



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** BRONX ALLIANCE MIDDLE SCHOOL  
**DBN (i.e. 01M001):** 11X355  
**Principal:** JEAN GALLARELLO  
**Principal Email:** JGALLAR2@SCHOOLS.NYC.GOV  
**Superintendent:** ELIZABETH WHITE  
**Network Leader:** PETRINA PALAZZO

### 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
Jean Gallarello	*Principal or Designee	
Vivian Ruiz	*UFT Chapter Leader or Designee	
Natasha Cadle/Sedeaka Lawrence-Co-Presidents	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Imani Powell	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
John Trumpy	Member/ UFT	
Lolita Hassan	Member/ Parent	
Lorraine Higgins	Member/ Parent	
Allison Ball	Member/ UFT	
Christopher Lopez	Member/ UFT	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The students of Bronx Alliance will maintain an attendance rate of 92% or above for the 2013 -2014 school year.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research has shown the correlation between student attendance and academic achievement so it is of the utmost importance that our students maintain high attendance rates. 88% of our students did not meet standards in ELA and 89% did not meet standards in Math, based on 2013 NYS exams; if our students are absent they will miss out on valuable instructional time, negatively affecting their academic achievement. Student attendance rate from September 9 through December 20, 2013 is 93.7%.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Target students whose attendance level was below 92% during the 2012 – 2013 school year, based on ARIS data.
2. Hold bi-monthly attendance meetings  
Logged phone calls and follow-up letters to parents/guardians.
3. Stress the importance of student attendance on monthly newsletter/calendar.
4. Implement a breakfast program to encourage students to attend school early.
5. Recognize and celebrate perfect attendance through incentives, bulletin board displays, certificates.
6. Schedule meetings with parents of students who are excessively absent (below a 92% attendance rate.)

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

1. Principal and teachers.
2. Principal, School Secretary, Guidance Counselor and Attendance Teacher.
3. Guidance Counselor and Attendance Teacher.
4. Principal
5. Gym Teacher
6. Principal and teachers
7. Guidance Counselor

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

1. Run bi-monthly attendance reports on each student to ensure an attendance rate of 92% or above is maintained.
2. Analyze attendance reports at attendance meetings and identify patterns and trends; follow up with parents/guardians and students with an attendance rate below 92%.
3. Track the results of phone contact and/or meetings with parent/guardians on student attendance rate .

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

1. September 2013 – June 2014

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

1. Attendance history as per ARIS
2. Bi-monthly attendance meetings with the Principal, Guidance Counselor, School Secretary and Attendance Teacher.
3. School Messenger and Guidance Counselor
4. Monthly newsletter and PTA meetings
5. The Gym Teacher will have a 0 period for Breakfast duty
6. Teachers during student assemblies
7. The Guidance Counselor will schedule and conduct meetings with parent/guardians

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Assemblies and celebrations will be held to celebrate student attendance, and parents will be invited to participate in these celebrations. Incentives to attend PTA meetings such as raffles, accompanying student performances, give-aways are being utilized. Parent workshops will be based on parent interest surveys and all pertinent documentation will be translated into parent native languages. Parent-student celebrations such as the Harvest Fest, Holiday Show, Honor Assemblies among other ideas will be offered to increase parent and student interaction within the school setting. Parental outreach will be conducted by the Principal, Guidance Counselor and Dean. The importance of student attendance will be highlighted and stressed in all written correspondence and face to face contact with parents.

### **Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SIG grant

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

75% of students, including Hispanic students, SWD's, ELL's and low income students will make one level of progress on the end-of-year Math MOSL as compared with the Fall 2013 baseline Math MOSL.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

89% of our students did not meet standards on the 2013 Math exam.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Instructional Strategies: Each student will receive twelve periods of Math instruction per week, including two triple periods to allow students the opportunity to engage in performance tasks, build academic vocabulary and compose written explanations and arguments to justify their results. Teachers will utilize the Point of Entry Workshop Model for the purpose of modeling effective strategies and higher order thinking explanations for problem solving. Teachers will purposely plan for the scaffolds necessary to ensure that all students can access the learning. Units from Engageny, the CCLS Library NYC, and CMP3 will be utilized to ensure compliance with offering an Math curriculum which is 100% CCLS aligned (September through June). All students scoring below the 2013 Math cut scores which indicate participation in the Extended Day program, will be mandated to attend two additional 50 minute sessions per week for small group instruction in Math. Fifteen Saturday Academy sessions will provide further support and/or enrichment to increase the math performance levels of students.
2. Assessment Strategies: Teachers will assess student computation and problem solving skills in September through administration of a school generated baseline assessment comprised largely of 5<sup>th</sup> grade skills. The resulting data from these assessment results are analyzed to inform student instructional needs, goals and next steps, as well as to strategically group students in order to maximize student achievement and progress. On a quarterly basis, October through June, pre- and post-tasks will be administered to track student progress and to adjust student goals as necessary. Weekly teacher team meeting time will be utilized to develop and/or choose quarterly standardized Math assessments as well as quarterly pre- and post-tasks. Engrade will provide current student performance data to students and parents (October till June). IXL (November to June) will provide performance and assessment data reports. A midterm assessment will be administered in January for the purpose of charting and analyzing student midyear progress and to set student goals for the third quarter (February through June). Analysis of baseline and pre- and post- task data will involve norming the scoring of student work and looking at student work in content area teams (October through June). Progress for this goal will be measured by comparing student performance on the Fall Math MOSL and Spring Math MOSL.
3. Staff Development Strategies: Teachers meet weekly at Teacher Team meetings to share best practices, develop lesson and unit plans and to collaborate on common assessments and resources. The Math Consultant will provide weekly ongoing support from September through June. Lunch and Learns and Saturday retreats focused at sharing best practices and using data to inform instruction (five Saturdays between October and June) will be planned. Ongoing support of

teachers will be provided from the Principal through coaching observations and Advance observations, providing actionable next steps for teachers to implement immediately into their practice. Teacher will participate in workshops offered through the Network and other outside sources to further professional growth and learning (September through June based on offerings and availability).

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

1. Teachers, Literacy Coach, Principal, Math Consultant from Creative School Services. SIG grant funds per session one hour per week per teacher to extend the teacher team meeting by one hour and two hours of per session per teacher per week for common planning time. The SIG grant also provides per session for teachers to teach Saturday Academy.
2. Teachers, Principal, Math Consultant from Creative School Services. Per session provided by the DOE for MOSL scoring. ARRA data specialist funding for per session for data analyst who will enter student data into a spreadsheet which will provide a vehicle for analyzing school-wide student achievement data in Mathematics.
3. Literacy Coach, Teachers, Principal, Math Consultant from Creative School Services

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

1. Student performance progress will be measured comparing baseline data and quarterly pre- and post- task performance data each marking period to measure student growth and determine individualized instructional needs. A “re-teaching” period will occur after each pre- and post-task in order for students to gain mastery of prerequisite learning. Attendance at Extended Day and Saturday Academy will be a factor in evaluating overall student progress.
2. Student performance progress will be measured comparing baseline data and quarterly pre- and post- task performance data each marking period to measure student growth and determine individualized instructional needs. Patterns and trends will be analyzed and identified in order to pinpoint best practices and lessons that had a positive impact on student learning outcomes. Conversely, Math teachers, the principal and math consultant will identify lessons and strategies that require adjustment and amendment.
3. Provide ongoing feedback to teachers via coaching and Advance observations to ensure all teachers achieve effective or highly effective ratings on Danielson teacher observations. Develop and provide continuous opportunities for teacher professional development and learning.

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

1. The timeline for implementation encompasses the entire school year, from September 2013 till June 2014.

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

1. Students are programmed for twelve Math periods per week, including two triple periods.
2. September math skills baseline to inform instructional needs of students. Quarterly pre-and post-tasks to monitor student progress. Fall Math MOSL and Spring Math MOSL assessments to measure year-long progress.
3. Up to two coaching observations per month (September through June) and one Advance observation per month (November through May).
4. Weekly teacher team meetings and weekly common planning meetings.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Two parent workshops specific to helping students increase their math skills will be held between January and April. Parents will be given materials that they can use with their child at home. Incentives to attend PTA meetings such as raffles, accompanying student performances, give-aways are being utilized. Parent workshops will be based on parent interest surveys and all pertinent documentation will be translated into parent native languages. Parent-student celebrations such as the Harvest Fest, Holiday Show, Honor Assemblies among other ideas will be offered to increase parent and student interaction within the school setting. Parental outreach will be conducted by the Principal, Guidance Counselor and Dean.

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
xSIG grant								

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

75% of students, including Hispanic students, SWD's, ELL's and low income students will make one level of progress on the end-of-year ELA MOSL as compared with the Fall 2013 baseline ELA MOSL.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

88% of our students did not meet standards on the 2013 NYS ELA exam.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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: Instructional Strategies: Each student will receive twelve periods of ELA instruction per week, providing students with sufficient time to provide evidence for mathematical arguments, discussion and justification of results, and writing in the math classroom. Teachers will utilize the Point of Entry Workshop Model, including the use of the Reader's and Writer's workshop for the purpose of modeling effective skills, strategies and higher order thinking points. Teachers will purposely plan for the scaffolds necessary to ensure that all students can access the learning. Units from Engageny, the CCLS Library NYC, Scholastic Codex will be utilized to ensure compliance with offering a Humanities curriculum which is 100% CCLS aligned (September through June). All students scoring below the 2013 ELA results that indicate participation in the Extended Day program will be mandated to attend two additional 50 minute sessions per week for small group instruction in Humanities. Fifteen Saturday Academy sessions will provide further support and/or enrichment to the literacy skill level of students.
2. Assessment Strategies: Teachers will assess student ELA skills in September through administration of a Reading Assessment Profile in addition to a September writing baseline assessment. The resulting data from these assessment results are analyzed to inform student instructional needs, goals and next steps, as well as to strategically group students in order to maximize student achievement and progress. On a quarterly basis, October through June, pre- and post- tasks will be administered to track student progress and to adjust student goals as necessary. Utilize weekly teacher team meetings to develop and/or choose quarterly standardized ELA/SS assessments. Engrade will provide current student performance data to students and parents (October till June). A midterm assessment will be administered in January for the purpose of charting and analyzing student midyear progress and to set student goals for the third quarter (February through June). Analysis of baseline and pre- and post- task data will involve norming the scoring of student work and looking at student work in content area teams (October through June). Utilize weekly teacher team meetings to develop and/or choose quarterly standardized pre- and post-tasks.
- 3: Staff Development Strategies: Teachers meet weekly at Teacher Team meetings to share best practices, develop lesson and unit plans and to collaborate on common assessments and resources. The Literacy Coach will provide daily, ongoing support from September through June. Lunch and Learns and Saturday retreats focused at sharing best practices and using data to inform instruction (five Saturdays between October and June). Ongoing support of the Principal through coaching observations and Advance observations, providing actionable next steps for teachers to implement immediately into their practice. Teacher participation in workshop offered through the Network and other outside sources to further professional growth and learning (September through June based on offerings and availability).

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

1. Teachers, Literacy Coach, Principal, Literacy Consultant from Creative School Services. SIG grant funds per session one hour per week per teacher to extend the teacher team meeting by one hour and two hours of per session per teacher per week for common planning time. The SIG grant also provides per session for teachers to teach Saturday Academy.
2. Teachers, Principal, Literacy Consultant from Creative School Services. Per session provided by the DOE for MOSL scoring. ARRA data specialist funding for per session for data analyst who will enter student data into a spreadsheet which will provide a vehicle for analyzing school-wide student achievement data in Mathematics.
3. Literacy Coach, Teachers, Principal, Literacy Consultant from Creative School Services

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

1. Student performance progress will be measured comparing baseline data and quarterly pre- and post- task performance data each marking period to measure student growth and determine individualized instructional needs. A "re-teaching" period will occur after each pre- and post-task in order for students to gain mastery of prerequisite learning. Attendance at Extended Day and Saturday Academy will be a factor in evaluating overall student progress.
2. Student performance progress will be measured comparing baseline data and quarterly pre- and post- task performance data each marking period to measure student growth and determine individualized instructional needs. Patterns and trends will be analyzed and identified in order to pinpoint best practices and lessons

that had a positive impact on student learning outcomes. Conversely, Humanities teachers, the principal and literacy consultant will identify lessons and strategies that require adjustment and amendment.

3. Provide ongoing feedback to teachers via coaching and Advance observations to ensure all teachers achieve effective or highly effective ratings on Danielson teacher observations. Develop and provide continuous opportunities for teacher professional development and learning.

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

6. The timeline for implementation encompasses the entire school year, from September till June.

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

1. Students are programmed for twelve Humanities periods per week, including two triple periods.

2. September baseline reading assessment, writing assessment to inform student instructional needs.. Quarterly pre- and post- tasks to measure and monitor student progress. Fall MOSL and Spring MOSL will measure year-long student progress in ELA

3. Up to 2 coaching observations per month (September through June) and one Advance observation per month (November through May).

4. Weekly teacher team meetings and weekly common planning meetings.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Two parent workshops will be conducted between January and April on how parents can partner with the school to reinforce reading, writing, thinking and discussion skills. Incentives to attend PTA meetings such as raffles, accompanying student performances, give-aways are being utilized. Parent workshops will be based on parent interest surveys and all pertinent documentation will be translated into parent native languages. Parent-student celebrations such as the Harvest Fest, Holiday Show, Honor Assemblies among other ideas will be offered to increase parent and student interaction within the school setting. Parental outreach will be conducted by the Principal, Guidance Counselor and Dean.

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

xSIG grant

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

6.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- **Key personnel and other resources used to implement each strategy/activity**
  - 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- **Timeline for implementation and completion including start and end dates**
  - 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 6.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	1. Morning AIS, three half hour periods per week for 51 students. 2. Extended Day program, 50 minutes twice per week for 40 students 3. Saturday Academy, 15 Saturdays from October through May for 20 – 40 students	1. Small group 2. Small group 3. Reduced class size	1. During the school day 2. After the regular school day 3. 3.5 hours on Saturdays
<b>Mathematics</b>	1. Morning AIS three half hour periods per week for 52 students 2. Extended Day, 50 minutes twice per week for 45 students 3. Saturday Academy for 20 – 40 students	1. Small group 2. Small group 3. Reduced class size	1. During the school day 2. After the regular school day 3. 3.5 hours on Saturdays
<b>Science</b>	Extended Day	Small group	After the regular school day
<b>Social Studies</b>	Extended Day	Small group	After the regular school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling for 15 mandated students plus crisis counseling	One-to-one and small group	During the school day

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

- A. All elements of the *All Title I Schools* section must be completed\*.
- 5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 6. 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.			
<b>School Wide Program (SWP)</b>	<b>x</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

Teachers are hired using multi-step process that includes the school 18-D Committee. Highly qualified teachers will be retained through the professional engagement of teachers during weekly teacher team meetings, Saturday retreats and monthly data retreats; teachers will have multiple opportunities to share best practices, have input on curricular and school decisions demonstrating their value to our learning community. During these meetings, teachers will have the ability to look at student work, plan units and lessons and deepen their understanding of the CCLS. Teachers will be given the opportunity to pursue their own vision for the school through leadership in small teacher teams, extra-curricular activities, elective classes and other pursuits that draw upon their own talents. All new teachers will receive weekly mentoring by more experienced teachers and the principal will conduct ongoing coaching observation to increase teacher effectiveness. Targeted Professional Development support will come from the Principal, Literacy Coach and Math and Literacy Consultants.

**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).

Professional Development is provided on an ongoing basis by the principal, literacy coach and math and literacy consultants, based on individual teacher needs and identified student needs via data analysis. The math team meets with the math consultant for two periods per week and the Humanities staff meet for common planning with the literacy consultant on a weekly basis. Staff members are also sent to outside workshops/trainings offered through the CFN, OELL and other DOE agencies.

**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 **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Students have access to a full-time Guidance Counselor, funded through the SIG grant. Each class has a Guidance period built into their weekly program and the Respect for All curriculum is used in the Guidance program. Students receive a weekly art class built into their program as well as a weekly after-school art class through a partnership with Studio in a School, funded by the SIG grant. The art classes reflect both the math and literacy skills currently being taught.

**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.).

**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.

**TA Schools Only**

**Use of Program Resources**

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

TA resources will assist participating students in meeting proficiency by providing additional instruction through our AIS programs as well as providing increased teacher support by providing two teachers in three out of four Humanities and Math

classrooms.

**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).

In lieu of homeroom, three 30 minute AIS periods are built into the student and teacher program. Two teachers are assigned to Math and Humanities classrooms which eliminates the need to remove students from the classroom during the course of the school day.

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

**I. General Expectations**

Bronx Alliance Middle School 355 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

**II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Bronx Alliance Middle School 355 involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- parents and families of students will be provided with the opportunities to participate in school-based planning committees and in School Leadership Teams.
- Parents will be provided with the opportunities to participate in decisions of rules and regulations regarding budget expenditures
- Parents will be provided with an opportunity to establish a school-level Parent Advisory Committee

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

- Parents will be provided with information and meetings to develop knowledge of instructional programs, assessment for state and city standards, Students Code of Behavior.
- Orientation meetings will be held to present the overall goals of our school.

3. Bronx Alliance Middle School will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Monthly workshops will be provided in the content areas of Literacy, Math, Science, Social Studies as well as art enrichment and Online Grading Tools such as Engrade, IXL and ARIS for the parents and family members.

- Parents will share in the responsibility for student performance through Parent/Teacher Conferences, School Leadership meetings, and Intervention conferences.

4. Bronx Alliance Middle School 355 will coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under the following other programs:

- By encouraging the parents to volunteer and training them in the strategies that will enhance a meaningful relationship and partnership

5. Bronx Alliance Middle School 355 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:

- Conducting a needs assessment survey along with the PA/PTA, School Leadership Team and Parent Volunteers.
- Providing parents with resources to outreach, and network with other parents, and involve them in the school community.
- Providing translation to help parents who have limited English proficiency.
- Conducting outreach activities for new parents and non-English speaking parents.

6. Bronx Alliance Middle School 355 will build the schools' and parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
  - i. the State's academic content standards (CCLS)
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
    - The parents will be provided with workshops that address the content areas, school, district and regional level.
    - The parents will be provided with Professional development to enable all children to meet the CCLS performance standards.
    - The parents will be provided with materials and supplies.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement. By:
  - Providing life skill workshops
  - After school Parent Committee
  - Providing Parenting Workshops
  - Providing Web site information for Math and ELA
  - ARIS support will be provided
- c. The school will, with the assistance of its parents, educate its teachers, pupil personnel, principal and other staff, in how to reach out to communicate with, and work with the parents as equal partners, in the value and utility of

contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Encouraging parents and staff to network and communicate with each other.
  - Providing evening assemblies, weekend festivals and events, functions and school art show exhibits, which can foster participation by the parents and school personnel together.
- d. The school will take the following action to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in the language the parents can understand:
- Parents will be notified through a monthly calendar, letters and flyers as the date and time of meetings and workshops to address parent programs and Instructional activities.
  - Letters are available in other translations if needed.
  - Telephone Numbers are also available for parent to contact the school.
  - Parent Bulletin Board located in the mail office is updated on a daily bases and displays; monthly school calendar, information on parent/student resources, notices of workshops and upcoming events at school or at other locations, monthly CEC meeting notices.
  - Parent Coordinator sends out weekly/bi-weekly emails with important dates and information.
  - Parents receive a monthly “School Newsletter” sent home with students and the school website is updated twice monthly.
  - The Department of Education Translation & Interpretation Unit is used by the School Secretary and staff members when needed.
  - Upon registration the Principal or Literacy Coach meets with the parent of the incoming student, providing information about the school and other resources.
  - Upon registration of an ELL student, the Guidance Counselor will meet with the parent for an ELL Parent Orientation. Providing the parent with “ELL Parent Information Packet” and ELL Parent information video is viewed at the time.

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

In addition to the above described Parent Involvement Policy, Bronx Alliance Middle school will take the following steps to increase and improve parent involvement.

- Provide babysitting at School Leadership and Parent Association meetings for children aged three to seven, by volunteer parents and teachers.
- Offer parents opportunities to participate in leadership conferences with CSA and UFT, enhancing their leadership capacity.
- Arrange flexible opportunities for parents to be involved, including but not limited to meetings and workshops during mornings and school hours, weekends, and meetings at alternate locations.
- Providing access to the local library and community based organizations during parent-teacher conferences.
- Provide access and support to online grading tools to increase reciprocal communication and parental exposure and involvement with student progress

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PA executive board ratification. This policy was adopted by Bronx Alliance Middle School 355 in January 2014 and will be in effect for the period of the 2013-2014 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before February, 2014.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Bronx Alliance Middle School 355 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during the school year 2013-2014.

**Required School-Parent Compact Provisions**

SCHOOL RESPONSIBILITIES

Bronx Alliance Middle School 355 will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- provide students and parents with the dates of city-wide and statewide assessments
- provide AIS programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math
- PPC committee to review and make recommendations for services for at risk students
- provide opportunities for student's to discuss their concerns and to be aware of support services available to them through Group Guidance sessions
- provide Montefiore Medical Clinic/Mental Health Clinic intervention on an as need basis
- Monthly Calendar and Principal's Letter discussing upcoming activities, meetings, exams, and other information pertinent to the school community
- provide Vacation Week Work Packets in both English Language Arts and in Math during the Holiday recesses
- classroom instruction in the Point of Entry Workshop Model provides for whole class, small group, and independent work
  - provide the Bronx Alliance Middle School Handbook to all students
  - hold parent-teacher conferences during which this Compact will be discussed as it related to the individual child's achievement. Dates to be determined and announced by the Department of Education. As well as, meetings with parents of English Language Learners (ELL) (in addition to school-wide Parent Teachers Conferences)
  - IEP meetings with parents of Special Education students (on-going)
  - provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - report cards are issued 4 times a year (parents are required to pick up the first two report cards, in person)
    - on the report card teachers provide comments about student's progress as well as provide a grade for academic progress, level of achievement, and behavior
    - progress letters/"in danger of failing letters" are sent to parents between the issuing of report cards to help monitor a student's progress
    - student's with particular difficulties, especially where behavior can interfere with academic achievement, may be placed on a Daily Individual Conduct Sheet, which monitors daily progress by period in areas such as attendance, lateness, class work, homework, and conduct - these sheets are to be signed by parent/guardian and returned daily

- meetings between parents and members of the child's teacher team can be arranged to discuss progress
- the Guidance Counselor calls parents if a child is late and records this communication on ATS Ilog; a letter is mailed if the parent/guardian cannot be reached.
- the Attendance Office and/or Attendance Teacher notifies parents via mailings, phone calls and/or on-site visits to the home if there seems to be a problem with unexplained and/or excessive lateness or absence
- bi-weekly meetings with the Pupil Accounting Secretary, the Attendance teacher, all attendance personnel, and the Guidance Department to discuss and take appropriate action on ACS cases, chronic absentees, and 407's
- letters notifying parents if their student is not making adequate yearly progress and is in danger of not meeting promotional requirements for the next grade and/or graduating
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parent –Teacher Conference afternoons and evenings will be determined and announced by the Department of Education.
  - Class and Content area Meetings (all students)
  - IEP reviews (Special Education students)
  - ELL meetings (English Language Learners)
  - special programs as communicated via letters and the school's monthly calendar - which is sent home with students, as well as being posted and made available to the public in the Main Office
  - parents may call and make arrangements to meet with any staff member during one of their non-teaching periods
    - if a translator is needed, and the school is notified in advance, every effort to provide one will be made
- provide parents with opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
  - parents may contact the Principal or Literacy Coach and volunteer their services to the school via the Learning Leader's program
  - make arrangements with teachers to assist during class trips
  - make arrangements with the Principal and classroom teacher to visit the classroom and participate and/or observe a classroom activity
  - Honors and Awards Assemblies
  - Studio in a School Art Program Partnership
  - Encourage attendance at Parent workshops and Parent Association monthly meeting , Safety Committee meetings, and student performances
  - Encourage attendance to extra-curricular events
  - Provide access and support around online grading tools to improve reciprocal communication and involvement in student progress monitoring

#### PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Support my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared every day for school
  - monitoring attendance and punctuality
  - Update parent contact information (blue card) as soon as any changes occur.
  - talking with my child about his/her school activities everyday
  - scheduling daily homework time

- providing an environment conducive for study
- making sure that homework is completed
- monitoring the amount and type of television my children watch
- monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
- volunteering in my child's school
- participating, as appropriate, in decisions relating to my children's education
- promoting positive use of my child's extra-curricular activities
- participating in school activities on a regular basis
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school, the Region, and the Department of Education, either received from my child or by mail and responding, as appropriate
- reading and discussing with my child everyday
- communicating positive values and character traits, such as respect, hard work, and responsibility as well as encourage demonstration of the Positive Behavior Intervention System of the school
- modeling respect for the cultural differences of others
- Supporting teacher efforts by promoting good study habits
- Staying informed about their child's education and communicating with the school
- helping my child accept consequences for negative behavior
- being aware of and following the rules and regulations of the school, the region, and of the Department of Education
- working with the school and supporting the school's discipline policy
- supporting the school's uniform policy
- expressing high expectations and offering praise and encouragement for achievement
- Monitor online grading tools and communicate with teachers on student progress monitoring

#### STUDENT RESPONSIBILITIES

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

- come to school on time, ready to do our best and to be the best
- demonstrate PACT at all times
- come to school with all the necessary tools of learning - pens, pencils, books, etc.
- listen to and follow directions
- participate in class discussions and activities

- be honest and respect the rights and possessions of others
- follow the school's and class' rules of conduct by wearing our ARMOR everyday, which stands for Academic Respect, Management, Organization and Responsibility
- use appropriate language within the school community
- follow the school's and specific academy's dress code
- ask for help when we don't understand something
- do our homework every day and ask for help when we need it
- study for tests and assignments
- read at least 30 minutes every day outside of school time
- get adequate rest every night
- use the library to get information and to find books that we enjoy reading
- 
- give to our parents or to the adult who is responsible for our welfare, all notices and information that we receive at school everyday and to bring back to school any correspondence and information as requested
- access online grading tools such as Engrade and ARIS to take personal responsibility for progress monitoring

4.

**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 <b>11</b>	Borough <b>Bronx</b>	School Number <b>355</b>
School Name <b>Bronx Alliance Middle School</b>		

### 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 <b>Jean Gallarello</b>	Assistant Principal
Coach <b>Vivian Ruiz</b>	Coach
ESL Teacher	Guidance Counselor <b>Paola Melendez</b>
Teacher/Subject Area <b>Kiera Carmody/Bilingual</b>	Parent
Teacher/Subject Area <b>Michele Hamilton/Humanities</b>	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### 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.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>103</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>7.77%</b>
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## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In							2							2
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	0	0	0	0	0	0	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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
Dual Language										0
ESL	5	0	0	2	0	1	1	0	1	8
Total	5	0	0	2	0	1	1	0	1	8

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8							8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	8	0	0	0	0	0	0	8

## 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)						3								3

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)						1								1
Advanced (A)						4								4
Total	0	0	0	0	0	8	0	0	0	0	0	0	0	8

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5		4			4
6					0
7					0
8					0
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	1		2		1				4
6									0
7									0
8									0
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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
RNMR is not available
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?NA
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](#).)  
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?
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?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In analyzing the data patterns across proficiency levels, the information reveals that students demonstrate progress from grade to grade as expected. As more students continue to take the NYSESLAT, they are moving up the scale to proficiency. Some student data was unavailable in ATS. We make sure the child's second language development is considered in instructional development by differentiating language modalities and assessing students in each modality. As our school population grows in the next 2 years we will have more data to support and drive instruction.

## 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](#).)  
The ELL identification process consists of administering the Home Language Identification Survey (HLIS), an informal interview in English and Spanish and a formal interview conducted by the bilingual teacher. The individuals involved in this process include the bilingual teacher, Kiera Carmody (Ms Ed. 1-6 with bilingual extension) and guidance counselor, Paola Melendez (Ms Ed K-12 School Counselor with bilingual extension). The bilingual teacher conducts an interview with the parent and administers the HLIS

explaining the importance of the survey as it impacts their child's program type. If the home language of the child is identified as other than English, the bilingual teacher then administers the LAB-R. If the child scores below proficiency and is a native Spanish speaker, the bilingual teacher administers the LAB-R in Spanish to determine native language proficiency for instructional planning.

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.  
Bronx Alliance Middle School is a brand new school that opened its doors in September 2013. Currently we do not offer dual language or a TBE program. Currently ELL students are placed in a general education classroom with the daily support of a push-in bilingual teacher in all content areas. We explain the program choices to parents and have them watch the parent orientation video. Then parents receive the Parent Survey and Program Selection Form. Students are encouraged to put their first choice even if we do not offer the program. If the parent chooses a program that we do not offer we inform them that when we have fifteen students that speak the same language in two contiguous grades, we will contact them about forming a dual language or bilingual program. Otherwise we will contact central about finding a placement in a neighboring school that offers a bilingual program. We enter this information in the ELP screen in ATS and it is completed within twenty days of enrollment.
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].)  
Entitlement letters are sent to parents once ELL eligibility is determined. The letter informs them of ELL eligibility and invited them to a parent orientation meeting. Parents who do not attend the meeting receive letters in the mail and phone call encouraging them to come to the school and meet one-on-one with their child's teachers. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated ESL services.
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.  
Students are placed in programs based on their choice. Because we currently do not offer dual language or a TBE program, freestanding ESL is the only option. If this program type is approved by the parents, then this is where the child is placed. If the parent speaks Spanish the bilingual teacher consults with the parents, if a language other than English or Spanish is spoken, we would contact the office of ELLs for further support.
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.  
Bronx Alliance Middle School is a brand new school with only a 6th grade. All ELL students required to take the NYSESLAT exam will take the exam together on the same date. The speaking part will be administered to students individually during their regularly scheduled ELA periods. A makeup date will be available for students absent on the testing day. Bilingual teacher, Kiera Carmody will attend a NYSESLAT training course as soon as it is available.
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.   
As this is the first year Bronx Alliance Middle School is open we have no data to compare parent trends. It is our goal to create a TBE program once there are a sufficient number of ELLs. We intend to pull parent forms in order to align parent choice and program offerings.

## 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])? Bronx Alliance Middle School will only house 6th grade for the 2013-14 school year. The school will eventually house grade 6-8. Every year the school will add a grade until we hold grades 6-8 and are a complete middle school. The students are in homogeneous classes. Classes are organized in teams. Each team consists of a humanities teacher (social studies and ELA), a math teacher, and a science teacher. Special education teachers push into the ICT and SETS class. We also have one self-contained Special Education 12/1 class. ELA and Math classes are set up in 90 minute and 135 minute blocks.:
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)?

ESL strategies are provided during all content areas, but more frequently during humanities periods. Currently all ELLs are native Spanish speakers. Students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT. Language objectives are developed and taught through content area material through whole and small group instruction for the mandated time periods (360/180).
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.

Teachers build on background knowledge as a means to engage students and make connections throughout all content areas. Content vocabulary is presented in both English and Spanish for ELLs to make connections. Students use various types of graphic organizers to outline information and learn organizational techniques that support comprehension. All of our textbooks are Common Core aligned and bilingual.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Both bilingual teachers and content area teachers support and evaluate all four modalities of language acquisition through various techniques. Teachers regularly conference with students to set goals in each modality. Students read independently every day in both languages. Teachers use the Spanish LAB-R and informal assessment to evaluate students in their native language throughout the year. Students receive Spanish translations of all class materials as a means to support comprehension and build second language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers differentiate instruction to assess all modalities and use these assessments to drive instruction.
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).

Currently we are not supporting any SIFE students. If SIFE students enter our program they will be supported with RTI methodologies and the mandated ESL hours in small group settings. Newcomers receive language support from the bilingual teacher that pushes into their classes as well as the content area teachers. Newcomers are immersed in a print rich environment with clearly defined and displayed content and language learning objectives. Classroom teachers and the bilingual teacher are scaffolding instruction for these students by supporting them in small group settings with native language support in order to meet the learning objectives designated in content units as well as second language acquisition. ELLS receiving service 4-6 years are supported by the bilingual teacher and content teachers through frequent conferencing and small group assessment. They also receive their mandated hours and test accommodations. Long-term ELLs are also supported by the bilingual teacher and content area teachers through conferencing and small group instruction. Long-term ELLs and former ELLs also receive their entitled accommodations. ELL-SWD's are supported by the bilingual teacher, special education teacher, and content area teachers through a push-in and pull-out model based on their IEP. They are supported in a safe and structured environment put in place to educate the whole child.

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?

The teachers of ELL-SWD's provide small group instruction and follow the suggested instructional strategies in the IEP. These students' needs are met through the collaborative effort of the bilingual and special education teacher.

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?

Special education teachers and the bilingual teacher strive to meet the diverse needs of ELL-SWDs. Besides the recommendations listed in the IEP, instruction is differentiated for these students through translation, simplification, oral instruction and other methods of modification. Teachers create a structured and safe environment for these students with the least restrictions.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

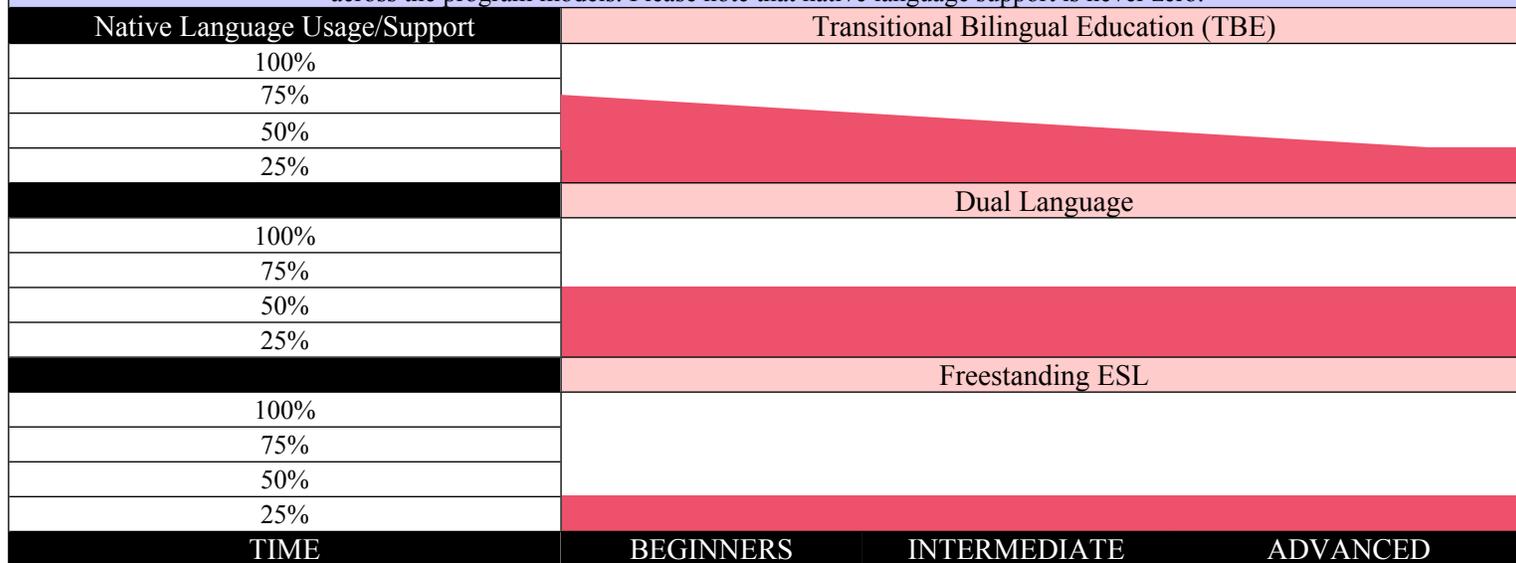
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language 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.



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.

The Balanced Literacy approach is implemented during humanities (ELA and social studies) periods. CCLS based materials are provided for all ELLs to develop literacy skills. Instructional materials are provided on various reading levels appropriate to each subgroups learning needs. ELLs are provided ESL dictionaries and Spanish to Spanish dictionaries for translating. All ELLs are provided iPads to access online dictionaries and texts via their template for more accessible manipulation and translating. ELL teachers incorporate cooperative collaborative grouping, which allows linguistic shared leadership by the learner and promotes growth in social skills. Scaffolding support is contingent, supportive and interactive. ELA and bilingual teachers practice the "I think, I see, I wonder" visual model to make connections to prior knowledge and promote deep thinking when introducing new concepts. The Think, Pair, Share model is practiced to promote student-centered classrooms and strengthen speaking and listening skills. ELL students are supported with IXL Mathematics Program and Achieve 3000. Math teachers, the bilingual teacher, and the math consultant collaborate to cater to the various needs of each ELL subgroup.

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

Our current program is still in development and will be adjusted as our school population increases. The program is effective and ELLs language and content area needs are being met.

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

NA

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

NA

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 afforded equal access to all school programs. Currently all ELLs are participating in weekly electives they selected in various fields. ELLs are participating in a weekly art enrichment program once a week in the afternoons provided by Studio in the School. All programs and events in the school are mentioned to ELL students in native language and English during their advisory period (first 30 minutes of each school day). All school news is also sent home in written form and translated for parents.

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

The implementation of technology strengthens academic rigor and is present in all classrooms. All ELL students use iPads to access ESL dictionaries and interactive learning sites. Students are provided with audio enhancement in English and native language in humanities classes for extra support. Monthly data retreats allow us to see how technology in the classroom is supporting our ELL population.

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

The bilingual teacher based on ELL proficiency level provides native language support. Common planning allows time for the bilingual and humanities teachers to discuss learning goals and set specific goals for each subgroup. Class work and homework is modified to meet ELLs needs based on proficiency level.

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

Bronx Alliance Middle School is currently only 6th grade and all state requirements being met are grade and age appropriate.

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.

For the 2014-15 school year an orientation in the summer is being planned to welcome and introduce ELLs to our school and our community. Currently newly enrolled students are introduced to the teachers, guidance counselor and principal. Students take a tour of the school and have the opportunity to ask questions about their academic programs.

18. What language electives are offered to ELLs?

Currently no language electives are offered in our school.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- 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)?

NA

### 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.

Teachers of ELLs hold the appropriate teaching certificates and use their knowledge of second language acquisition to support our ELL population. The bilingual teacher has attended LAP technical training sessions and is scheduled for NYSESLAT training in the spring. All teachers attend various professional development sessions centered in literacy techniques to support a diverse student population. The literacy coach and literacy consultant offer mentoring and professional development opportunities to all teachers.

All teachers participate in professional development to familiarize themselves with the social emotional needs of our ELL population as they transition from elementary to middle school. The guidance counselor provides information and professional development opportunities for teachers seeking to further their knowledge of this area.

All teachers participate in the mandated ESL training hours in order to effectively implement ESL strategies to our ELL students and to promptly identify students with disabilities. Records of all meetings and professional development sessions are maintained and recorded with a specific agenda of topics and sign-in sheet. All ELL related documents and literature is kept in a binder in the teacher's office. All staff is informed of the materials in this binder and encouraged to review it as needed.

:

## 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?

All parents were invited to a new school orientation in August 2013. We also held a meet the teacher night in early September. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and involvement. The guidance counselor is a NYS and NYC certified Spanish interpreter and translator. The guidance counselor provides all Spanish-speaking parents with all necessary documents. Parents are informed of the resources available on the NYCDOE website as well. Our school plans to increase all parent involvement by sending home parent surveys about our school and academic program information. The bilingual and humanities teachers are in correspondence with ELL parents to discuss student and parent needs and opportunities to improve community involvement. :

## 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.

As previously mentioned, Bronx Alliance Middle School is a brand new school. We are a dedicated staff determined to see all of our students succeed. We are reflective, thoughtful and determined to create an effective and engaging plan of study for our ELLs that meet their needs and support them in all ways.

## Part VI: LAP Assurances

**School Name: Bronx Alliance Middle School**

**School DBN: 11BX35**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jean Gallarello	Principal		11/13/13
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
Kiera Carmody/Bilingual	Teacher/Subject Area		11/13/13
Michele Hamilton/Humanities	Teacher/Subject Area		11/13/13
Vivian Ruiz	Coach		11/13/13
	Coach		
Paola Melendez	Guidance Counselor		11/13/13
	Network Leader		
	Other		