



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: BRONX GREEN MIDDLE SCHOOL

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

PRINCIPAL: CHARLES JOHNSON **EMAIL:** CJOHNS20@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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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	*UFT Chapter Leader or Designee	
Shakia Woodward	*PA/PTA President or Designated Co-President	
Vicki 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>)	
N/A	CBO Representative, if applicable	
Mercedes Vazquez	Member/General Education Teacher	
Kristen Crowley	Member/Special Education Teacher	
Nadine Wallace	Member/Parent	
Disnadia Pena	Member/Parent	
Beena Rampersand	Member/Parent	
Ralston McClain	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

The recommendation from the SED intervention plan that formed the basis of this needs assessment is found on page 4 under School Leadership. The report states, “A review of documentation indicates limited evidence that observations conducted by school leaders are focused on teachers’ implementation of skills and strategies instruction to ensure that teachers are meeting the diverse learning needs of the identified student subgroups in ELA.”

The recommendations indicate, “The school leadership should utilize a system to closely monitor the quality of teaching and learning across the school and across all subgroups. Written feedback should be provided for all walkthroughs, informal and formal observations that include clear targets for improvement of instruction, especially for students with disabilities and ELLs. Follow-up observations should be conducted to check on progress. The School Leader should provide PD in order to ensure that all administrators and teacher leaders understand how to write effective teacher feedback, based on PD that has been attended. The outcomes of lesson observations should provide a focus for the school PD plan.”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

To meet the state recommendation, during the 2012 – 2013 school year, Bronx Green Middle School will support the growth of effective teaching practices in all classrooms. Each teacher will receive a minimum of 3 informal observations and 1 - 2 formal observations. Each observation will include specific feedback with obtainable goals based on the lessons observed and the teacher’s personal goals for the year. Feedback will include language grounded in the Danielson framework and focus on Designing Coherent Instruction (1b), Using Questioning and Instruction Techniques (3b) and Using Assessment in Instruction (3d), as determined by the Citywide Expectations as well as evidence analyzed from the 2011 – 2012 observation cycle.

Instructional strategies/activities

In September, all teachers will unpack the Danielson rubric through school-based PD. Teachers will have at least two partial period observations with feedback by January, which they will use to develop mid-year goals in conferences with administration by February 15th. All observations will be completed by May 15th. End-of-year conversations will take place in June. At this time teachers and administration will discuss goal fulfillment.

Based on evidence from last year's observation cycle Bronx Green determined that we need to continue to focus our feedback on Designing Coherent Instruction (1b), Using Questioning and Discussion Techniques (3b) and Using Assessment in Instruction (3d) as the three areas in which teachers need to continue to focus the development of their practice.

With the support of the Network and our training through the Talent Management Pilot during the 2011 – 2012 school year we will continue to provide short frequent verbal and written feedback of teaching instruction.

Using the 3 competencies recommended by the Department of Education I will engage in 4 or 5 rounds of formal and informal observations. I will meet with the teachers and provide written and oral feedback based on my low inference observations. All teacher observations will be done with an administrator and a coach to insure inter-rater reliability. Additionally, I will provide specific expectations and suggestions for immediate implementation in the classroom that will support teacher development and effectiveness.

To support this framework, the school will provide professional development opportunities for the teachers as part of our school-wide PD plan. In addition, classroom supplies, particular whiteboards and other resources intended to assist with formative student checks for understanding, will be distributed and used to promote and implement engaging practices supported through the yearlong PD Map. This time will allow for the implementation of strategies that have been suggested as well as address school wide areas of concern.

Progress and monitoring of this goal will begin in September of 2012 and will be completed by the end of June 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Title 1 funds used to purchase instructional supplies to support classroom learning to include 10 class sets of individual whiteboards and markers to support during class checks for understanding and formative assessment in math and literacy classes, 1,000 classroom notebooks, and markers, paper, writing implements, chart paper, post-its, index cards, and other related supplies for each of fifteen class sections.

Integrated Algebra it will focus on Reasoning with Equations and Inequalities. In addition, the units of the study will incorporate the Mathematical Process.

In Science, the alignment to the Common Core will be through cross curriculum alignment of the units of study with a focus on Writing Standard 1 and Reading Standard 1 and 10.

All of the above units of study will include both formative and summative assessments. Teacher departmental teams meet after hours once per month to develop their Common Core units and assessments. The six ELA teachers meet once per month, eight evenings over the year, for four hours each. The eight math teachers will meet five times per year for four hours each.

Teachers will archive their common core aligned instructional units through the Atlas curriculum management program, a network-wide resource for the sharing and development of curricula.

The school's leadership team will attend the 2013 Model Schools Conference, sponsored by the International Center for Excellence in Education, which will center on best practices and strategies for designing and implementing Common Core aligned curriculum and instruction.

Progress and monitoring of this goal will begin in September of 2012 and will be completed by the end of June 2013.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Title 1 funds will be used to procure registration for eight members of the leadership team to attend 2013 Model Schools Conference. Funds used only for registration not for travel expenses.

Title 1 funds will support 359.5 hours to support 14 teachers in after-hours development of Common Core Aligned Units of study and tasks.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

The recommendation from the SED intervention plan that formed the basis of this needs assessment is found on page 4 under School Leadership. The report states, "A review of the provided documentation indicated limited evidence that common planning time for ICT Teams was formally scheduled."

The recommendations indicate, "School leaders should create a flexible common planning schedule in which teacher teams can meet across grade levels and content areas to effectively plan for student instruction and ensure that ICT teams are able to collaboratively plan and discuss roles and responsibilities for lessons. Protocols and expectations for the use of this time should be established and monitored by administration."

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

Bronx Green Middle School will increase from 47% to 50%, an increase of 3%, the number of students that will score level 3 / 4 on the NYS Math Exam. The data will be on the 2012 – 2013 NYC Progress Report.

Instructional strategies/activities

The teacher teams at Bronx Green will plan with an increased focus on differentiating instruction to better meet individual student needs. In turn, all teacher teams will plan Common Core units as per the citywide instructional expectations. Also, extended day AIS sessions have been mandated for students that scored level 1 on the 2011 -2012 on both the Math and ELA Exams. An after school / Saturday Math Academy has been established and student enrollment is strongly encouraged and has been recommended to several parents via teacher phone calls or parent teacher conferences. Teachers will use Common Core Ready for Math and Triumph’s Test Prep Ready for ELA materials through both programs.

Progress and monitoring of this goal will begin in September of 2012 and will be completed by the end of June 2013.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

Title 1A funds will support 6 hours of AIS afterschool instruction three days per week for 90 students, for a total of at least 150 hours per student through the use of Learn-It Systems and Reading Plus Program. Saturday test prep academy will service 150 students 4 hours per week, for a total of 60 hours per student. Both of these programs amount to 300 teacher hours of per-session compensated by focus funds.

To support student achievement in State Assessments all students will be given supplemental test preparation materials including Common Core Ready for Math and Triumph's Test Prep Ready for ELA for each of the 380 students enrolled at the school funded with title 1 funds.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

The recommendation from the SED intervention plan that formed the basis of this needs assessment is found on page 4 under School Leadership. The report states, "Interviews indicate that administrators recognize that a gap exists between the identified subgroups and the general education students. However, there is limited evidence that school leaders have developed a strategic instructional plan with measurable goals and objectives to close the gap between students with disabilities, ELLs and general education students."

The recommendations indicate, "School leaders, with the support of the Network, should explore causal factors for the achievement gap between the students with disabilities, ELLs and general education students, in order to identify academic issues that are having a negative impact on the performance of these groups. This could be conducted within the Grade Team structure. Based on the results of this inquiry, a comprehensive plan should be developed that focuses on continuous improvement of educational practices, using data-driven instructional planning and continuous monitoring of students' progress with cyclical instructional adjustments based on the needs of students with disabilities and ELLs."

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

To meet the state recommendation, during the 2012 – 2013 school year to increase the percentage of 2012-2013 Bronx Green students scoring level 3 / 4 on the NYS Math Exam. The goal will be to increase the percentage from 47.9% level 3 / 4 students in 2011 -2012 on the NYS Math exam to 50% level 3 / 4 on the 2012-2013 NYS Math Exam. Additionally, all students in ELA will move up two reading levels and one point on the common writing rubric during one calendar school year.

Instructional strategies/activities

Each teacher will meet weekly in grade team meetings and subject meetings. Grade team meetings focus on targeting students who are showing at-risk behaviors or academic concerns and plans for targeted interventions are developed. Subject team meetings will focus on analysis of specific data and student work from unit to unit. The agenda and focus of these meetings will be prepared in advanced and implemented as per the leadership team. A weekly meeting with the Principal and all teacher team leaders will ensure facilitation of the desired agenda. A 2012-2013 Professional Development Plan has been created and will be implemented weekly and modified when necessary. Professional development will be provided by our Network Achievement Coach regarding Teacher Team effectiveness and how to plan instruction collaboratively.

In ELA, teachers will continue to implement the balanced literacy instructional model with support of the network and school-based literacy coach. Perma-Bound books will be purchased to supplement existing classroom libraries and the differentiated instructional approach tailored to support optimum reading growth.

Progress and monitoring of this goal will begin in September of 2012 and will be completed by the end of June 2013.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Title 1 funds will be used to purchase 800 Perma-Bound books to support classroom libraries and differentiated reading instruction.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

The recommendation from the SED intervention plan that formed the basis of this needs assessment is found on page 3 under Teaching and Learning. The report states, “A review of documentation and interviews indicate that the school uses a balanced literacy approach to ELA instruction, using the Teachers’ College (TC) Model. However, few specific instructional strategies, accommodations, or modifications to support instruction and impact achievement for ELLs and students with disabilities were observed being used by teachers in classrooms.”

The recommendations indicate, “The school leaders, with the assistance of the literacy coach, should provide PD on the implementation of the TC Model for Balanced Literacy in a way to meet the needs of students with disabilities and English Language Learners (ELLs). Study Groups or Work Groups should be created to develop adaptations and modifications to the ELA curriculum for students with disabilities, as well as English as a Second Language (ESL) methodologies for ELLs. Clear indicators as to how the activities will be adjusted for these subgroups should be indicated on monthly curriculum maps and daily lesson plans. School leaders should ensure that strategies are fully integrated into daily teaching practice.”

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

For the 2012 – 2013 school year, Bronx Green will increase parents’ understanding of the Common Core Learning Standards and how they can support students.

Strategies to increase parental involvement and engagement

At Parent Teacher Conferences, the ELA department spoke with parents on specific reading strategies based on students’ individual reading levels. Conversations varied based on the students’ level and targeted suggestions were discussed. Student and parent follow-up was completed as needed. Professional development was offered to teachers to support the conversation based on school and research based data on parent-school relationships. Conversations regarding student reading levels and progress are planned for future scheduled and unscheduled parent-teacher conversations.

In addition, members of the leadership team, in collaboration with the PA will hold 6 – 8 parent workshops throughout the school year, with a focus on the Common Core Learning Standards in Math and ELA. Strategies for supporting students at home will also be discussed. At the end of the workshops, parents will be provided with a survey to gauge their understanding of the standards and a needs assessment for follow-up workshops. The leadership team will analyze the data in order to plan future parent workshops.

Progress and monitoring of this goal will begin in September of 2012 and will be completed by the end of June 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Focus funds will be used to fund a series of workshops for the parents to support their continued education of reading strategies, support with test preparation, common core readiness. Additional workshops will also target such topics as Cyber bullying and Internet safety. Workshops will be held monthly and will be delivered by members of the schools leadership team as well as other staff. Additional speakers will be invited as necessary to support the workshop topic. Books, as well as other materials will be purchased and given to parents that attend the workshops.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Test preparation and targeted intervention services based on data trends.	Small group instruction of no more than 10 students, one to one, and tutoring.	The AIS program will be implemented three times a week for 50 minutes on a weekly basis as well as Saturdays and holiday breaks.
Mathematics	Test preparation and targeted intervention services based on data trends.	Small group instruction of no more than 10 students, one to one, and tutoring.	The AIS program will be implemented three times a week for 50 minutes on a weekly basis as well as Saturdays and holiday breaks.
Science	Targeted intervention services based on data trends. As needed.	Small group instruction of no more than 10 students, one to one, and tutoring.	The AIS program will be implemented three times a week for 50 minutes on a weekly basis as well as Saturdays and holiday breaks.
Social Studies	Targeted intervention services based on data trends. As needed.	Small group instruction of no more than 10 students, one to one, and tutoring.	As needed
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling.	One to one and small group (less than 5).	As needed during and after regular instructional hours

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The strategies and activities that Bronx Green uses to recruit, retain, and assign Highly Qualified Staff include the following;

- Regular presence at higher fairs for vacant positions
- Alternate recruitment methods including networking at DOE sponsored events
- Year long feedback of teacher practice including goal setting.
- Assigned coaches in instruction fields to support teaching practice.
- Assignment of staff in listened areas
- On and off site year long professional development opportunities

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- 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;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Michael Alcott	District 11	Borough Bronx	School Number 326
School Name Bronx Green Middle School			

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

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

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

D. School Demographics

Total number of students in school	363	Total Number of ELLs	54	ELLs as share of total student population (%)	14.88%
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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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
75%:25%)														
al Language (50%:50%) FORMTEXT													0	
ee-standing ESL														Se lf- Co nt ai ne d FO RM TE XT
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 FORMT EXT														0
Russian														0
ngali FORMT														0

ELLs by Subgroups														
	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		Total	
EXT du FORMT EXT														0
EXT abic FORMT EXT														0
EXT itian FORMT EXT														0
EXT ench FORMT EXT														0
EXT rean FORMT EXT														0
EXT njabi FORMT EXT														0
EXT lish FORMT EXT														0
EXT banian FORMT EXT														0
EXT ddish FORMT EXT														0
EXT her FORMTE XT														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
inese FORMTEXT																		0	0	
ssian FORMTEXT																		0	0	
rean FORMTEXT																		0	0	
itian FORMTEXT																		0	0	
ench FORMTEXT																		0	0	
her	<u>F</u>																		0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
FORMTEXT																				
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

ELLEPELLEPSpanish FORMTEXT																	0	0		
EPELLEPELLEPSpanish 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
TOTAL			0	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 EXT													0	
ssian FORMTEXT EXT								1					1	
ngali FORMTEXT EXT						1	1						2	
du FORMTEXT EXT													0	
abic FORMTEXT EXT						3							3	
itian													0	

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
FORMT EXT														
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	
TAL FORM TEXT =eslspa k+eslchi k+eslru sk+eslb enk+esl urdk+es larak+e slhaik+ eslslfrek +eslkor k+eslpu nk+eslp olk+esla lbk+esl othk !Syntax Error, ESLSP AK0	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:

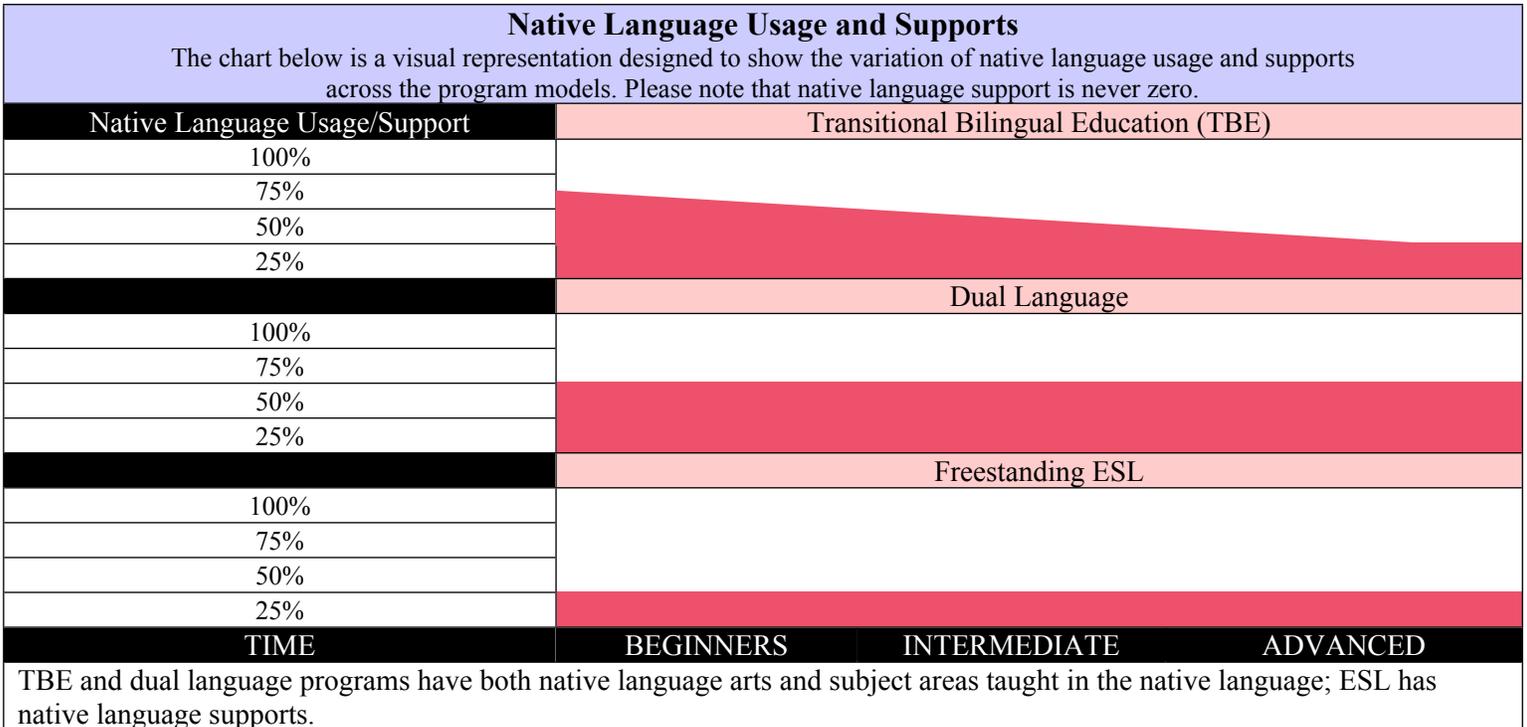
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: 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.

15. Required services and support correspond to ELLs' ages and grade levels. Students are provided age appropriate books and study materials. Small group conferring is used to address individual student needs.

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

Newly-arrived ELLs are invited to attend extended day and afterschool ESL activities.

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

C. Schools with Dual Language Programs

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

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 providers 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 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 Alabianian 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	12	4					18
intermediate(I) FORMTEXT						5	3	7					15	
vanced (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 /SPEAKIN	B							1	3	1				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	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	EnglishF ORMTE XTEnglis hNLEngli shNL	3 FORMT EXT FORMT 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
FORMT EXT									0
SAA Bilingual Spe Ed FORMT EXT									0

New York State Regents Exam

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

Native Language Tests

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

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

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

A. In 2010 - 2011 a majority of ELLs preferred to have the Math Exam administered in their native language. During the 2011 - 2012 school year BGMS will continue to work to build reading and writing stamina through a variety of TC-based activities and technological support (Achieve 3000, listening stations, adapted readers, etc.).

B. School leadership uses interim assessments to help content team teachers with instructional pacing and emphasis during unit planning and implementation. Assessments are shared during PDs and weekly grade team and content planning meetings. The results of assessments are used to create targeted small groups and plans for differentiation.

C. BGMS is learning a great deal from the interim and periodic assessments. These assessments point to the needs of ELLs for support and the need for direct instruction to supplement the TC pacing calendars. When applicable, the native language is used to translate instruction for students.

Modality reports suggest that BGMS beginners could benefit from more direct instruction, practice, and application of classroom skills

through extension activities. The ESL department and administration are hoping to further incorporate technology and software in a manner to assist beginners with skill-building activities.

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

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

5. (for dual language schools only)

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

Additional Information

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

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

School Name: <u>Bronx Green Middle School</u>		School DBN: <u>11X326</u>	
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

School Name: Bronx Green Middle School

School DBN: 11X326

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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 Alcott	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

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

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.

2012-13 Comprehensive Education Plan (CEP)

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: <u>Bronx Green Middle School</u>	DBN: <u>11X326</u>
Cluster Leader: <u>Chris Groll</u>	Network Leader: <u>Michael Alcoff</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. TECHNOLOGY FOR ELLs:

a. Rationale - 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. In addition, ELLs will use Reflex Math to help build math fact fluency. Reflex Math is a game-based system that helps students of all ability levels to develop instant recall of their basic math facts.

The data from these programs is provided to teachers and is used to drive specific instruction within the classroom. The core belief in using these programs at Bronx Green is that students will be exposed to math skills at their level and then pushed further, in turn increasing tests scores. Students do approximately 45 minutes of iXL / Reflex Math with the content area teacher, supported by the ESL teacher.

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

c. Schedule and Duration - In-Class and during Extended Time (Tuesday - Thursday)

d. Language of Instruction - English

e. # and Types of Certified Teachers - 1 Math Teacher and 1 ESL Teacher

f. Types of Materials - Computers, internet access, iXL and Math Reflex

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. This program will service approximately 20 students.

b. Subgroups - Beginner - Advanced ELLS, 6TH - 8TH

c. Schedule and Duration - Fridays 2:30P - 4:30P, for 31 weeks

d. Language of Instruction - English

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

Part B: Direct Instruction Supplemental Program Information

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. This program will service approximately 20 students.

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

c. Schedule and Duration - Saturdays, 9a - 12p, for 33 weeks

d. Language of Instruction - English with Spanish support

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

f. Types of Materials - Sight Word Flash Cards, Dictionaries, World Wall materials, Grammar / Vocabulary Sense 1 and Oxford Series, 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 - Every other Friday during the school year

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 - September 4, 2012, 9a -11p

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 - Every other Friday during the school year

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

Part C: Professional Development

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 2012, 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 - Spring 2013

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		