and informally during class periods. Explicit ESL instructional minutes are delivered as push-in units and during extended day (AIS). ELLs are grouped in one class per grade level, facilitating schedules between the bilingual education teacher and her students. Beginning to intermediate ELL students receive 360 minutes of ESL instruction per week and advanced ELL students receive 180 minutes a week in a push-in model. BGMS is in compliance with all State and City mandates in regards to time allotments for ESL instruction.

3. English Language Arts content instruction is delivered in general education classes during the ELLs' ELA period. The bilingual education teacher, content team teachers and the ESL Coordinator meet weekly to discuss units, lesson plans and plans for differentiated instruction. Differentiated instruction is supported by push-in ESL services and content team teachers. All are 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. ELLs are appropriately evaluated in their native language based on responses to parent interviews, language choice for NYC DOE DVD and student choices.

## A. Programming and Scheduling Information

5

- a. Bronx Green ESL providers supplement ESL strategies for SIFE students primarily through targeted small group instruction within the push-in model. During this time, ESL providers and content team teachers work with SIFE students individually and in small groups 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. Instruction is consistent with New York State and New York City performance guidelines and standards. In the push-in model, the following supplementary materials will support ESL instruction: quality high-interest, lower reading level, age appropriate books, flash cards, graphic organizers, picture dictionaries, computer lab and iPads. Additionally, ELLs are given specific focus in developing literacy skills through extended day programs and Saturday Academy in order to better prepare them for State ELA and Math exams.
- c. In addition to mandated minutes, ELLs within the 4-6 year window receive tutoring in the form of extended day (A.I.S. sessions) and in-class conferencing with content team teachers and ESL providers. In addition to the supplements mentioned above ELLs within the 4 - 6 years window will use Achieve 3000 to increase reading comprehension. 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, Saturday Academy and extended-day programs with the assistance of both content and ESL providers. Special efforts are made to assist long-term ELLs with comprehension strategies, based on Q-Tel derived strategies.
- e. ESL providers push into self-contained Special Ed classes during daily English Language Arts periods, providing support with the same level of coordination and support enjoyed by General Ed classes. ESL staff coordinates scaffolding strategies and differentiation plans with Special Ed staff during weekly planning sessions throughout the school year.
6. In order to provide access to academic content areas and accelerate English language development the bilingual education teacher and content team teachers will use the following strategies with ELL-SWDs: Achieve 3000 and Wilson strategies in small group instruction.
7. In order to meet the diverse needs of ELL-SWDs flexibility in the schedule allows for teachers to meet in grade teams and content teams weekly. The ESL Coordinator, bilingual education teacher and content team teachers meet to discuss unit of studies, lessons and modifications for ELL-SWDs.

In addition to units of study, instruction is modified and delivered by the bilingual education teacher.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

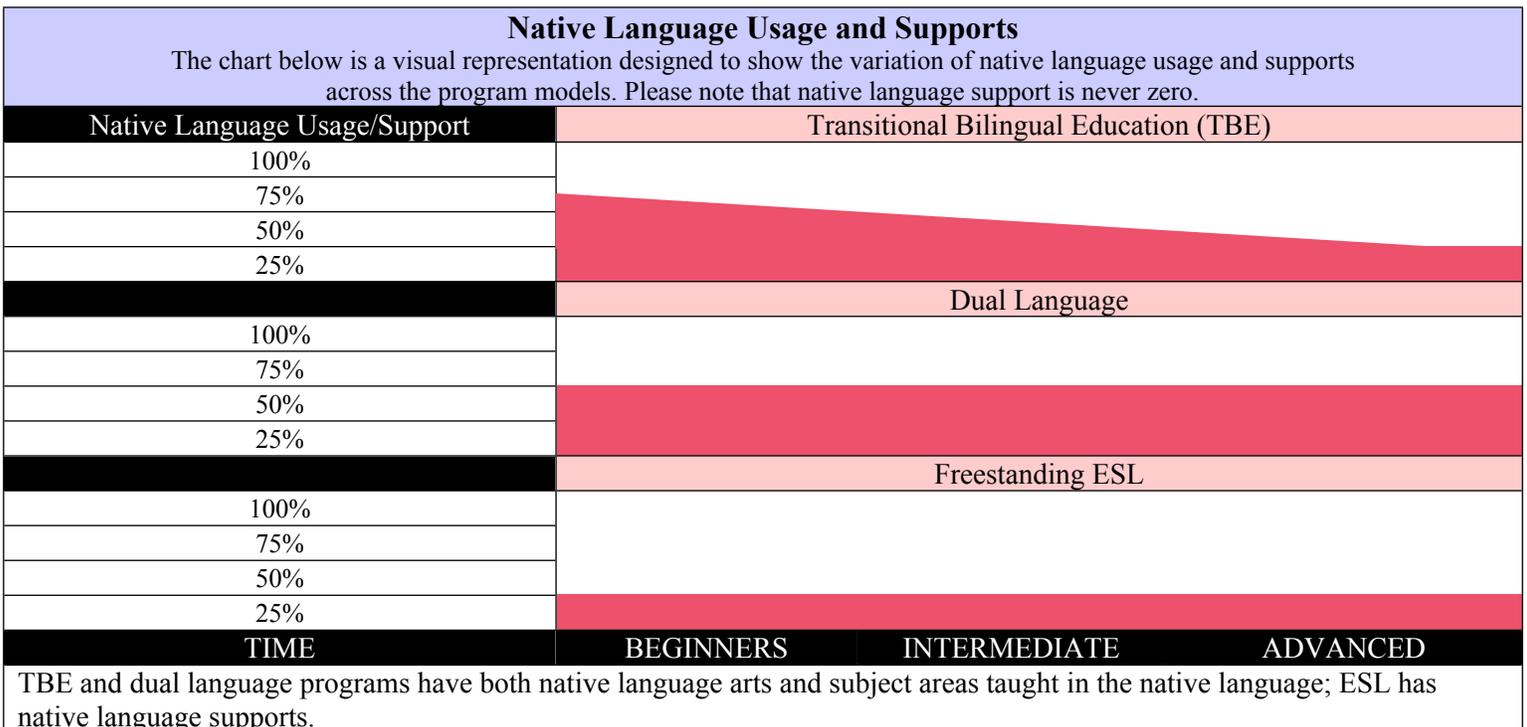
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. Bronx Green ELLs receive State-mandated number of ESL services in the form of push-in support during English Language Arts 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 provider to review learning goals and increase reading comprehension. 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, extended day and Saturday Academy. Content team teachers and ESL service providers are available during extended day to assist students with skill building activities and specific comprehension issues.

9. ELLs who have tested out of 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 team teachers about the academic progress of ELLs who have passed the NYSESLAT exam. Content team teachers are made aware of ELLs who have achieved "P" status and the flexibility that should be shown towards them for assessment purposes.

Testing modifications for former ELLs includes time and a half in a separate location.

10. The 2011-2012 school year sees the continuance of dedicated ELL classrooms with ESL providers consulting with students in the English Language Arts block. In addition, students will be grouped during extended day, offered ESL programs during afterschool and invited to an ESL Saturday Academy.

11. In the 2011-2012 school year, no BGMS ELL programs will be discontinued.

12. ELLs are invited to participate in all afterschool activities, including ESL related tutoring. ESL related tutoring includes an ELL afterschool program, Saturday Academy and Tech for ELLs. Invitations go out to all students in the form of permission slips. Currently the entirety of the BGMS ELL population attend extended-day programs.

Funding for afterschool programs and Saturday Academy comes from Contract for Excellence, Fair Student Funding and Title III.

13. 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 team 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 2011-2012 school year.

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

## B. Programming and Scheduling Information--Continued

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11. In the 2011-2012 school year, no BGMS ELL programs will be discontinued.

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Content area staff will be sent to a minimum of 7.5 hrs BGMSs of ESL strategy training during the 2011-2012 school year.

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

## 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, 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 counseling, behavioral, or academic needs their children might have.

In order to accommodate parents of ELLs, Bronx Green will offer translation services upon request and spanish speaking translators will be available to meet with parents.

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 Alabanian 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 2011 school year, BGMS offered night classes for parents in ESL. It is the expectation that these classes will be continued in 2012.

3. The parent coordinator composes translated surveys to evaluate the needs of ELL families. Based on responses the parent coordinator plans for future parent involvement activities.

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 there was little outreach on the elementary level, they were surprised and enthusiastic about the outreach efforts of the BGMS parent coordinator.

Workshops will be designed to assist and training parents in bullying, cyber-bullying, Getting to Know Your Child's IEP, Money Management, Stdy Skills, and Content Area training.

## 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)?

## 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 2011-2012 school year, ESL sproviders will attend off-site professional development sessions offered by the DOE including but not limited to sessions on SIFE strategies, NYSESLAT preparation, and differentiated instruction. In addition, professional development will be brought to the school in the form of Children First Network 411 Director of ELL Support, Pablo Schelino. On Election Day, Bronx Green will host a network-wide ESL training facilitated by Mr. Schelino. The training will focus on strategies for teaching ELLs in Math and ELA.

2. ELLs transitioning from elementary to middle school attend a summer orientation program conducted by the school parent

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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 extended day, after-school sessions, and ESL Saturday Academy sessions led by ESL providers. These 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.

Denise Bobcombe, guidance counselor, will receive in house training offered through the Director of ELL Support and off-site professional development.

3. For the 2011-2012 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.

Attendance logs will be collected and teachers that receive training will be expected to turn-key PD their colleagues.

## 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, 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 counseling, behavioral, or academic needs their children might have.

In order to accommodate parents of ELLs, Bronx Green will offer translation services upon request and Spanish speaking translators will be available to meet with parents.

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.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

### 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:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ESL instruction is data driven through NYSESLAT modality analysis, interim assessments, and TC based reading assessments.

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

### 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.

Bronx Green is currently in the process of recruiting candidates for an ESL position. The principal has attended two job fairs and posted an job listing on craig's list. The hiring committee has interviewed five candidates for the position and there are currently two prospective candidates moving on to round two. In round two candidates will come in to conduct a demonstration lesson with a group of ESL students and the principal will check references.

### 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)							2	12	4					18
Intermediate(I) FORMTEXT						5	3	7					15	
Advanced (A) FORMTEXT						6	7	6					19	
Total	0	0	0	0	0	0	13	22	17	0	0	0	0	52

### NYSESLAT Modality Analysis

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

### NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
				0	
FORMTEXT				0	
6	6	2	2		10
FORMTEXT11	1	1		13	
8	7	8			15
SAA Bilingual Spe Ed FORMTEXT				0	
YS Math	L	English FORMTEXT English	3 FORMTEXT		

NYS ELA										
Grade		Level 1		Level 2		Level 3		Level 4		Total
	shNL	EXT								
FORMTEXT									0	
FORMTEXT									0	
FORMTEXT									0	
FORMTEXT									0	
FORMTEXT									0	
SAA Bilingual Spe Ed FORMTEXT									0	
YS Science	L		Level 1		Level 2		Level 3		Level 4	
	English	NL	English	NL	English	NL	English	NL		
4									0	
FORMTEXT									0	
SAA Bilingual Spe Ed FORMTEXT									0	

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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?
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  - 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?
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  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
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  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. ESL instruction is data driven through NYSESLAT modality analysis, interim assessments, and TC based reading assessments. Assessment and data is collected and analyzed on a regular basis by administration, departments, coaches, ESL Coordinator and consultants. This information is used to further shape the pace and form of instruction for ELA, ESL and all literacy-based approaches. All BGMS classrooms contain Fontas & Pinnell levelled libraries, word walls, software tools and other resources to help make content comprehensible for ELLs.

In the classroom, the data is used to group students for targeted small group instruction. In addition, the data is used to plan for individual conferences and whole class mini lessons.

2. NYSESLAT and LAB-R reports validate BGMS's emphasis on literacy building through project based learning that emphasizes content-rich multi-modal instruction. 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.

The results of the LAB-R indicate the students english proficiency level and help BGMS develop a plan for delivering ESL services and how much intervention services students will need.

3. The ESL Coordinator will share results from the modality ATS RNMR/NYSESLAT with content teachers during PD sessions and grade team meetings at the start of the school year. Results help content teachers and the bilingual education teacher focus on differentiation strategies and scaffolding techniques that are incorporated into lesson planning and delivery through weekly content meetings. ESL service providers assist content team 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:

## 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.

Bronx Green is currently in the process of recruiting candidates for an ESL position. The principal has attended two job fairs and posted an job listing on craig's list. The hiring committee has interviewed five candidates for the position and there are currently two prospective candidates moving on to round two. In round two candidates will come in to conduct a demonstration lesson with a group of ESL students and the principal will check references.

## Part VI: LAP Assurances

<b>School Name: <u>Bronx Green Middle School</u></b>		<b>School DBN: <u>11X326</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Johnson	Principal		10/26/11
Victor Rodriguez	Assistant Principal		10/26/11
Zarifa Muhammad	Parent Coordinator		10/26/11
	ESL Teacher		
	Parent		
Carmen Sandoval/Bilingual Educ	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		
Kristin Crowley	Coach		10/26/11
Mercedes Vazquez/ESL Coordinat	Coach		10/26/11
Denise Bobcombe	Guidance Counselor		10/26/11
Michael Alcoff	Network Leader		10/26/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 11x326      **School Name:** Bronx Green Middle School

**Cluster:** 04      **Network:** CFN 411

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

**Part A: Needs Assessment Findings**

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

Bronx Green Middle School will use in house staff members or the Translation and Interpretation Unit to provide regular and timely translated documents. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and / or other school staff regarding critical information about their child's education.

Bronx Green uses the parent coordinator, emergency blue cards, home language survey and ATS to determine home language translation and interpretation needs.

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.

Bronx Green Middle School will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. In addition, the school will post in a conspicuous location the availability of interpretation services.

Bronx Green will schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, in order to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions. School letters and forms are translated via the Translation and Interpretation Unit. Over the phone interpretations, provided by the DOE, are used to report findings to parents.

45% of parents speak different languages and need translation. Bronx Green will translate all critical school documents and provide

interpretation during meetings and events as needed.

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

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

Bronx Green Middle School will use in house staff members or the Translation and Interpretation Unit to provide regular and timely translated documents. Bronx Green will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information.

Bronx Green will use the Translation and Interpretation Unit to provide periodic training to the school's parent coordinator and other key school-based personnel on the language access requirements contained in Chancellor's Regulations - 663 and on resources available to support the requirements listed.

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.

Parents may choose to rely on an adult friend / companion or relative for alnquage and interpretation services. Timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communnicate with teachers, guidance counselors, school numrse and / or other school staff regarding critical information about their child's education. In addition, BGMS will provide interpretation services by using in-house staff members and / or by phone, if necessary.

Bronx Green will use the Translation and Interpretation Unit to provide periodic training to the school's parent coordinator and other key school-based personnel on the languague access requirements contained in Chancellor's Regulations - 663 and on resources available to support the requirements listed.

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>.

Bronx Green Middles School will provide trasnlation and interpretation services to all parents who require language assistance in order to communicate effectively with the school and staff members.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">Bronx Green Middle School</a>	DBN: <a href="#">11X326</a>
Cluster Leader: <a href="#">Michael Alcott</a>	Network Leader: <a href="#">Michael Alcott</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">46</a> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <a href="#">3</a> # of certified ESL/Bilingual teachers: <a href="#">2</a> # of content area teachers: <a href="#">1</a>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### 1. TECHNOLOGY FOR ELLs:

- a. Rationale - Based on NYSELAT scores, we found that students needed additional support with reading. Therefore, ELLs will use Achieve 3000 a reading intervention program that provides individualized, web-based support for reading comprehension, vocabulary, writing proficiency and performance on high stakes test. In addition, ELLs will use iXL, a technology math program. Based on NYS Math test scores, students need additional support in math. IXL provides individualized math practice with more than 1,000 skills, and an unlimited number of problems and includes multiple choice and fill-in-the blank questions, to ensure actual skill mastery. These programs tailor reading levels to individual student ability and provide the students the opportunity to read material on their level and then systematically increase their reading level and stamina. Furthermore, the data is then provided to the teachers and is used to drive specific instruction within the classroom. The core belief in using the program at Bronx Green is that the students will be exposed to literacy at their level and then pushed further, in turn increasing tests scores. Students due 45 minutes of iXL with the math teacher and then 45 minutes of Achieve 3000 with the Bilingual Certified teacher, this is a co-teaching model.
- b. Subgroups and Grade Levels - Special Education Intermediate - Advanced ELLs, 6th Grade
- c. Schedule and Duration - Mondays, 2:30p - 4:00p
- d. Language of Instruction - English
- e. # and Types of Certified Teachers - 1 Math Teacher and 1 Bilingual Education Certified Teacher
- f. Types of Materials - Computers, internet access, Achieve 3000 and iXL

### 2. AFTERSCHOOL FRIDAY

- a. Rational - Based on NYSELAT scores, ELLs need support in language acquisition skills. In the Friday Afterschool Program, ELLs will acquire and enhance English language skills while meeting the standards that are expected in their core subjects. Through the use of technology and one-on-one instruction the belief is that the students who participate in the afterschool program on Friday will have more exposure to the English Language which will in turn provide them with the skills and strategies needed to be successful on local, city, and state assessments. The school offers support specific to individual student needs through direct instruction and technology implementation.
- b. Subgroups - Beginner - Advanced ELLs, 6TH - 8TH
- c. Schedule and Duration - Fridays 2:30P - 4:00P
- d. Language of Instruction - English
- e. # and Types of Certified Teachers - 1 ESL Teacher
- f. Types of Materials - Sight Word Flash Cards, Dictionaries, Word Wall materials, Grammar / Vocabulary Sense 1 an Oxford Series, Achieve 3000 and content specific materials.

### 3. SATURDAY ELL ACADEMY

- a. Rationale - Based on NYSELAT scores, ELLs need support in language acquisition skills. In the Saturday ELL Academy, ELLs will acquire and enhance English language skills while meeting the standards that are expected in their core subjects. The belief is that if English Language Learners are

## Part B: Direct Instruction Supplemental Program Information

exposed to the language through additional small group instruction on top of their class instruction they will increase their vocabulary and their reading levels. In turn they will be more successful for school, city, and state assessments. We have found in the past by offering small group intensive instruction to targeted ELL student's that they will increase their language acquisition.

b. Subgroups and Grade Levels - Beginner - Advanced ELLs, 6TH - 8TH

c. Schedule and Duration - Saturdays, 9a - 12p

d. Language of Instruction - English with Spanish support

e. # and Types of Certified Teachers - 1 Bilingual Certified Teacher

f. Types of Materials - Sight Word Flash Cards, Dictionaries, World Wall materials, Grammar / Vocabulary Sense 1 and Oxford Series, Achieve 3000 and content specific materials.

## Part C: Professional Development

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

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

Begin description here:

### 1. CONTENT AREA DIFFERENTIATION STRATEGIES FOR ELLS

a. Rationale - Getting to know students and using assessment to drive instruction.

b. Teachers to Receive Training - all Bronx Green Middle School teachers

c. Schedule and Duration - November 8, 2011, 9a - 12p

d. Topics to be Covered: Taking a different route to get ELLs to where you want them to go. Getting to know your ELLs: where are they from, what are their academic strengths / weaknesses, are they literate. What can I change in order to provide for those needs: assessment, written materials and delivery of instruction.

e. Name of Provider - Pablo Schelino (CFN 411)

### 2. GETTING THE MOST OUT OF LIMITED ENGLISH PROFICIENT DATA

a. Rationale - Teachers will analyze how to sort, organize and use ELL data to improve the ESL program and individual student instruction.

b. Teachers to Receive Training - Bronx Green Middle School teachers with ELL populations

c. Schedule and Duration - November 8, 2011, 1p - 3p

d. Topics to be Covered - What data to use, what to do with the data, standardized tests, biographical information, RNMR report, RLAT report, and working with data: goals.

e. Name of Provider - Pablo Schelino (CFN 411)

### 3. NETWORK PROFESSIONAL DEVELOPMENT

a. Rationale - To provide teachers with ELL populations support in instruction.

b. Teachers to Receive Training - Bronx Green Middle School teacher with ELL populations, Bilingual Certified teacher and ESL teacher.

c. Schedule and Duration - December 5, 2011, December 19, 2011 and January 18, 2012, full day

### Part C: Professional Development

d. Topics to be Covered - -current ESL program at school and possible changes, provide guidance on compliance issues, ELL identification process and responsibilities of the ESL teacher, observe teacher with ESL class (give feedback and support strategies for working with ELLs in her ELA class, discuss the push in model, shift towards using ELA curriculum in the ESL class with modifications and strategies to improve co- planning with content area teachers.

e. Name of Provider - Pablo Schelino (CFN 411)

### Part D: Parental Engagement Activities

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

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

Begin description here:

#### 1. CULTURAL PARENT NIGHT

a. Rationale - To target specific language populations and increase involvement. Provide community support.

b. Schedule and Duration - during one monthly PTA, 6:00p - 7:30p

c. Topics to be Covered - NY DOE learning expectations, community based organizations and their services, NYC DOE Translation Unit

d. Name of Provider - Zarifa Muhammad, Bronx Green Parent Coordinator

e. How Parents Will be Notified of These Activities - ELL parents will be notified via letters mailed, letters sent home with students and school messenger.

#### 2. BRONX GREEN MIDDLE SCHOOL HIGH SCHOOL FAIR

a. Rationale - To familiarize students, including ELLs and their parents, with the high school process and potential high schools.

b. Schedule and Duration - October 2011, 6p - 8p

c. Topics to be Covered - High school application process, high school fairs

d. Name of Provider - Zarifa Muhammad, Parent Coordinator

e. How Parents will be Notified of these Activities - all Bronx Green parents, including ELLs will be notified via letters mailed, letters sent home with students and school messenger.

#### 3. THE POWER OF CHOICE: NEW YORK CITY'S PROGRAMS FOR ELLs

a. Rationale - Resources and choices that are available to help ensure academic success for ELLs.

b. Schedule and Duration - March 5 - 9, 2012

c. Topics to be Covered - How do I know which program is the best for my child, How can I speak to my child's teachers if English is not my native language, How can I prepare my child for college and beyond, When do I start, How do I build literacy at home, What are Common Core Learning Standards?

d. Name of Provider - New York City Department of Education: Office of English Language Learners

e. How Parents Will be Notified of these Activities - ELL parents will be notified via letters mailed, letters sent home with students and school messenger.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>		
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		