



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: BRONX GREEN MIDDLE SCHOOL
DBN (i.e. 01M001): 11X326
Principal: CHARLES JOHNSON
Principal Email: CJOHNSO20@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH WHITE
Network Leader: MICHAEL ALCOFF

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Charles Johnson	*Principal or Designee	
Rosemarie Cifelli-Leviness	*UFT Chapter Leader or Designee	
Marsha Aris	*PA/PTA President or Designated Co-President	
Vasiliki 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 Vasquez	Member/ BGMS Literacy Coach	
Russel Ryer	Member/ BGMS Senior Advisor	
Beena Rampersad	Member/ BGMS Parent	
Disnaida Peña	Member/ BGMS Parent	
Ann Marie Davis	Member/ BGMS Parent	
Carlene Asher	Member/ BGMS Parent	
N/A	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 11X326

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	404	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	9	# SETSS	16	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.5%	% Attendance Rate		91.2%	
% Free Lunch	88.9%	% Reduced Lunch		5.5%	
% Limited English Proficient	16.6%	% Students with Disabilities		23.2%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.1%	% Black or African American		22.7%	
% Hispanic or Latino	64.4%	% Asian or Native Hawaiian/Pacific Islander		5.8%	
% White	6.1%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.97	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification		25.7%	
% Teaching with Fewer Than 3 Years of Experience	25.0%	Average Teacher Absences		6.1	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	12.3%	Mathematics Performance at levels 3 & 4		14.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		48.8%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>The school's 2012 – 2013 SCEP focused overall on improvement of the schools instruction to foster a strong degree of collaboration to enhance and improve student instruction and achievement. Additionally, the plan also aimed to increase the parent involvement and engagement with in the school community. Given the action plans developed, the SCEP was strong providing a strong foundation roadmap for the school to follow. The plan included;</p> <ul style="list-style-type: none"> • Implementation and continued development of the NYC DOE citywide expectations including Common Core unit rollout and development through data driven assessments. • Teacher development through professional development cycles using multiple informal/formal observations and professional development plans. • Increase in extended learning activities for students through afterschool programs and Saturday and vacation academies. • Greater increase in parent engagement and involvement through increased communication, programming and activities. 			
Describe the areas for improvement in your school's 12-13 SCEP.			
<p>The 2012 – 2013 SCEP improvement plan focused on three main areas – student, teacher, and community. The first overarching area of the plan focused on student's instruction and achievement. The second was teacher development through collaboration and planning of common core aligned units. Lastly, the plan focused on parent engagement and involvement.</p>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<p>The biggest challenges and barriers that were faced when developing the 2012 – 2013 SCEP were determining the areas that needed the most attention. We discovered that our parent body was reluctant to be more of a presence in the school. We also found that it was difficult to make mid-year adjustments to our mathematics curriculum to meet the needs of the state exam based on the updates as they were released. Lastly, we found that it was difficult at times to engage some of most reluctant Students with Disabilities and English Language Learners in our after school and Saturday programs even with consistent reaching out, communication to home and additional incentives.</p>			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<p>The 2012 – 2013 SCEP was successfully implemented overall, as the school was able to reach its goals in almost all of its tenets. While it did fall short in one area which was increasing the number of students that would reach a level 3/4 on the NYS Math Exam, the school did have overall progress on the Math exam moving 8.8% from 57.2% in 2011 – 2012 to 66% in 2012 – 2013 in the overall adjusted median percentile compared to all middle schools citywide. Additionally, the school also moved 38.3% from 42.7% to 81% in the overall adjusted median percentile of the lowest third in mathematics compared to all schools citywide. In all other areas of the SCEP action plans and were successfully accomplished and evidence of said accomplishments can be noted in both the schools Quality Review and NYC DOE Progress Reports fro 2012 - 2013.</p>			
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
<p>The 2012 – 2013 SCEP were successfully implemented overall, as the school was able to reach its goals in almost all of its tenets. While it did fall short in one area which was increasing the number of students that would reach a level 3/4 on the NYS Math Exam In the 2012 – 2013 SCEP under Tenet 4 we aimed to increase state math score from 47% to 50%, an increase of 3%, the number of students that will score level 3 / 4 on the NYS Math Exam. Additionally coinciding with this same recommendation under Tenet 5, 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. While we did not meet this goal, with the data indicating that we had a decrease in the number of students who scored a level three on the new Common Core aligned exams we did show an increase in progress on the state exams. According to the progress report, the school's progress went from 31.4 out of 60 in 2011 – 2012 to 41.5 out of 60 in 2012 – 2013 on the NYC DOE</p>			

Progress report. This moved the school's grade in this category from a B to an A.

In all other areas of the SCEP action plans and were successfully accomplished and evidence of said accomplishments can be noted in both the schools Quality Review and NYC DOE Progress Reports fro 2012 - 2013.

Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No
--------------------------------------------------------------------------------------------------------	---	-----	--	----

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The anticipated barriers and challenges in developing and implementing the 2013 – 2014 are as follows;

- Working with the PTA to ensure that a greater number of parents become are involved and engaged with the workshops that are being offered.
- Ensuring that the students that are targeted for extended learning opportunities regularly attend sessions.
- Developing normed rubrics and performance tasks that align to Common Core and provide opportunities for the students to critically think allowing them to be more college and career ready.

List the 13-14 student academic achievement targets for the identified sub-groups.

The 2013 – 2014 student achievement targets for the identified sub-groups are as follows;

- English Language Learners in grades 6 – 8 will move two reading levels in reading (as per lexile converted to F&P) and one point on a writing rubric aligned from citywide writing rubric for Writing Standard one.
- Students with Disabilities in grades 6 – 8 will move two reading levels in reading (as per lexile converted to F&P) and one point on a writing rubric aligned from citywide writing rubric for Writing Standard one.
- The student's classified as the lowest one third will maintain or exceed progress as indicated on the schools progress report based on the data from the 2012 – 2013 school year in both ELA and Math.

Describe how the school leader(s) will communicate with school staff and the community.

The school leaders' regular means of communicating to the school staff and community including the following methods;

- Use of the school website and regularly updates school calendar
- Use of school messenger
- Use of the internal school website for teachers and staff for daily announcements
- Use of weekly and monthly faculty meetings
- Use of emails
- Open door policy with staff and community
- Regular mailing and backpacking of communication for parents and families in native language.

Describe your theory of action at the core of your school's SCEP.

It is Bronx Green's belief that if we focus our funding for targeted student and teacher centered activities and then teacher practice will improve as will student achievement so that;

- Student test scores will continue to increase
- Student's will continue to make progress on Common Core aligned State and Local testing
- Students will continue to growth social and emotionally by having a deeper respect for their peers
- Teachers will be more confident in their practice and show gains on the new rating system
- Parents and the community will continue to become more active in the school's activities
- The school will continue to show gains and progress on all state and local accountability reports

Describe the strategy for executing your theory of action in your school's SCEP.

The strategy for executing the theory of action behind the school's SCEP is student centered. All action plans' within the school's SCEP focus on ways in which the school can better serve the needs of the students both individually and collectively focusing on increasing student achievement and success and include;

- Ensuring that teachers and staff continue to receive support in developing their teaching practice.
- Continued development of Common Core aligned units across all content areas.
- Continued support of all students with targeted support of identified subgroups through extended learning opportunities.
- Increased opportunities for parent involvement and engagement.
- Additional opportunities to support student's social and emotional development.

List the key elements and other unique characteristics of your school's SCEP.

The key elements and other unique characteristics of the school's SCEP include the following;

- Nationally renowned speaker on making the right choices.
- Extended learning opportunities for all students with focus on targeting identifying subgroups.
- Professional development opportunities for all staff with a core group of staff being provided the opportunity to attend a National Conference.
- Partnerships with several Community Based Organizations to support students as well as increase parent

engagement and involvement.

- Additional opportunities for the staff to work collaboratively to better teaching practices as well as continue to develop rigorous performance tasks to support learning in Common Core Units of study.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The schools capacity to effectively oversee and manage the improvement plan includes the following;

- The school employs two Assistant Principals and a Literacy Coach to support the implementation of teaching and learning at the school.
- The school regularly uses Network coaches and support staff to promote staff development and achievement.
- The school's schedule is designed to allow for weekly content and grade team meetings to support teaching and curriculum development.

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Data indicates that 0% of Self contained and ICT students demonstrated proficiency on the 2012 – 2013 NYSELA exam/. In math 0% of self-contained students and 3.1% of ICT students demonstrated proficiency on the 2012 – 2013 assessments. Such data indicated a dichotomy between the schools progress and performance leading to the foundation of this needs assessment.

Review Type:	Progress Report	Year:	2012 – 2013	Page Number:	Page 4 - 5	HEDI Rating:	n/a
---------------------	-----------------	--------------	-------------	---------------------	------------	---------------------	-----

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year Bronx Green Middle School will provide extending learning opportunities to all students in the following sub-groups ELL's, Students with Disabilities, and students classified in the lowest third in either Math or ELA and will increase student achievement by 3% NYS ELA and Math exams in the targeted subgroups.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. **Activity** – Key ELA and Math teachers from all grades will use NYSELA and Math scores for ELL's, Students with Disabilities and those students whose tests scores did not meet AYP will be targeted for extended learning opportunities (Saturday and Holiday Academies). (2.4)
2. **Activity** – The Literacy Coach will choose test prep materials to support instruction during extended learning periods. (2.4)
3. **Activity** – With the Assistant Principal key ELA and Math teachers from all grades will develop a program an extended learning program in both ELA and Math that supports academic readiness for the 2013 – 2014 Common Core aligned NYS ELA and Math Exams. (2.4)
4. **Activity** – Parent Coordinator/Identified teachers will communicate the extended learning program to targeted students (and then the entire student community as a whole) via the following;
 - Phone messenger
 - Follow-up phone calls
 - Conferences
 - Parent teacher meetings
 - Back packed letters home
5. **Activity** – Starting in January on Saturdays and Holidays, ELA and Math teachers will provide direct instruction targeting skills to support Common Core concepts expected to be tested on the NYS exams. (2.4)
6. **Activity** – All teachers serving students in extended learning programs will track student progress through an online tracking system. (2.4)
7. **Activity** – Teachers serving students in the extended learning program will use data to determine which programs students should be targeted for. (2.4)
8. **Activity** – Programming designed specifically for English Language Learners, Students with Disabilities, and students identified in the lowest 1/3 will be offered along with additional sessions based on data. (2.4)

2. Key personnel and other resources used to implement each strategy/activity

1. ELA and Math teachers will work with the Assistant Principal in charge of curriculum to determine which students should be targeted for extended learning opportunities.
2. The Literacy Coach will work with the Assistant Principal will chose test prep materials to support instruction during extended learning periods.
3. The Assistant Principal, Literacy Coach and key ELA and Math teachers will develop a program an extended learning program
4. The Parent Coordinator and a few selected teachers will communicate the extended learning program to families and report back to the Assistant Principal overseeing the program.

5. Assistant Principal will oversee teachers serving students in extended learning periods providing targeted instruction
6. Assistant Principal and teachers serving students in extended learning periods will monitor student progress and attendance
7. Assistant Principal and teachers serving students in extended learning periods will aggregate data
8. Assistant Principal and teachers serving students in extended learning periods will identify students for the programs.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of December 2013 School teachers and leaders will determine which students based on the NYSELA and Math who are classified as ELL's, Students with Disabilities and students whose tests scores did not meet AYP will targeted for extended learning opportunities (Saturday and Holiday Academies).
2. The Literacy Coach will evaluate and chose test prep materials to support instruction based on reflections of previously used curriculums.
3. School leaders and teachers will develop a program of study and a tracking system for progress monitoring.
4. The Parent Coordinator will track parent outreach for targeted students and follow up throughout the extended learning program to monitor the effectiveness of the schools communications systems and structures.
5. Starting in January 2014on Saturdays and Holidays, ELA and Math teachers will provide direct instruction targeting skills to support Common Core concepts expected to be tested on the NYS exams
6. Continued progress monitoring of student attendance and work throughout the course of the extended learning program will regularly be updated by teachers. The Assistant Principal will oversee the process.
7. School leaders and teachers will use aggregated data to determine which subject (ELA or Math) best meets the student's needs.
8. School leaders and key teachers will use data to develop programming specifically designed for targeted sub-groups and progress monitor using the online tracking system.

4. Timeline for implementation and completion including start and end dates

1. By the end of December 2013 key teachers will have identified students targeted for extended learning programs.
2. By mid-December 2013 test prep materials to support instruction will be determined.
3. By mid-January 2014 the extended learning program in both ELA and Math to support academic readiness for the 2013 – 2014 Common Core aligned NYS ELA and Math Exams will be developed.
4. By mid-January 2014 the Parent Coordinator/Identified teachers will communicate the extended learning program to targeted students. By end of January 2014 the entire student community on a whole will be informed of the program;
5. Beginning In January 2014 and ending in May 2014 direct instruction targeting skills to support Common Core concepts expected to be tested on the NYS exams will be provided to students.
6. Beginning In January 2014 and ending in May 2014 progress monitoring will be overseen by the Assistant Principal and maintained by the teachers.
7. Beginning January 2014 and ending in May 2014 school leaders will aggregate and data and update as needed to determine which additional targeted supports individual students need.
8. Beginning In January 2014 School leaders and teachers will develop and maintain programming specifically designed for targeted sub-groups and progress monitor using the online tracking system.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. PS for 1 Assistant Principal and 2 teachers at 1 hour a session.
2. Tax Levy/PF Set Aside funding for costs associated with curriculum for test preparation.
3. PS for 1 Assistant Principal and 2 teachers X 2 sessions at 1 hour a session.
4. No additional cost associated with this activity.
5. PS for 1 Assistant Principal and 5 teachers X 15 sessions at 3 hours a session.
6. No additional cost associated with this activity.
7. PS for 1 Assistant Principal and 2 teachers X 2 sessions at 2 hours a session.
8. PS for 1 Assistant Principal and 3 teachers X 3 sessions at 2 hours a session.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
---	--------------	---	----------	----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	X	PF CTE	X	PF College & Career Readiness	X	PF Common Core
X	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve systems for communication that includes ongoing dialogue in order to provide for a seamless partnership with all school constituents that reinforce a path to college and career readiness. (3.4) While teacher teams reviews of student work offer appropriate feedback to both teachers and students for future academic growth, teacher-made end of unit assessments are just becoming common on all grades for math. Thus, consistent communication of high expectations for all students does not yet permeate across grades hindering supports needed to consistently promote math proficiency.

Review Type: Quality Review	Year: 2012 – 2013	Page Number: Page 4 - 5	HEDI Rating: Effective
------------------------------------	--------------------------	--------------------------------	-------------------------------

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

3.2 Enact curriculum	X	3.3 Units and lesson plans
3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Bronx Green Middle School will develop a 5 Common Core aligned units of study in ELA, Math, Science and Social Studies during the 2013 – 2014 school year. This shift in instructional practices exceeds citywide expectations for the NYCDOE. Additionally, the move allows for the students at Bronx Green to be given scaffolded support of the new learning expectations as the city and state continue to shift to instruction that is fully aligned to the common core in all subject areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Activity** - The Assistant Principal, Literacy Coach, and content team leaders will review previous units of study for effectiveness and make determinations where changes to the curriculum need to be made. (3.3)
- Activity** - The Assistant Principal will work with Content team leaders to develop a schedule for curriculum development sessions for each of the core content areas. (3.3)
- Activity** - Teachers and team leaders will meet to develop units of study during the school year that support Common Core aligned curriculum that encompasses higher order and critical thinking skills and works towards effectively preparing students for college and career readiness. Units development will include the following;
 - In ELA and Social Studies the units of study will continue to focus on Writing Standard 1, Reading Standard 1 and 10 and Speaking and Listening Standard 1 and Language Standard 6.
 - In Mathematics the units of study will focus on Ratio's and Proportions in Grades 6 and 7. In Grade 8 it will focus on Expressions and Equations. In 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. (3.3)
- Activity** - Content Team leaders will gather feedback from the units through formative and summative data to track unit implementation. (3.3)

B. Key personnel and other resources used to implement each strategy/activity

- Assistant Principal, Literacy Coach, and content team leaders will review last year's units of study and data.
- Assistant Principal and content team leaders will develop a schedule for curriculum writing
- Assistant Principal, content team leaders, and teachers from core contents will use previous years curriculum, student feedback, and data to develop new units of study for the 2013 -2014 school year.
- Content team leaders will gather data from units of study as well as feedback and present it to the Assistant Principal for reflection on future unit development.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Assistant Principal, Literacy Coach and Content Team Leaders will collect data both summative and formative as well as historical units associated with specific contents and grades and analyze successes and failures.
2. Assistant Principal and Content Team Leaders will develop a plan for curriculum development sessions to ensure that work time is productive. Plan will include agendas, expectations, and time for reflection and feedback.
3. Assistant Principal will progress monitor curriculum development sessions that will be run by content team leaders. Sessions expectations include the development of units, resource gathering, creation of assessments both formative and summative, and a means for feedback.
4. Content Team Leaders will create a means for feedback of units for both students and teachers and aggregate data for future reflection.
D. Timeline for implementation and completion including start and end dates
1. By the end of September 2013 the Assistant Principal, Literacy Coach, and content team leaders will aggregate data from previous units and organize it.
2. By end of October 2013 Assistant Principal and content team leaders will create a schedule for curriculum development sessions.
3. From November 2013 – May 2014 all teams will meet 4 times, to develop units of study that are Common Core aligned.
4. By June 2014 Content Team Leaders will aggregate data and present it to the Assistant Principal.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No additional costs associated with this activity.
2. No additional costs associated with this activity.
3. PS rate for 1 Assistant Principal and 25 teachers x4 hours x4 sessions.
4. No additional costs associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
Continue to develop instructional practice that provides consistent access to content tailored to meet the needs of all learners. (1.2) As the school implements and refines more rigorous curricula, in a few instances the match between challenge and student levels is not always appropriate. This limits access to content for some learners. – (For instance, in one class students were given the group task to read about different historical figures. However, for a notable number of students the text complexity of the passages offered too much challenge, which led to frustration. In addition, opportunity for student to-student interaction was limited due to pacing in another class. In an English language arts classroom, a minimal amount of time was given to students who were working in pairs to discuss and identify details to support a claim. This resulted in limited engagement and an overreliance on the teacher to complete the task. Both instances negatively impacted students' opportunity to complete their assigned tasks, thereby limiting access to content knowledge. (b, c)										
Review Type:	Quality Review	Year:	2012 – 2013	Page Number:	Page 5	HEDI Rating:	Effective			

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.										
X	4.2 Instructional practices and strategies				4.3 Comprehensive plans for teaching					
	4.4 Classroom environment and culture				4.5 Use of data, instructional practices and student learning					

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year Bronx Green Middle School will strengthen the teaching and learning practices of the key members of the school's staff by participating in ASCD Teaching for Excellence Conference to facilitate achieving and maintaining an effective or highly effective rating in Competencies 1e (Designing Coherent Instruction), 1f (Designing Student Assessments), 3b (Using Questioning and Discussion Techniques), and 3d (Using Assessment in Instruction) on the Danielson Framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Activity** – The Assistant Principal and Literacy Coach will research conferences that support the school's theory of action. (4.2)
2. **Activity** – The Principal and Assistant Principal will identify teachers who will best be served by attending an education conference. (4.2)
3. **Activity** – The Assistant Principal will oversee the arrangements for the school to attend an education conference. (4.2)
4. **Activity** – During June 2014 - 7 members of Bronx Green Middle School will attend ASCD Teaching for Excellence Conference. (4.2)
5. **Activity** – In September 2014 participants in the conference will turnkey at least one skill or strategy learned from the conference in the form of professional development. (4.2)
6. **Activity** – During the 2014 – 2015 school year, members of the administration will observe teachers who participated in the conference and focus on the areas o 1e, 1f, 3b, and 3d. (4.2)

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principal and Literacy Coach will research conferences.
2. Principal, Assistant Principal will identify teachers.
3. Assistant Principal will collect information on the conference.
4. Principal, Assistant Principal and 5 teachers will attend conference.
5. Principal, Assistant Principal and 5 teachers will turnkey conference skills and strategies to the entire staff during professional development sessions before the start of school.
6. Principal, Assistant Principal, and 5 teachers will use the Danielson Framework to guide their teaching practice and observational feedback.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assistant Principal and Literacy Coach will fact find information on National Conferences.
2. Principal and Assistant Principal will evaluate teachers observations and effectiveness based on the Danielson Framework and determine who best would serve the school by participating in the professional development offering.
3. Assistant Principal will gather resources and information relating to the conference and organize the travel and schedule.
4. Principal and Assistant Principal will identify workshop sessions that best meet the needs of participating staff members and the school and schedule differentiated agendas and progress monitor staff participation during the event by debriefing nightly with each staff member about the days activities.
5. Assistant Principal will work with the staff to develop professional development sessions to turnkey to the staff.
6. Assistant Principals will work with the teachers who attended the conference to continue to make sure that they have a deeper understanding of the Danielson Framework and what they learned at the conferenced can be applied to their teaching practices to ensure that they are effective or highly effective on the Danielson Framework.

D. Timeline for implementation and completion including start and end dates

1. By January 2014 the Assistant Principal will identify which conferences best support the school's theory of action.
2. By March 2014 the Principal and Assistant Principal will identify and confirm which 7 people will attend from the schools staff.
3. End of June 2014 7 members of the school's staff will attend a 3-day conference.
4. By the end of September 2014, conference participants will turnkey one skill or strategy from the conference.
5. Starting in September 2014 and continuing during the 2014 – 2015 school year School leaders will work with teachers to turnkey a skill or strategy learned to the staff in the form of professional development.
6. During the 2014 – 2015 school year no less than 4 – 6 observations will be completed on teachers who attended the conference.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No additional costs associated with this activity.
2. No additional costs associated with this activity.
3. No additional costs associated with this activity.

4. \$14,000 to cover costs for travel, lodging, admission and costs relating to a conference for 7 staff members from Bronx Green Middle School.
5. No additional costs associated with this activity.
6. No additional costs associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
----------	---------------------	----------	-----------------	-----------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI	X	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School's 2012 – 2013 Learning Environment Survey indicates that 67% of students agree or strongly agree that students at BGMS treat each other with respect and 74% of students agree or strongly agree that students at BGMS treat adults with respect.

Review Type:	Learning Environment Survey	Year:	2012 - 2013	Page Number:	Page 11	HEDI Rating:	n/a
---------------------	-----------------------------	--------------	-------------	---------------------	---------	---------------------	-----

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year, Bronx Green Middle School will continue to offer students in Grade 8 assistant that supports their social and emotional development through a school-wide a program that fosters respect between students and adults which will lead to a 10% increase in students agreeing or strongly agreeing with 6.3 and 6.6 on the Learning Environment Survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. **Activity** - Members of the schools leadership team will identify Community Based Organizations that will best support student's social and emotional growth. (5.5)
 2. **Activity** – The Assistant Principal will present the choices the leadership team has decided on to best support student social and emotional growth. (5.5)
 3. **Activity** - The Assistant Principal will work with two outside organizations to arrange for their partnership with the school. (5.5)
 4. **Activity** – From March 2014 to June 2014 two different outside organizations will support student social and emotional growth as indicated below;
 - Dancing Classrooms will work with all students in grade 8 to teach the students the basics of ballroom dancing during a spring residency program.
 - Joel Penton, motivational speaker will provide a full day presentation to the student body. (5.5)
 5. **Activity** – Members of the leadership team will gather feedback from these two activities for use in future decision-making. (5.5)
- B. Key personnel and other resources used to implement each strategy/activity**
1. Assistant Principal, Dean and Literacy coach will research Community Based Organizations and Motivational speakers
 2. Assistant Principal and the SLT
 3. Assistant Principal and partners from Community Based Organizations (Dancing Classrooms and Joel Penton)
 4. Principal, Assistant Principals, and members of the leadership team will partner with each class to oversee the spring residency program for Dancing Classrooms. All

school personnel will be involved with Joel Penton presentation.
5. Assistant Principal will oversee members of the leadership teams feedback gathering.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Assistant Principal will progress monitor all possible Community Based Organizations being considered for partnership with the school.
2. Assistant Principal will bring Community Based Organization choices to SLT and consider feedback.
3. Assistant Principal will progress gather necessary paperwork and organize information, possible dates, times and sessions for each activity.
4. Principal will oversee Dancing Classrooms residency. Assistant Principal will progress monitor and gather feedback from students during residency as well as after the Motivational Speaker will be gathered and aggregated.
5. Assistant Principal will oversee feedback gathering.
D. Timeline for implementation and completion including start and end dates
1. By end of December 2013 the Assistant Principal with members of the leadership team will research and decide with Community Based Organizations to partner with.
2. By end of January 2014 the Assistant Principal will present decisions to the SLT
3. In January 2014 the Assistant Principal will finalize plans with the two outside organizations.
4. From March 2014 to June 2014 Dancing Classrooms will take residency at Bronx Green Middle School. In May 2014 Joel Penton will present.
5. Starting in May 2014 and ending in June 2014 the Assistant Principal and select teachers will gather feedback from students about the two activities.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No additional cost associated with this activity.
2. No additional cost associated with this activity.
3. No additional cost associated with this activity.
4. Dancing classrooms – \$8800 for 4 classes for their spring residency program, Joel Penton - \$5000 for full day presentation with books for each student
5. No additional cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.															
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants				
List any additional fund sources your school is using to support the instructional goal below.															
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .															
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core		PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders								

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Improve systems for communication that includes ongoing dialogue in order to provide for a seamless partnership with all school constituents that reinforce a path to college and career readiness. - The parent coordinator is well valued as the hub of information and support for parents regarding student discipline, academic concerns, school meetings and general information. The school offers summer orientations for each grade and meetings with parents during open school night. However, parents have expressed a desire for workshops to better able them to assist their children on a path for college and career readiness. Specifically, offerings on technology, getting a greater understanding of curriculum, and receiving more informative interim reports that offer specific next steps, "...not just a grade". Insufficient opportunities to support parental involvement in instruction results in a stymied ability to partner with parents in an effort to help students achieve high academic expectations. This limits parent ability to be included in helping students achieve.											
Review Type:	Quality Review	Year:	2012 – 2013	Page Number:	Page 4 – 5	HEDI Rating:	Effective				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.											
	6.2 Welcoming environment						6.3 Reciprocal communication				

X	6.4 Partnerships and responsibilities	6.5 Use of data and families
----------	----------------------------------------------	-------------------------------------

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

During the 2013 – 2014 school year Bronx Green Middle School will increase parent engagement and involvement by 10% as indicated on sign-in sheets partnering with two outside organizations (Learning Leaders and Dancing Classrooms) and provide workshops and information sessions on topics that support student learning and achievement on topics determined by the PTA board and SLT.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. **Activity** – Parent Coordinator will meet with PA board for fact finding to determine which topics parents are most vested in attending school sponsored workshops.
2. **Activity** – Parent Coordinator will meet with Community Based Organizations to determine which program will best meet the schools needs.
3. **Activity** – Parent Coordinator will meet with the SLT to communicate the Workshop offerings and set a series of dates and times for each session. Sessions offerings include;
4. **Activity** – Series of workshops will be held for parents to increase engagement and involvement.
 - **Learning Leaders – Middle School Academic Success: Study Skills and Organization** teaches families ways to help students develop the study and organization skills they need to succeed.
 - **Learning Leaders – Help Your Child Select a High School** informs families about the New York City high school admissions process, the types of high schools, and their selection processes.
 - **Learning Leaders – Making the Transition to High School** helps families understand the high school environment as well as requirements for promotion and graduation.
 - **Learning Leaders – Support and Foster Self-Esteem in Your Adolescent Child** introduces the Search Institute's developmental framework for fostering healthy youth development.
 - **Learning Leaders – Help Your Child Prepare for the New York State Tests** explains the format of tests, explores the types of questions asked, and teaches activities to help children prepare for the tests
 - **Learning Leaders – Understanding the Common Core Learning Standards (CCLS)** explains what the CCLS standards are and the changes in academic expectations for students.
 - **Dancing Classrooms – Dancing 101:** brings parents and teachers together for a Dancing Classrooms experience by learning 3-4 dances from one of our Dancing Classrooms teaching artists and engage in dancing together to foster stronger relationships based on fun, teamwork, laughter and respect.
5. **Activity** – Parent Coordinator along with PA Board will publicize the sessions and subsequently gather feedback from the sessions to strength and modify future offerings. Communication of the sessions will include the following;
 - Phone messenger
 - Schools website
 - PTA sessions

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator and the PA President will meet with key members of the parent body and report back to the Assistant Principal on fact finding.
2. Parent Coordinator and the PA President will meet with Community Based Organizations and report back to the Assistant Principal on which organization best meets the community's needs.
3. Parent Coordinator will meet with the full SLT to present the workshop sessions.
4. Parent Coordinator, 1 Assistant Principal will oversee workshop sessions.
5. Parent Coordinator, PA President will oversee communicating of the workshop sessions as well as feedback gathering.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By mid-December 2013 the Parent Coordinator will meet with PTA board and gather a list of possible workshop ideas and present it to the Assistant Principal.
2. Parent Coordinator will meet with Community Based Organizations to evaluate program offering.
3. The Parent Coordinator will communicate Workshop offerings session dates and times for each session. Sessions offerings include;
4. Parent workshops, which will be held throughout the school year.
5. Parent Coordinator along with PA Board will publicize the sessions and gather feedback to be aggregated and analyzed to inform future efforts.

D. Timeline for implementation and completion including start and end dates

1. By Mid-December 2013 the Parent coordinator will meet with the SLT and PTA board to determine which topics most interest the school community.
2. By the end of December 2013 the Parent coordinator along with the PTA board will meet with different Community based organizations and select one that best meeting the needs of the school community.
3. At the January 2014 SLT and PTA meetings Parent Coordinator will inform key constituents of the workshop offerings and dates.
4. Starting during the end of January 2014 parent workshop sessions and will be held on a monthly basis and run through June 2014.
5. Starting during the end of January 2014 through June 2014 the Parent Coordinator will publicize the sessions and gather feedback.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No additional cost associated with this activity.
2. No additional cost associated with this activity.
3. No additional cost associated with this activity.
4. PS for 1 Assistant Principal and 1 Parent Coordinator X 7 sessions at 2 hours a session.
5. No additional cost associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
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.	The AIS program will be implemented three times a week for 50 minutes on a weekly basis as well as Saturdays and holiday breaks.
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.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
9. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
10. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The strategies and activities that Bronx Green uses to recruit, retain, and assign Highly Qualified Staff include the following; <ul style="list-style-type: none"> • 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 listed areas. • On and off site year long professional development opportunities

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The strategies and activities that Bronx Green uses to for high quality professional development for teachers, principal, paraprofessionals, and staff that enable all students to meet Common Core State Standards include the following; <ul style="list-style-type: none"> • Differentiated professional development plans for teachers based on yearly goal setting • In-house professional development • Use of online resources including NYC DOE ARIS learn modules and videos • Off-site professional development to support the implementation of Common Core curriculum including Pearson's Connected Mathematics Project 3 and Scholastic's CodeX • National Conferences and Conventions

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and integration of Federal, Sate, and local funds include the following uses for consolidated programming (including services for Students in Temporary Housing, violence prevention programs, housing programs, etc.); <ul style="list-style-type: none"> • Set-aside finding to cover costs associated with materials, including but not limited to uniforms, trips, and supplies on an as needed basis for Students in Temporary Housing. • Set-aside funding to cover the costs associated with additional counseling and services relating to supporting students who are victims of violence. • Set-aside funding to support in school programming to cover the costs associated with violence prevention programming. • Set-aside finding to cover costs associated with additional funding for the Guidance Counselor and Parent Coordinator to support families in a transitional state.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

The decisions around the assessment process at Bronx Green Middle School including professional development is as follows;

- The school employs an Assistant Principal and a Literacy Coach to support school wide assessment practices in all content areas. These two individuals oversee all curriculum as well as all school assessments both summative and formative.
- The school has an assessment committee as required by the State, otherwise known as the MoSL (Measure of Student Learning) Committee comprised of at least one teacher in each content area and grade level as well as at least one teacher of students with disabilities who is responsible for overseeing local and state assessment decisions.
- The school has developed and continues to use in house assessments that local MoSL's used as a model (after being in a two year pilot program 2011 – 2012 and 2012 – 2013) to support data driven instruction.
- Assessment strategies both formative and summative are regularly discussed in weekly content team meetings and teachers who targeted assessment as one of their goals as their year-long growth plan receive additional support from an administrator or coach.
- The school regularly collects data from assessments aggregates it and then uses it to group students and modify units of instruction to support the individual needs of students within individual teacher classrooms.
- The school norms all rubrics, both Common Core end of unit rubrics as well as local and state rubrics with all teachers before and during any grading cycle.
- Professional development on assessment and topics relating to developing, implementing, and analyzing assessments are regularly offered during in-house professional development sessions in differentiated form.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 11	Borough Bronx	School Number 326
School Name Bronx Green Middle School		

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

Principal Charles Johnson	Assistant Principal Victor Rodriguez
Coach Mercedes Vazquez	Coach Kristen Crowley
ESL Teacher Veronica Bacino	Guidance Counselor Denise Bobcombe
Teacher/Subject Area Tiffany Lincoln/ ELA	Parent type here
Teacher/Subject Area Carrie Iannaccone/Math	Parent Coordinator Zarifa Muhammad
Related Service Provider Harriet Servio-Battle	Other Pablo Schelino/Network ELL
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	401	Total number of ELLs	80	ELLs as share of total student population (%)	19.95%
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							2	3	2					7
Push-In							2	2	2					6
Total	0	0	0	0	0	0	4	5	4	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	12
SIFE	7	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	9

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	50	7	2	22	0	7	9	0	3	81
Total	50	7	2	22	0	7	9	0	3	81

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	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							28	18	11					57
Chinese														0
Russian								1						1
Bengali							1	1	1					3
Urdu							1	1	1					3
Arabic							7	4	2					13
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian							0	1	1					2
Other							1	0	0					1
TOTAL	0	0	0	0	0	0	39	26	16	0	0	0	0	81

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							8	4	7					19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	4	6					14
Advanced (A)							19	11	2					32
Total	0	0	0	0	0	0	31	19	15	0	0	0	0	65

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	21	3			24
7	15	1			16
8	8	1			9
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24		5		1				30
7	15		5						20
8	12		3						15
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At Bronx Green Middle School all ESL instruction is data driven through NYSESLAT modality analysis, Measures of Student Learning Exams, Periodic Assessments, and TC and Code X 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, genre 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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? 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. The data patterns revealed that many students who have been receiving services for three years or less are making significant gains on the various modalities presented on the NYSESLAT. We also noticed that students who scored low on the Spanish LAB and the LAB-R have scored significantly low on the reading modality of the NYSESLAT. These students are not fluent readers in their native language therefore have difficulty transferring the skills from their L1 to their L2. Lastly, the data revealed that our population of ELLs in grade 6 we noticed many students scored near proficient in reading, writing, and speaking, but either intermediate or advanced for the listening modality.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The state did not release the Spring 2013 NYSESLAT in combined modalities, therefore we review the data from the 2012 reports. 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. For each program, answer the following:
 - a. 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?

NYSESLAT modality reports show:

A. In 2012 - 2013 a majority of ELLs preferred to have the Math Exam administered in their native language. Across proficiency levels we noticed that many of the students in grade six scored higher in reading, writing, and speaking modality and lower in listening. While in grades seven and eight, students are making significant gains on all modalities. During the 2013 - 2014 school year BGMS will continue to work to build listening skills as well as 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. The data is used to drive instruction and group students according to their strengths and weaknesses for conferencing with their various teachers.

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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions? Teachers of ELLs modify their lesson plans and differentiate for the various student grouping. Teachers also confer with ELL students on a daily basis to provide the extra support in English that students may need.
7. 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?

Paste response to questions here:

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 Veronica Bacino, ESL Coordinator. If it is found that the student has a home language other than English, the ESL coordinator conducts an informal interview, in English and native language, with student to determine language dominance, proficiency, and level of schooling.

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 Veronica Bacino, 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.

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.

Translators or translation services are provided to parents when needed 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 during registration of new student. Parents also view a video in their native language 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. Parents are assisted during the intake process and HLIS completion with the presence of Veronica Bacino, 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." 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. Veronica Bacino, ESL Coordinator, will outreach by phone or mail to inform parents who have previously chosen a TBE/DL program if the school determines that at least 15 parents from two contiguous grades, speaking the same language, have chosen a bilingual program, then the school will create a bilingual program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 217). Staff uses the RLER report from ATS to determine NYSESLAT eligibility.

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, continued entitlement, and end of service letters will be distributed to the families of ELLs by the ESL Coordinators once it is determined which students require services. The letters are hand delivered to parents during parent teacher conference or mailed home if parents don't show up.

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.

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. Students with disabilities who are also classified as an ELL, are placed in their appropriate setting and receive services through a pull-out model. ELLs in grades 6 & 7 are placed in a self-contained class and are serviced by the ESL teacher, Ms. Bacino. ELLs in grade 8 or ELLs with disabilities receive their mandated services through a pullout program.

Within twenty days of entry to the system, administration updates the ELPC screen.

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

The RLER is used to determine which students are eligible for NYSESLAT. ELLs are pulled out of their classes and grouped by grade level and testing modification during NYSESLAT. The ESL coordinator and the Testing Coordinator administer the test by grade band. ELLs in grade 6 without modification take the four part test in three group sittings and an individual one-on-one conference for the Speaking section with the ESL coordinator. ELLs in grades 7 & 8 are grouped together depending on testing modification and follow the same format as the 6th grade.

6. 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.) 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.  Over the last few years, 80% of parents have chosen ESL as the program model for the school. A few parents requested a bilingual program, but not enough to implement such a program. Currently the program choices are aligned, if in the future parents choices change, a bilingual program will be implemented.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. ESL services for grades 6 and 7 are delivered through a self-contained model in which a certified ESL teacher services students during English Language Arts 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. ELLs in grade 8 and ELLs with disabilities are serviced through a pull-out program that focuses on building strength and stamina in reading and writing. Identified SIFE students receive the mandated units of study during the regular school hours with an emphasis on bilingual support so that they may transfer literacy skills acquired in L1 to L2.
 - b. BGMS ESL students are grouped heterogeneously (mixed proficiency levels). The ESL teacher coordinates with content area teachers to ensure that ELLs have the benefit of peer support in their seating arrangements and during group activities.
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)?

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. Veronica Bacino, ESL teacher and coordinator, 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 ESL 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

English Language Arts content instruction is delivered in general education classes during the ELLs' ELA period. The content team teachers and the ESL Coordinator meet weekly to discuss units, lesson plans, and plans for differentiated instruction. Differentiated instruction is supported by 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. ELLs are appropriately evaluated in their native language based on responses to parent interviews, language choice for NYC DOE DVD and student choices.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers include at least two modalities in each lesson and are expected to have used four modalities throughout the week. Students are assessed periodically on all four modalities by the ESL coordinator using various baseline assessments, the periodic assessments, as well as past NYSESLAT exams for practice.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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. Former ELLs receive additional ELL support during extended days from the ESL service provider. Students are provided with the extended time for all formal and informal assessments for two years after they gain proficiency on the NYSESLAT. Students are provided additional support in all their classrooms as well as support via technology such as iPad dictionary and thesaurus applications.

7. 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?

In order to provide access to academic content areas and accelerate English language development the ESL teacher and content team teachers will use the following strategies with ELL-SWDs: Achieve 3000 and Wilson strategies in small group instruction.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 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 ESL teachers during extended day and pull-out sessions.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

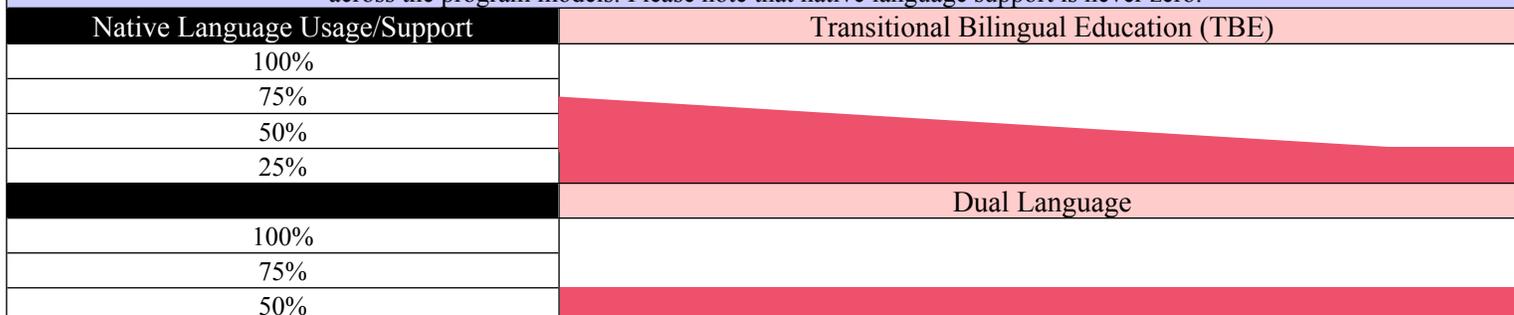
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Bronx Green ELLs receive State-mandated number of ESL services in the form of self-contained support during English Language Arts blocks and pull-out during other content classes. Students are encouraged to work cooperatively on learning projects and are grouped heterogeneously by ability within their L1 cohort. Pull-out ESL teacher works with newcomer and beginning students during content classes provides 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The program models we chose have been effective based on the most recent NYSESLAT scores. They are effectively meeting the needs of ELLs in both content and language development through differentiated instruction, support in their native language, and modifications for the various groups.

11. What new programs or improvements will be considered for the upcoming school year?

ELL Saturday Academy and an ELL afterschool program which enables students to work on various projects from content classes with the help of the ELL teacher and technological support.

12. What programs/services for ELLs will be discontinued and why?

none

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are invited to participated 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

During the 2013-2014 school year, the ESL provider has attended the Model Schools Conference: Workshop for ELLs this summer and 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.

2. Teachers of ELLs will be provided with professional development by both the Director of ELL Supports and the ESL coordinator as well as various DOE webinars and workshops for teaching ELLs to the Common Core. Denise Bobcombe, guidance counselor, will receive in house training offered through the Director of ELL Support and off-site professional development.

3. 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.

4. For the 2013-2014 school year, staff will receive a minimum of 10 hours in PD sessions to help content teachers with strategies for ELLs. Staff will attend off-site workshops in differentiation, SIFE students, and Q-Tel strategies. Professional Development includes workshops from ESL Network support Leader, Pablo Schelino. Some examples include Math Concepts for ELLs, Supporting ELL parents outside the classroom, etc.

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

D. Parental Involvement

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

1. Parents are a vital part of the BGMS learning community. Beyond quarterly report card conferencing, BGMS features semi-monthly open house activities, PTA functions, high school fairs, international culture days, high school orientation sessions, and is open to parents for any counseling, behavioral, or academic needs their children might have.

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

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

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, Study Skills, ELLs and the Common Core, The NYSESLAT Breakdown, and Content Area training.

E. 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 parent 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 language 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 communicate with teachers, guidance counselors, school nurse 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 language 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 translation 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		